



Paola Pando Díaz • Silvia Lourdes Foschi

# 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.

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# TEACHER'S GUIDE

ENGLISH



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PRIMARY

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# BACKPACKERS

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<b>PLAN OF THE ACTIVITY BOOK</b> .....	4
<b>STRUCTURE OF THE ACTIVITY BOOK</b> .....	6
<b>STRUCTURE OF THE TEACHER'S GUIDE</b> .....	9
<b>INTRODUCTION</b> .....	11
• A message from the author .....	11
• Curricular proposal .....	12
• Objectives .....	13
• Level of competence .....	13
• Methodology .....	14
• Evaluation .....	15
<b>COMPONENTS</b> .....	16
• Activity Book .....	16
Unit features .....	16
• Teacher's Guide .....	17
• Reader .....	17
• CD .....	17
<b>TEACHING GUIDELINES</b> .....	18
• Teaching strategies for skills development .....	18
Reading comprehension strategies .....	18
Listening and speaking strategies .....	20
Writing strategies .....	21
• Integrating the four skills in the English classroom .....	23
• Using literature in the language classroom .....	23
• Orientations to develop critical thinking .....	24
• Common European Framework of Reference for Languages .....	25
<b>CLASSROOM LANGUAGE</b> .....	27
<b>THE SOUNDS OF ENGLISH</b> .....	30

## UNIT 1

<i>Let's talk about concerns!</i> .....	32
Getting ready .....	33
On the road .....	34
Check your progress .....	37
Final destination .....	
Product: <i>A box of concerns</i> .....	41
Final check .....	42
Reader .....	42

## UNIT 2

<i>Please, tell me a story!</i> .....	44
Getting ready .....	45
On the road .....	46
Check your progress .....	49
Final destination .....	
Product: <i>Narration of a story using a photograph</i> .....	52
Final check .....	53
Reader .....	54

## UNIT 3

<i>Take care of yourself</i> .....	56
Getting ready .....	57
On the road .....	58
Check your progress .....	61
Final destination .....	
Product: <i>A poster with instructions</i> .....	64
Final check .....	65
Reader .....	66

## UNIT 4

<i>Let's share some experiences...</i> .....	68
Getting ready .....	69
On the road .....	70
Check your progress .....	73
Final destination .....	
Product: <i>A letter with personal experiences</i> .....	77
Final check .....	78
Reader .....	78

## UNIT 5

<i>Can you guess the activity?</i> .....	80
Getting ready .....	81
On the road .....	82
Check your progress .....	86
Final destination .....	
Product: <i>A guessing game based on descriptions</i> .....	89
Final check .....	91
Reader .....	91

## UNIT 6

<i>What do you know about this topic?</i>	94
Getting ready	95
On the road	96
Check your progress	100
Final destination	
Product: <i>A questionnaire to obtain information</i>	103
Final check	104
Reader	105

## UNIT 7

<i>Let's help each other!</i>	108
Getting ready	109
On the road	110
Check your progress	114
Final destination	
Product: <i>A mailbox with expressions to offer and ask for help</i>	118
Final check	119
Reader	120

## UNIT 8

<i>Let's read and compare legends</i>	122
Getting ready	123
On the road	124
Check your progress	128
Final destination	
Product: <i>An illustrated diary</i>	132
Final check	133
Reader	134

## UNIT 9

<i>Analyze the infographic!</i>	136
Getting ready	137
On the road	138
Check your progress	142
Final destination	
Product: <i>An infographic about Mexican food</i>	146
Final check	147
Reader	148

## UNIT 10

<i>Let's compare ads!</i>	150
Getting ready	151
On the road	152
Check your progress	156
Final destination	
Product: <i>Classified advertisements</i>	158
Final check	160
Reader	160

## EVALUATION INSTRUMENTS

## CD TRACKLIST

## BIBLIOGRAPHY FOR TEACHERS

## BIBLIOGRAPHY FOR STUDENTS

162
172
173
175



## UNIT 1

**Let's talk about concerns!** 6

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

**Environment:** Family and Community.

**Communicative activity:** Exchanges associated with specific purposes.

**Getting ready** 7

**On the road** 8

**Check your progress** 12

**Final destination** 16

**Product:** A box of concerns 16

**Final check** 17

## UNIT 2

**Please, tell me a story!** 18

**Social practice of the language:** Tell a story from a set of pictures.

**Environment:** Recreational and Literary.

**Communicative activity:** Literary Expression.

**Getting ready** 19

**On the road** 20

**Check your progress** 24

**Final destination** Product: Narration of a story using a photograph 28

**Final check** 29

## UNIT 3

**Take care of yourself** 30

**Social practice of the language:** Give and follow instructions about health care.

**Environment:** Academic and Educational.

**Communicative activity:** Interpretation and follow-up of instructions.

**Getting ready** 31

**On the road** 32

**Check your progress** 36

**Final destination** 40

**Product:** A poster with instructions 40

**Final check** 41

## UNIT 4

**Let's share some experiences...** 42

**Social practice of the language:** Share and compare personal experiences.

**Environment:** Family and Community.

**Communicative activity:** Exchanges associated with information about oneself and others.

**Getting ready** 43

**On the road** 44

**Check your progress** 48

**Final destination** 52

**Product:** A letter with personal experiences 52

**Final check** 53

## UNIT 5

**Can you guess the activity?** 54

**Social practice of the language:** Describe everyday activities to be discovered by others.

**Environment:** Recreational and Literary.

**Communicative activity:** Recreational expression.

**Getting ready** 55

**On the road** 56

**Check your progress** 60

**Final destination** 64

**Product:** A guessing game based on descriptions 64

**Final check** 65

## UNIT 6

**What do you know about this topic?** 66

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

**Environment:** Academic and Educational.

**Communicative activity:** Search and selection of information.

**Getting ready** 67

**On the road** 68

**Check your progress** 72

**Final destination** Product: A questionnaire to obtain information 76

**Final check** 77

## UNIT 7

### Expressions to get what you need 78

**Social practice of the language:** Interpret and use expressions to offer and receive help.

**Environment:** Family and Community.

**Communicative activity:** Exchanges associated with the social environment.

**Getting ready** 79

**On the road** 80

**Check your progress** 84

#### Final destination

Product: A mailbox with expressions to offer and ask for help 88

**Final check** 89

## UNIT 8

### Let's read and compare legends 90

**Social practice of the language:** Read short legends from different cultures to compare similarities and differences.

**Environment:** Recreational and Literary.

**Communicative activity:** Understanding oneself and others.

**Getting ready** 91

**On the road** 92

**Check your progress** 96

#### Final destination

Product: An illustrated diary 100

**Final check** 101

## UNIT 9

### Analyze the infographic! 102

**Social practice of the language:** Interpret and compare information given in a picture.

**Environment:** Academic and Educational

**Communicative activity:** Treatment of information.

**Getting ready** 103

**On the road** 104

**Check your progress** 108

#### Final destination

Product: An infographic about Mexican food 112

**Final check** 113

## UNIT 10

### Let's compare ads! 114

**Social practice of the language:** Comment on and compare advertising messages.

**Environment:** Family and Community.

**Communicative activity:** Exchanges associated with the media.

**Getting ready** 115

**On the road** 116

**Check your progress** 120

#### Final destination

Product: Classified advertisements 124

**Final check** 125

Glossary 126

Bibliography 127



- Environment: Exchanges in the classroom
- Communicative activity: Exchange about social practice
- Cognitive dialogues that express concerns
- Games: Different ways to organize concerns in dialogues
- Express and reply to concerns in short dialogues
- A box of concerns
- The Express / Answer Cards



## GETTING READY Listening to a dialogue and expressing concerns

1. What are you usually concerned about? Read the list of worries and then tell your partner.

- I don't have any friends
- I don't have any money
- I don't have any clothes
- I don't have any shoes
- I don't have any books
- I don't have any toys
- I don't have any food
- I don't have any water
- I don't have any paper
- I don't have any ink
- I don't have any pens
- I don't have any pencils
- I don't have any erasers
- I don't have any rulers
- I don't have any compasses
- I don't have any protractors
- I don't have any calculators
- I don't have any computers
- I don't have any printers
- I don't have any scanners
- I don't have any cameras
- I don't have any phones
- I don't have any tablets
- I don't have any laptops
- I don't have any desktops
- I don't have any servers
- I don't have any networks
- I don't have any databases
- I don't have any applications
- I don't have any websites
- I don't have any emails
- I don't have any social media
- I don't have any blogs
- I don't have any podcasts
- I don't have any videos
- I don't have any photos
- I don't have any documents
- I don't have any spreadsheets
- I don't have any presentations
- I don't have any reports
- I don't have any proposals
- I don't have any contracts
- I don't have any agreements
- I don't have any licenses
- I don't have any patents
- I don't have any trademarks
- I don't have any copyrights
- I don't have any patents
- I don't have any trademarks
- I don't have any copyrights

2. This is the first day of school and some children are worried. Listen and read the dialogue. Then tick (✓) the correct picture.

Diego: ¿Cómo te sientes hoy?  
 Ana: Estoy un poco preocupada.  
 Diego: ¿Por qué?  
 Ana: No tengo amigos.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No sé cómo hacer amigos.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo dinero para comprar ropa.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo zapatos.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo libros para leer.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo juguetes.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo comida.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo agua.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo papel.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo bolígrafos.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo lápices.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo borradores.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo reglas.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo compases.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo transportadores.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo calculadoras.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo computadoras.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo impresoras.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo escáneres.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo cámaras.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo teléfonos.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo tabletas.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo laptops.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo escritorios.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo servidores.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo redes.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo bases de datos.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo aplicaciones.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo sitios web.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo correos electrónicos.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo redes sociales.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo blogs.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo podcasts.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo videos.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo fotos.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo documentos.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo hojas de cálculo.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo presentaciones.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo reportes.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo propuestas.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo contratos.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo acuerdos.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo licencias.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo patentes.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo marcas registradas.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo derechos de autor.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo patentes.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo marcas registradas.  
 Diego: ¿Y eso qué te preocupa?  
 Ana: No tengo derechos de autor.



3. In pairs, write a dialogue on the first day of school. Use the model in activity 2 and your ideas. Then practice reading the dialogue aloud.

The *Getting Ready* section includes starting activities which motivate students to get involved in the Social Practice of the unit. It also allows them to explore the unit goals.



## ON THE ROAD Listening to a dialogue and expressing concerns

1. Look at the pictures and say what is wrong with the children. Use the example and phrases in the box. Share your ideas with your classmates.



2. Listen to the children and check your answers. Then say if Mexicans share the same expressions of concerns.

3. Add your own information and practice the expressions with a partner. Take turns. Use the example as a model.



## ON THE ROAD Listening to a dialogue and expressing concerns

1. In pairs, look at the pictures and create short dialogues about concerns. Write the dialogues between the children and their teachers.



2. Role-play the dialogues in activity 1. Respect the turns of participation.

Evaluate your progress so far according to your performance.

- I can express and reply to concerns in short dialogues
- I can respect turns of participation
- If my answers are not so well, ask your teacher to help

The section *On the Road* is the body of the unit, which will help students develop the Social Practice of the Language and create the Final Product.

The Check your Progress is an on-the-go evaluation instrument in the middle of the unit, which evaluates students' progress and helps them discover their strengths and what they need to revise.



**Product**

**Activity 1: Concerns**

**1** Work in groups (minimum 4 students).

**2** Collect the material you need and decorate the shoe box.

**3** Use the list of ten worries on page 11, Subproduct 1, and copy them in ten different slips of paper.

**4** Put the slips of paper inside the box.

**5** Go to page 15, Subproduct 2, and use the questions you wrote.

**6** Take out one slip of paper from the box and create a short dialogue with your team-mates.

**7** Take out the other slips of paper and create short dialogues. Practice them with your team-mates and take turns.

**8** Go around the classroom and choose a classmate. In pairs, create a new dialogue about a real concern you have. Take turns.

Let's cooperate with my team-mates.  Yes, well  No, not well

I can express concerns.  Yes, well  No, not well

I can reply to someone.  Yes, well  No, not well

I can exchange concerns in a short dialogue.  Yes, well  No, not well

I can follow instructions to carry out a product.  Yes, well  No, not well

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

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

**10** Choose one concern you've had recently and create a short dialogue with your partner. Write it in the space provided.

**11** Role-play the dialogue in activity 1 with your partner. Take turns showing empathy and solidarity through your voice tone.

Evaluate your achievement according to your performance. Circle the corresponding alternative.

I can express concerns.  Yes, well  No, not well

I can ask questions about concerns.  Yes, well  No, not well

I can exchange concerns in a short dialogue.  Yes, well  No, not well

I can show empathy and solidarity.  Yes, well  No, not well

I can respect terms of participation.  Yes, well  No, not well

I can respect my partner's ideas and opinions.  Yes, well  No, not well

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

The *Final Check* is an evaluation instrument at the end of the unit, which evaluates students' achievements and helps them discover their strengths and what they need to revise.

**GLOSSARY**

**WANTLE**

moonlight: the light of the moon

poetry: a form of literature

apart: away from each other

**WANTLE**

cloudy: full of clouds

hugged: held tightly, with the arms

grip: to hold or hold firmly

stare: to look at someone or something for a long time

blurred: out of focus

neighborhood: the area around a particular place

settled: made firm, with the feet

spill up: to rise

stand: to get up or to be for some time

stand: a tall, thin object that is used to support something

empty: without people

**WANTLE**

characteristic: a quality or feature

daily products: things that are used every day

stretch: to pull or to be pulled

**WANTLE**

grabbed: to take something quickly

**WANTLE**

apron: a garment worn over the front of the body

basin: a shallow container

rocks: stones

rough: not smooth

the top: the highest part

covered: to be covered

push: to move something or someone away

put out: to extinguish

**WANTLE**

ball: a round object

couple: two people

drive: to move a vehicle

increase: to become larger or more

**WANTLE**

blender: a kitchen appliance used for mixing

crunchy: having a hard, brittle texture

hotplate: a portable heater with an electric coil

beats: the regular sound of a drum

poth: the deep part of a road

saucer: a shallow dish

strip: a long, narrow piece of material

**WANTLE**

bed: a place where you sleep

children: young people

grooming: the act of cleaning and styling hair

speech: a formal address

vouchers: tickets or coupons

bed: a place where you sleep

The *Glossary* is a useful list of words at the end of the textbook which allows students understand meanings through easy definitions.

**BIBLIOGRAPHY**

**Books that support the present textbook:**

- 1. *English Grammar* by Raymond Murphy
- 2. *English Vocabulary* by Michael McCarthy
- 3. *English Spelling* by Michael McCarthy
- 4. *English Pronunciation* by Michael McCarthy
- 5. *English Idioms* by Michael McCarthy
- 6. *English Phrasal Verbs* by Michael McCarthy
- 7. *English Collocations* by Michael McCarthy
- 8. *English Slang* by Michael McCarthy
- 9. *English Proverbs* by Michael McCarthy
- 10. *English Sayings* by Michael McCarthy

**Online references that provide extra practice:**

- 1. [www.grammar.com](http://www.grammar.com)
- 2. [www.vocabulary.com](http://www.vocabulary.com)
- 3. [www.spelling.com](http://www.spelling.com)
- 4. [www.pronunciation.com](http://www.pronunciation.com)
- 5. [www.idioms.com](http://www.idioms.com)
- 6. [www.phrasalverbs.com](http://www.phrasalverbs.com)
- 7. [www.collocations.com](http://www.collocations.com)
- 8. [www.slang.com](http://www.slang.com)
- 9. [www.proverbs.com](http://www.proverbs.com)
- 10. [www.sayings.com](http://www.sayings.com)

The *Bibliography* contains references of books and websites used in the process of making the Activity Book and websites for students to visit for extra practice.

# Sections



This section contains explanations and examples for students to understand the Social Practice of the Language.

**Towards the product** ×

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

# Icons



This icon indicates students will listen to a recording.



This icon indicates students should work in pairs.



This icon indicates students should work in groups.



This icon indicates students will do an activity based on a text in the Reader.



This icon indicates students should look up a word in the Glossary.



This icon indicates students may visit a website related to the content of the unit.



Learning Outcomes	Concerns
1. Identify the main idea of the text.	1. Identify the main idea of the text.
2. Identify the main idea of the text.	2. Identify the main idea of the text.
3. Identify the main idea of the text.	3. Identify the main idea of the text.
4. Identify the main idea of the text.	4. Identify the main idea of the text.
5. Identify the main idea of the text.	5. Identify the main idea of the text.



32 UNIT 1

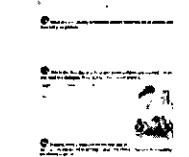
There is a unit overview detailing the environment, communicative activity, social practice of the language, learning outcomes, methodological suggestions, product, text in the Reader, evaluation instrument, time and materials.



Let's talk about concerns! This is the first day of school and some children are worried. Let's read the dialogue. Then tick (✓) the correct picture that shows the children's concerns. Write the name of the picture in the box.

### GETTING READY: Learning to dialogue that expresses concerns

Page 7



1. What are you usually concerned about? Read the list of worries and then tell your partner.
2. Write a dialogue between two children. One child is worried about a problem and the other child is trying to help. Use the words in the box to help you.

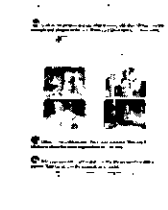
33 UNIT 1

There is a lead-in to the unit, which includes the corresponding social practice of the language, the learning goals and useful ideas to start the unit with.

2. This is the first day of school and some children are worried. Let's read the dialogue. Then tick (✓) the correct picture that shows the children's concerns. Write the name of the picture in the box.

### ON THE ROAD: Identifying ways to express concerns

Page 9



1. Look at the pictures and say what is wrong with the children. Use the example and phrases in the box. Share your ideas with your classmates.
2. Listen to the children and check your answers. Then say if someone shares the same expressions of concerns.

34 UNIT 1

There are step-by-step methodological suggestions for each activity throughout the unit, which include the answers and the corresponding transcript.

### FINAL DESTINATION

Product: A box of concerns



1. Use the list of ten worries on page 11. Subproduct 1, and copy them in ten different sizes of paper. Make sure you use a different color for each size. Use the words in the box to help you.
2. Put the tops of paper inside the box.
3. Go to page 11. Subproduct 2, and use the questions you wrote.
4. Take out one size of paper from the box and create a short dialogue with your team mates.
5. Take out the other size of paper and create short dialogues. Practice them with your team mates and take turns.
6. Go around the classroom and choose a classmate. In pairs, create a new dialogue about a real concern you have. Take turns to be the speaker and the listener.

### REFLECT ON YOUR PRODUCT

1. Work in groups (minimum 4 students).
2. Collect the material you need and decorate the shoe box.

### EVALUATION INSTRUMENT

Observation sheet: This is used to evaluate the students' performance in the final destination. It is used to evaluate the students' performance in the final destination.

41 UNIT 1

There are step-by-step methodological suggestions for the making of the Product, in which students integrate and put to work different sections of the unit.

**FINAL CHECK**

1. Write the name of the person who is in the picture.

2. Write the name of the person who is in the picture.

3. Write the name of the person who is in the picture.

4. Write the name of the person who is in the picture.

5. Write the name of the person who is in the picture.

1. Look at the picture on page 9. Use the sentence in the box to create a dialogue between the Emperor and the servant that represents the Emperor's concern.

2. Are the people in your country concerned about appearance and clothes? Are you usually worried about buying new clothes? Think and answer.

3. Share with your group your answers in activity 2.

**Reader**  
*The Emperor's New Clothes*

**BEFORE READING**

1. Look at the picture on page 9. Use the sentence in the box to create a dialogue between the Emperor and the servant that represents the Emperor's concern.

1. Look at the picture on page 9. Use the sentence in the box to create a dialogue between the Emperor and the servant that represents the Emperor's concern.
2. Are the people in your country concerned about appearance and clothes? Are you usually worried about buying new clothes? Think and answer.
3. Share with your group your answers in activity 2.

**WHILE READING**

1. Underline the expression of concern.
2. Underline another expression of concern.
3. Underline the expression of concern.
4. Underline another expression of concern.
5. Underline the expression of concern.

**AFTER READING**

6. Share all the underlined expressions of concern with your group. What do they have in common? Discuss the nature of all of them.
7. Correct your predictions in activity 1 with your partner.

**11. Look at the picture on page 10. Use the sentences in the boxes to write a five-line dialogue that shows concern between the Emperor and his servants.**

12. Organize the story in your group and then present it to the class.

1. Look at the picture on page 10. Use the sentences in the boxes to write a five-line dialogue that shows concern between the Emperor and his servants.
2. Organize the story in your group and then present it to the class.

**TRANSCRIPT**

The Emperor's New Clothes

Emperor: I have a great idea. I will wear a new suit that is made of gold and silver. It will be the most beautiful suit in the world.

Servant: That is a very good idea, my lord.

Emperor: I will wear it on my next trip to the capital.

Servant: Yes, my lord. I will make it for you.

Emperor: I will wear it on my next trip to the capital.

Servant: Yes, my lord. I will make it for you.

There are step-by-step methodological suggestions for the activities in the Reader, including the answers to each of them and the transcript of the text.

**EVALUATION INSTRUMENTS**

**Observation sheet**

UNIT 1	UNIT 2	UNIT 3	UNIT 4
1. Ability to understand and use the language in the context of the situation.	1. Ability to understand and use the language in the context of the situation.	1. Ability to understand and use the language in the context of the situation.	1. Ability to understand and use the language in the context of the situation.
2. Ability to understand and use the language in the context of the situation.	2. Ability to understand and use the language in the context of the situation.	2. Ability to understand and use the language in the context of the situation.	2. Ability to understand and use the language in the context of the situation.
3. Ability to understand and use the language in the context of the situation.	3. Ability to understand and use the language in the context of the situation.	3. Ability to understand and use the language in the context of the situation.	3. Ability to understand and use the language in the context of the situation.
4. Ability to understand and use the language in the context of the situation.	4. Ability to understand and use the language in the context of the situation.	4. Ability to understand and use the language in the context of the situation.	4. Ability to understand and use the language in the context of the situation.
5. Ability to understand and use the language in the context of the situation.	5. Ability to understand and use the language in the context of the situation.	5. Ability to understand and use the language in the context of the situation.	5. Ability to understand and use the language in the context of the situation.

**CD TRACKLIST**

- Track 01: Introduction
- Track 02: Unit 1
- Track 03: Unit 2
- Track 04: Unit 3
- Track 05: Unit 4
- Track 06: Unit 5
- Track 07: Unit 6
- Track 08: Unit 7
- Track 09: Unit 8
- Track 10: Unit 9
- Track 11: Unit 10
- Track 12: Unit 11
- Track 13: Unit 12
- Track 14: Unit 13
- Track 15: Unit 14
- Track 16: Unit 15
- Track 17: Unit 16
- Track 18: Unit 17
- Track 19: Unit 18
- Track 20: Unit 19
- Track 21: Unit 20
- Track 22: Unit 21
- Track 23: Unit 22
- Track 24: Unit 23
- Track 25: Unit 24
- Track 26: Unit 25
- Track 27: Unit 26
- Track 28: Unit 27
- Track 29: Unit 28
- Track 30: Unit 29
- Track 31: Unit 30
- Track 32: Unit 31
- Track 33: Unit 32
- Track 34: Unit 33
- Track 35: Unit 34
- Track 36: Unit 35
- Track 37: Unit 36
- Track 38: Unit 37
- Track 39: Unit 38
- Track 40: Unit 39
- Track 41: Unit 40
- Track 42: Unit 41
- Track 43: Unit 42
- Track 44: Unit 43
- Track 45: Unit 44
- Track 46: Unit 45
- Track 47: Unit 46
- Track 48: Unit 47
- Track 49: Unit 48
- Track 50: Unit 49
- Track 51: Unit 50

This is a list with all the tracks in the CD.

**BIBLIOGRAPHY FOR TEACHERS**

**Reference books:**

- 1. *Teacher's Guide to the English Language*, by John G. Wells, Cambridge University Press, 1995.
- 2. *Teacher's Guide to the English Language*, by John G. Wells, Cambridge University Press, 1995.
- 3. *Teacher's Guide to the English Language*, by John G. Wells, Cambridge University Press, 1995.

This section includes the bibliography for both the teacher and students.



## A message from the author:

**Backpackers 4<sup>th</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 textbook is different from those in which the focus is on learning formal aspects and functions of the English language to then use it.

The contents in the textbook are intended for students who have been already exposed to English and who are in the second cycle of Primary Education (3<sup>o</sup> y 4<sup>o</sup> de Primaria). It was taken into consideration how to develop students' interest in a variety of social practices of the language throughout the textbook. The contents include activities of special relevance and attraction to middle-schoolers which enable them to use English in a collaborative way.

Students are encouraged to participate, produce and use English at a first stage. They are then invited to reflect upon different aspects of the social practices, language and culture, based on an intra and intercultural analysis. For this reason, it is important that teachers of language (English, Spanish and Natives Languages) turn the classroom into a point of convergence for languages and cultures, that is, a bilingual or multilingual intercultural context that can be exploited to the benefit of students' cultural and linguistic learning.

Eventually, the purpose of **Backpackers 4<sup>th</sup> Primary** is to make a humbly contribution to the main goal of providing students with the necessary tools to succeed in a complex, changing, interrelated and challenging world. In due time, students will be able to make our country a freer, more just and prosperous place.

We hope that both students and teachers enjoy **Backpackers 4<sup>th</sup> Primary** and use it to its maximum extent.

The Author.

**Backpackers 4<sup>th</sup> Primary** has been written especially for children in the fourth year of primary school and has been designed according to the main guidelines and orientations in 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 in engaging 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 that students give to the language and the people they interact with in the different social learning environments in which they participate.
- **Be conscious** of the skills, the knowledge, the attitudes, the learned 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, explain, question, adjust and correct them according to the function of the social environment in which they take place and the purposes that they have.
- **Face** new and unknown communication situations 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** 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.

## The social practices of the language

The curricular proposal of English as a foreign language has adopted an action approach centered on the 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 are ways of interaction which include not only the production and interpretation of texts, oral or written, but also a series of activities related to them. Each social practice is oriented to a communicative goal and has a link with a specific cultural situation.

## Objectives

The main objective of the textbook 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 making 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 repertoire of expressions about personal information and personal needs.
5. **Exchange** predictable information of immediate interest.
6. **Establish** basic social interactions in everyday 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 4<sup>th</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 4<sup>th</sup> Primary*:

- **Learning by doing** An action approach that increases motivation, as learners become personally involved in their learning process. In *Backpackers 4<sup>th</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 4<sup>th</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 to collect evidence of students' development in the learning process.

From this perspective, evaluation in *Backpackers 4<sup>th</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 social practice of the language, not only in 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 4<sup>th</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-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 4<sup>th</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 4<sup>th</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 4<sup>th</sup> Primary*, the learning environments have been alternated, so that students can have a variety of experiences throughout the school year.

The Social Practice of the Language is 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 learning outcomes and to prepare for the Product. At the end of every unit, in the stage *Final destination*, there is a motivating Product that allows students 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 established in the *Curricular Proposal for English as a Foreign Language*, the object of study is the Social Practice of the Language. Therefore, these ones have been distributed and organized into the following learning environments: Family and Community, Recreational and Literary, and Academic and Educational.

#### Unit features

##### Towards the Product

This section contains the subproducts or the Product divided in steps, 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 of the social practice of the language and in the process towards the product.
- **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 4<sup>th</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, the methodology used, the components, and some useful teaching guidelines (skills in English, use of literature, critical thinking, the CEFL chart, classroom language and phonetics). It also includes detailed teaching suggestions for each activity, answers to all the activities in the different components, transcripts of all the recordings included in the CD, evaluation instruments, a tracklist and the bibliography used.

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

### Evaluation instruments

This section contains the evaluation 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 of the Language that have been studied in each unit, and also develop their reading comprehension skills.

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 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.

Together with this, the proposed reading activities will help students get familiarized with language structures, acquire new vocabulary and consolidate the Social Practice of the Language. 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. The suggestions for the teacher to deal with this component are at the end of each unit of the Teacher's Guide.

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 both components the Activity Book and the Reader. 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 the reader, who makes decisions about which strategies to use and when to use them to get meaning from text.

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

#### 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.

<b>Making connections</b>	<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>
<b>Practicing</b>	<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>
<b>Questioning</b>	<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>
<b>Monitoring</b>	<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>
<b>Summarizing</b>	<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>
<b>Visualizing</b>	<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** stage, 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.

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.

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, prediction activities, role-playing are adapted and adopted to teach literary texts in the language lesson; text manipulation; two-way channel of teacher-student communication and pair/group work; literature favors students' development of creative and interpretative skills.

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.

CEFR band	CEFR 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.

## CLASSROOM LANGUAGE

### 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 9<sup>th</sup>. / 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/ /f/ /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.



120692

# UNIT 1

• Social practice of the language:  
Exchange concerns in a brief dialogue.

120692

## Let's talk about concerns!

Emphasis on	Family and Community
Communicative activity	Exchanges associated with specific purposes.
Social practice of the language	Exchanges concerns in a brief dialogue.
Learning Outcome	<ul style="list-style-type: none"> <li>• Explore dialogues that express concerns.</li> <li>• Examine different ways to express concerns in dialogues.</li> <li>• Express and reply to concerns in short dialogues.</li> </ul>
Methodological Suggestions	<ul style="list-style-type: none"> <li>- Create a classroom atmosphere that fosters collaboration, respect and enthusiasm to learn. Provide examples and materials which are not only challenging and attractive but also appropriate to students' level of English language competence. In this way, they will be able to:               <ul style="list-style-type: none"> <li>• anticipate general meaning based on contextual clues;</li> <li>• identify speakers and differentiate turns of participation;</li> <li>• evaluate if the concerns expressed in dialogues are shared with one's own culture;</li> <li>• recognize the structure of dialogues (for example: greetings, farewells, transitions, etc.).</li> </ul> </li> <li>- Offer varied and sufficient examples. Remember that English is a foreign language so your students might only have access to it through what you provide them with. In this way, they will be able to:               <ul style="list-style-type: none"> <li>• formulate questions to determine the topic;</li> <li>• connect concerns to people who express them;</li> <li>• rephrase expressions to analyze the sound sequence;</li> <li>• compare elements in different expressions to establish ways to build up concerns;</li> <li>• organize plausible and alternative answers according to the concerns given.</li> </ul> </li> <li>- Help students understand that we speak with different purposes such as interacting with others and exploring ideas. In this way, students will be able to:               <ul style="list-style-type: none"> <li>• establish initial contact and feel empathy for others;</li> <li>• express concerns;</li> <li>• answer to people's concerns showing empathy and solidarity.</li> </ul> </li> </ul>
Product	A box of concerns.
Reader	<i>The Emperor's New Clothes.</i>
Evaluation instrument	Observation sheet
Allotted time	12 lessons, 50 minutes each

**Materials**



- Environment: Family of 1-2 students.
- Communicative activity: To Express concerns with a purpose.

- Explain dialogues that express concerns.
- Name different ways to express concerns in dialogues.
- Express and reply to concerns in short dialogues.
- A box of concerns.
- The Emperor's New Clothes.

This first unit aims at helping students exchange concerns in a brief dialogue. Students will explore dialogues that express concerns, will examine different ways to express concerns, and will express and reply to concerns in short dialogues.

Through the unit, students are going to work on a product where they will finally create a box of concerns, which will help them practice the exchange of concerns in brief dialogues. Together with this, students are going to read the text *The Emperor's New Clothes* in their Reader, which will reinforce the social practice of the language developed along this unit.

### Lead-in

To begin this unit, you may review some greetings and farewells, which are expressions students already know. You can start by saying hello to them and asking them to use other expressions to say hello, such as *Hi!*, *Good morning!*, etc. You may write the following expressions on the board: *Hello*, *Nice to meet you*, *How are you?* *See you!* among others and then invite children to read them and create the most logical sequence. Afterwards, and if there is enough time, you may form groups of three or four and ask students to create brief dialogues with those expressions.

Later on, you should ask the class to open their books and have a close look at the picture of the front page of this unit. You may give them some minutes to watch the pictures in detail and only then, you may ask them a few questions related. You may say *Who are they?*, *Where are they?*, *What is the woman doing?*, *Why is the boy worried?*, *Have you ever felt this way at school?*, *How?* Allow students to express their ideas freely and using their mother tongue if it is necessary. The aim of this activity is that children know what they are going to learn and practice in this first unit.



### GETTING READY: Listening to a dialogue that expresses concerns

#### Page 7



#### GETTING READY Listening to a dialogue that expresses concerns

1. What are you usually concerned about? Read the list of worries and then tell your partner.

What are you usually concerned about? Write down your worries.

2. This is the first day of school and some children are worried. Listen and read the dialogue. Then tick (✓) the correct picture.

Diego: Hi, Ana! Nice to see you.  
 Ana: Hi, Diego!  
 Diego: How do you feel about the first day of school?  
 Ana: I'm nervous.  
 Diego: I'm nervous, too.




3. In pairs, write a dialogue on the first day of school. Use the model in activity 2 and your ideas. Then practice reading the dialogue aloud.

1. What are you usually concerned about? Read the list of worries and then tell your partner.

In order to do this activity, you may ask some volunteers to read the worries in the list for the rest of the class to get the gist of the activity. You should then allow pairs to talk about their choices, exchange ideas, and express freely. Finally, provide students with an atmosphere of confidence and encourage the whole class to share their list of worries.

#### Answers:

Students' own ideas.

2.  This is the first day of school and some children are worried. Listen and read the dialogue. Then tick (✓) the correct picture.

Before students do this activity, you may invite them to have a close look at the pictures, the context, and anticipate what the children are talking about. You may guide their predictions by asking them *How do you usually feel on the first day of school?*, *How do the children in the picture feel?*, etc. Only then, you can ask the class to read the dialogue as they listen to the recording. You should play the recording twice: the first time, for them to read along; the second time, for students to pay attention to pronunciation and intonation. In the end, you may call volunteers to read the dialogue aloud for the rest of the class.

**Answers:**

Bottom picture (the student in the classroom)

**TRANSCRIPT**

**Diego:** Hi, Ana! Nice to see you again!


**Ana:** Hello, Diego! How are you today?

**Diego:** I'm fine, but a bit worried about the new school year.

**Ana:** Me, too! See you later, during the break!

**Diego:** See you then!

**Ana:** Bye!

3.  In pairs, write a dialogue using the model in activity 2 and your ideas. Then practice reading the dialogue aloud.

Before students create the short dialogue, you may team them up with new classmates to form pairs. In the end, you can appoint different pairs to act out the dialogue so as to check this activity with the whole class.

**Answers:**

Students' own ideas.



**ON THE ROAD:** Identifying ways to express concerns

Page 8



ON THE ROAD

Identifying ways to express concerns



Look at the pictures and say what is wrong with the children. Use the example and phrases in the box. Share your ideas with your classmates.




Listen to the children and check your answers. Then say if Mexicans share the same expressions of concerns.



Add your own information and practice the expressions with a partner. Take turns. Use the example as a model.




1.  Look at the pictures and say what is wrong with the children. Use the example and phrases in the box. Share your ideas with your classmates.

Before doing this activity, you may invite students to have a close look at the pictures, and say what problems the children have. You should explain that they are supposed to describe the situations in the pictures using the phrases in the box. Make sure to read the example in the green box and that students work in groups of four. You may go around the classroom checking their interactions and taking notes of their mistakes for later use.

**Answers:**

Students' own ideas.

2.  Listen to the children and check your answers. Then say if Mexicans share the same expressions of concerns.

You should play the recording twice: the first time, for students to listen to check their answers; the second time, for them to pay attention to pronunciation and intonation. After

listening, you may ask volunteers to express what the children in the pictures are worried about using the correct expressions.

**TRANSCRIPT**

- a. **Girl 1:** I don't understand. I'm worried about my English homework.
- b. **Boy:** I'm really concerned. I don't have many friends this year...
- c. **Girl 2:** I have a big problem with my friend. He's not talking to me...
- d. **Girl 3:** I'm worried about the new teacher. I don't understand her.

**3. Add your own information and practice the expressions with a partner. Take turns. Use the example as a model.**

In order to do this activity, you may ask the whole class what they are usually concerned about. You may write their ideas on the board to help them with vocabulary. Make sure students work in pairs and use the example in the orange box as a model. Later on, you should call volunteers to express themselves.

**Answers:**  
Students' own ideas.

**1. Listen and number the lines of the dialogue in order.**

**2. Practice the dialogue in activity 4 with your partner. Then take turns and act it out in front of your classmates.**

**3. Choose one concern from the box and create a dialogue with your partner. Use the model in activity 4.**

*I don't understand.*

**4. Listen and number the lines of the dialogue in order.**

Before listening, you may encourage students to describe the situation in the picture and say what problem the child has. Through this, you can ask them to anticipate the topic of the dialogue they will listen to. Then you should play the recording twice: the first time, for students to listen to the dialogue and put it in order; the second time, for them to check their answers.

**Answers:**  
2, 3, 5, 4

**TRANSCRIPT**


- Cindy:** Hi, Javier. How are you today?
- Javier:** Not so good. I'm concerned about my grades.
- Cindy:** Would you like some help?
- Javier:** Yes! Thank you!
- Cindy:** Good! Everything will be OK!

**5. Practice the dialogue in activity 4 with your partner. Then take turns and act it out in front of your classmates.**

In order to do this activity, you may play the recording once more for students to pay attention to pronunciation and intonation. After they finish practicing the dialogue and taking turns, you may ask volunteers to act it out in front of the class.


**6. Choose one concern from the box and create a dialogue with your partner. Use the model in activity 4.**

Before students create their own dialogue, you may team them up with new classmates to form pairs. In this way, you will be sure that the whole class interacts with each other at different times of the year. You should give students enough time to write the dialogue and practice reading it. You may go around the classroom checking their interactions and taking notes of their mistakes for later use. In the end, you should ask different pairs to act their dialogue out.

7.  Look at the picture and identify the speakers. Then listen to the dialogue between them.



Speaker 1: Dear, you look worried. What's the matter?  
 Speaker 2: I have a big problem with my Math homework.  
 Speaker 1: I think you should read the instruction again.  
 Speaker 2: I did it.  
 Speaker 1: OK, I can help. Count on me!  
 Speaker 2: Thank you, mom!


 Underline the expressions to reply to concerns in activity 7. Discuss your ideas with your team-mates.

**To EXCHANGE CONCERNS IN A DIALOGUE, remember that...**

<p><b>You may use these phrases to express concerns:</b></p> <ul style="list-style-type: none"> <li>I'm worried about ...</li> <li>I'm concerned about ...</li> <li>I'm upset about ...</li> <li>I have a big problem with ...</li> <li>You look worried. ...</li> </ul>	<p><b>You may use these expressions to reply to concerns:</b></p> <ul style="list-style-type: none"> <li>I think you should ...</li> <li>Why don't you ...?</li> <li>Everything will be OK!</li> <li>Don't worry you will be fine.</li> <li>I can help. Count on me!</li> </ul>
--	---

I can explore dialogues that express concerns.	very well	Well	Not so well
I can express and reply to concerns in short dialogues.	very well	Well	Not so well
I can write concerns in a dialogue.	Very well	Well	Not so well

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

7.  Look at the picture and identify the speakers. Then listen to the dialogue between them.


Before doing this activity, you should invite students to have a look at the picture and try to identify the speakers. You should also prompt them to describe the situation of concern. Only then, you should play the recording twice: the first time, for students to identify the speakers; the second time, for them to get the main idea of the conversation. As a follow-up, you may invite volunteers to read the dialogue aloud for the whole class. You can help them with pronunciation and intonation issues.

**Answers:**

**Boy:** son, speaker 2.  
**Woman:** mother, speaker 1.

**TRANSCRIPT**

**Mother:** Dear, you look worried. What's the matter?  
**Son:** I have a big problem with my Math homework.  
**Mother:** I think you should read the instruction again.  
**Son:** I did it.  
**Mother:** OK, I can help. Count on me!  
**Son:** Thank you, mom!

8.  **Underline** the expressions to reply to concerns in activity 7. Discuss your ideas with your team-mates.

You should explain to students what a reply is. You should go around the classroom in order to check group work and students' answers. Later on, as a class, you should have them provide their answers to this activity.

**Answers**

(See the underlined answers in the transcript of activity 7)



**To EXCHANGE CONCERNS IN A DIALOGUE, remember that...**

You should read the information about the social practice of the language in the chart as a class. You should tell students that in this unit the main objective is to exchange concerns in a dialogue. In order to do that, it is advisable that you explain that the expressions on the left are the ones used to express concerns and the ones on the right, are the ones used to reply to those concerns. This is the first time students encounter these structures so you should be prepared to provide them with more expressions and with extra practice.

**Self-assessment**

You should invite students to evaluate themselves by selecting one of the options in the chart. In case students circle the *Not so well* option, you can go back to activities 4, 6 and 7 one more time as a class so as to help them see whether they are able to identify the appointed expressions.

Towards the product

**A box of concerns**

**SUBPRODUCT 1: Repertoire of words and expressions.**

In small groups, write a list of ten worries in the space provided. Use the correct words and expressions to show concern.

I can write a repertoire of words and expressions to show concern. Very well Well Not so well

I can cooperate with my team-mates. Very well Well Not so well

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

Open your Reader and go over the text on pages 9 - 16. Look at the pictures and think about the concerns of the different characters. Discuss them with your partner.

To know more about a common worry among children, visit this website

7

Towards the product



**A box of concerns**

**SUBPRODUCT 1: Repertoire of words and expressions.**

Before students work on the first Subproduct in preparation of the Product, make sure they team-up in groups of four. You should read the instruction and the example as a class to check comprehension. It is advisable that you explain any doubts regarding the task students are supposed to carry out. You should devote enough time to this activity and you should go around the classroom checking their work. Once they finish, remind them to evaluate themselves by choosing one of the alternatives in the chart. In case they circle the *Not so well* option, you may assist them individually or as a class and provide them with help required.

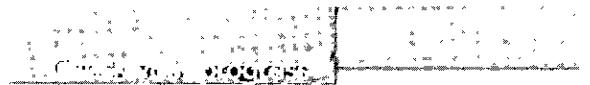
9. Open your Reader and go over the text on pages 9-16. Look at the pictures and think about the concerns of the different characters. Discuss them with your partner.

In order to deal with the text of the Reader in class, you should go to the end of this unit, page 42. There you will find thorough explanations of the activities, the answers to them, and the transcript of the text. One of the strategies to improve reading comprehension skills is making predictions. Therefore, you should invite students to open their Reader and read the title of the story. Make sure they look at the pictures and share ideas with their partners trying to figure out the concerns of the different characters. You may spend some time with some pairs and encourage them to let you know about the concerns they have pictured out. In order to present what they have discussed, you should invite students to share their ideas with the rest of the class.

<https://learnenglishkids.britishcouncil.org/en/reading-practice/say-no-bullying>

If possible, you should have students visit this website. Here they will find information about a common worry among children, bullying. This activity will help them comprehend the topic of the unit in depth.

**CHECK YOUR PROGRESS**



In pair, look at the pictures and create short dialogues about concerns. Write the dialogues between the children and their teachers.



Role-play the dialogues in activity 1. Respect the turns of participation.

Evaluate your progress so far according to your performance.

Self-assessment


I can express and reply to concerns in short dialogues. Very well Well Not so well

I can respect turns of participation. Very well Well Not so well

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




In this section, students check their progress evaluating their strengths and weaknesses so far. You should read the instructions and give them enough time to do the activities on their own. It is advisable that you monitor and provide assistance if needed. In the end, you can check their answers as a class. Also, make sure students understand they have to evaluate their progress by selecting one of the three options in the chart of the last activity.

**1**  **In pairs, look at the pictures and create dialogues about concerns. Write the dialogues between the children and their teachers.**

You should encourage students to work in pairs thinking about the children's worries and then writing the dialogues for each picture.

**Answers:**

Students' own ideas.

**2**  **Role play the dialogues in activity 1. Respect the turns of participation.**

You should give students enough time to practice the dialogues. You may even encourage them to use different types of voice tones together with paying attention to pronunciation and intonation.

**Answers:**


Students' own performance.

**3** **Evaluate your progress so far according to your performance.**

As this is the first time students see this type of activity in this textbook, it is a good idea to explain the aim of this activity and the importance of this section. They are supposed to evaluate their progress by selecting one of the three options in the chart. You could tell them that there is still some time to catch up and achieve the goals at the end of the unit.

**Answers:**

Students' self-evaluation.

**10**  Look at the picture and anticipate the girl's concern. Then listen and read the dialogue to check your answer.




Mother: Dear girl, what's wrong?


Girl: My stomach hurts.



Mother: Are you sure it's not a stomach ache?

Girl: Yes, it is.

 Glossary page 126

 Practice the dialogue in activity 10 with your partner. Take turns showing empathy and solidarity through your voice tone.

 Discuss the most common problems at school. Take down notes and comment with your team-mates.

**10.**   **Look at the picture and anticipate the girl's concern. Then listen and read the dialogue to check your answer.**

Before doing this activity, you should invite students to have a look at the picture and try to guess the girl's concern. Allow them to express themselves freely, but encourage the use of English as much as possible. Then you should play the recording twice: the first time, for them to check their answers; the second time, for students to get the main idea of the conversation. Point out that there is a highlighted word in this dialogue because it is a new word and so its meaning is in the Glossary. Explain to students that any time they see a highlighted word they should look it up in this section, which is on page 126 at the end of their textbooks. As a follow-up, you may invite volunteers to read the dialogue aloud for the whole class. You can assist them with pronunciation and intonation issues.

**Answers:**

Students' own ideas.



**TRANSCRIPT**

**Mother:** Dear, you look really upset.  
**Daughter:** I'm concerned about school.  
**Mother:** Are you concerned about tests?  
**Daughter:** No, I'm not...  
**Mother:** Are you worried about school friends?  
**Daughter:** Yes... I'm worried about not having friends in this new school.  
**Mother:** Everything will be fine.  
**Daughter:** I hope so.

**11. Practice the dialogue in activity 10 with your partner. Take turns showing empathy and solidarity through your voice tone.**

In order to do this activity, you may play the recording once more for students to pay attention to pronunciation and intonation. Explain how important is to show empathy and solidarity towards people's worries through the way we speak, not only in the words we say but also in the tone we use. After they finish practicing the dialogue and taking turns, you can ask volunteers to act it out in front of the class.

**12. Discuss the most common problems at school. Take down notes and comment with your team-mates.**

You should encourage students to form groups of five and to express themselves freely in their discussion. You can go around the classroom to make sure they all participate and to take notes of their mistakes for later use. In the end, you may invite all groups to share their ideas with the rest of the class as you write those ideas on the board.

**Answers:**

Students' own ideas.

13. Tick (✓) the questions to ask about concerns. Then ask those questions to your classmates and take turns.

14. Choose one problem in activity 12 and exchange concerns with your partner. Write the conversation using some of the expressions below.

I can examine different ways to express concerns in dialogues. أرى طرقاً مختلفة للتعبير  
 I can express and reply to concerns in short dialogues. أرى طرقاً مختلفة للتعبير  
 If your answers are not so well, ask your teacher for help.

**13. Tick (✓) the questions to ask about concerns. Then ask those questions to your classmates and take turns.**

Students will work in groups of 3-5 members and read the questions in the bubbles together. Remind them they have to take turns to ask and answer the questions. You should explain that they will need those questions in order to be able to produce a complete dialogue in the following exercise. You may check their answers as a class.

**Answers:**

What makes you feel concerned?; Are you worried about someone in your family?; What's the matter?; Are you upset about not scoring in the soccer team?

**14. Choose one problem in activity 12 and exchange concerns with your partner. Write the conversation using some of the expressions below.**

Before students do this activity, you should read the instruction and the different phrases to check their understanding. Then it is advisable that you give them enough time to discuss and eventually write their conversation. As a round-up activity, you may invite several pairs of students to act out their dialogues in front of the class.

**Answers:**

Students' own ideas.

## Self-assessment

You should ask students to evaluate themselves once more by selecting one of the options in the chart. In case students circle the *Not so well* option, you can go back to the first activities of the unit as a class so as to help them review the different expressions to show and reply to concerns.

### Page 15

Towards the product

**A box of concerns**



**SUBPRODUCT 2: Questions**  
In small groups, write some questions to ask about concerns in the space provided. Practice asking and answering those questions with your team-mates.

I can include different types of questions.  very well  well  Not so well  not well

I can ask and answer questions.  very well  well  Not so well  not well

I can cooperate with my team-mates.  very well  well  Not so well  not well

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

15.   Open your Reader and go over the text. In pairs, write two expressions of concerns said by the characters of the story. Then provide the correct questions to ask about those concerns.



## Towards the product



### A box of concerns

#### SUBPRODUCT 2: Questions

To work on this second Subproduct, make sure they team-up in the same groups for Subproduct 1. You should read the instruction and example as a class to check comprehension. It is advisable that you explain any doubts regarding the task students are supposed to carry out. You should devote enough time to this activity while you go around the classroom checking their work. Once they finish, remind them to evaluate themselves by choosing one of the alternatives in the chart. In case they circle the *Not so well* option, you may assist them individually or as a class and provide them with help required.

15.   Open your Reader and go over the text. In pairs, write two expressions of concerns said by the characters of the story. Then provide the correct questions to ask about those concerns.

After students read the text of the Reader, make sure they work with different partners this time. It is advisable that you pay close attention to the expressions and corresponding questions students will provide by writing them on the board as they speak. After checking their work, you may challenge students to create new expressions of concern for the characters or modify the ones in the story.

#### Answers:

Students' own ideas.

### FLASHCARDS

In order to foster the social practice of the language throughout the unit, you should show students the flashcards of Unit 1 and prompt them to use the expressions given in a brief dialogue.



## FINAL DESTINATION

### Product: A box of concerns

**Product**

- 1** Work in groups (minimum 4 students).
- 2** Collect the material you need and decorate the shoe box.
- 3** Use the list of ten worries on page 11, Subproduct 1, and copy them in ten different slips of paper.
- 4** Put the slips of paper inside the box.
- 5** Go to page 15, Subproduct 2, and use the questions you wrote.
- 6** Take out one slip of paper from the box and create a short dialogue with your team-mates.
- 7** Take out the other slips of paper and create short dialogues. Practice them with your team-mates and take turns.
- 8** Go around the classroom and choose a classmate. In pairs, create a new dialogue about a real concern you have. Take turns.

I can cooperate with my team-mates.

I can express concerns.

I can reply to concerns.

I can exchange concerns in a short dialogue.

I can follow instructions to carry out a product.

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

This section is meant to consolidate the social practice of the language of this unit and apply the structures learned throughout. Make sure students know in advance the materials (shoe box, sheets of white paper, scissors, construction paper, markers, and glue) they are supposed to bring to make the corresponding product. It is advisable that you read all the steps in detail and provide any explanation needed to carry out the product properly. Once all students are ready to work on their own, go around the classroom providing assistance and checking their work. You should give them enough time to produce it and then present it to the rest of the class.

#### **1** Work in groups (minimum 4 students).

You should encourage students to get together in the same groups they have been working since Subproduct 1.

#### **2** Collect the material you need and decorate the shoe box.

Each group decorates a box to be filled with worries or concerns.

#### **3** Use the list of ten worries on page 11, Subproduct 1, and copy them in ten different slips of paper.

Make sure they copy exactly the same worries they wrote in Subproduct 1 on ten different slips of paper.

#### **4** Put the slips of paper inside the box.

#### **5** Go to page 15, Subproduct 2, and use the questions you wrote.

Remind students to stick to those questions already selected and corrected.

#### **6** Take out one slip of paper from the box and create a short dialogue with your team-mates.

At this stage, pay close attention to each group in order to check students' oral production thought their dialogues.

#### **7** Take out the other slips of paper and create short dialogues. Practice them with your team-mates and take turns.

Keep on walking around the classroom to be able to check everybody's work and provide them with assistance if needed.

#### **8** Go around the classroom and choose a classmate. In pairs, create a new dialogue about a real concern you have. Take turns.

You should prompt students to get up and walk around the classroom in order to practice real conversations about concerns. Then, invite shier students to try speaking in front of the class. Remember to always keep encouraging and providing positive feedback.

### Reflect on your product

You should ask students to reflect on their work. Get them to read the statements in the chart at the end of the page and circle the best option that represents their performance.

### Evaluation Instrument

#### Observation sheet

Make a copy of the *Observation sheet* on page 162 per student. Complete it according to their performance in the unit and consider it as evidence of their progress.

**FINAL CHECK**

**1.1** Choose one concern you've had recently and create a short dialogue with your partner. Write it in the space provided.

**1.2** Role-play the dialogue in activity 1 with your partner. Take turns showing empathy and solidarity through your voice tone.

Evaluate your achievement according to your performance. Circle the corresponding alternative

- I can express concerns  Yes  No
  - I can ask questions about concerns.  Yes  No
  - I can exchange concerns in a short dialogue.  Yes  No
  - I can show empathy and solidarity.  Yes  No
  - I can respect turns of participation.  Yes  No
  - I can respect my partner's ideas and opinions.  Yes  No
- If your answers are No or so, ask your teacher for help.

In this final and crucial section, students tackle two tasks related to the social practice of the language and evaluate their performance at the end of the process. Therefore, you should read the instructions and give them enough time to answer the activities of this section. It is advisable that you just monitor students' work and provide little assistance. The key is to let students apply what they have learned on their own, with little or no teacher interference. You should eventually check their answers as a class. In the last activity, students are supposed to circle the option that best represents their performance at this stage of the unit. In case students have doubts, you may revise the specific contents studied so far.

**Answers:**

1. Students' own dialogues.
2. Students' own performance.
3. Students' self-evaluation.



**BEFORE READING**

You can start this class by asking students questions about their own concerns such as *What do you usually worry about?*, *Do school tests make you feel concerned?*, etc. You may also anticipate that they are going to read a famous children's story about an emperor feeling concerned about his clothes. Be ready to provide your students with vocabulary related to clothing items. You may even want to catch their interest by prompting them to mention all the clothes they already know in English because they are commonly used in Spanish. After that, explain to students that any time they see a highlighted word along the text, they should look it up in the Glossary. Tell them it is a list of words with pictures which help them understand the corresponding meaning. You should make sure they know that this resource applies to each the following units.

1. **1.1** Look at the picture on page 9. Use the sentences in the box to create a dialogue between the Emperor and his servant that represents the Emperor's concern.

You should invite students to create a dialogue using the phrases provided. Then call volunteers to act out their dialogues in front of the class.

**Possible answers:**

**Emperor:** I'm afraid I have too many clothes.

**Servant:** This is a big problem, Emperor.

2. **2.1** Are the people in your country concerned about appearance and clothes? Are you usually worried about buying new clothes? Think and answer.

You should allow students to express freely but using English as much as possible.

**Answers:**

Students' own ideas.

3. **3.1** Share with your group your answers in activity 2.

You may tell students your opinion on the subject. Then you should invite them to share with their team-mates their answers in the previous activity.

**Answers:**

Students' own opinions.

## WHILE READING

You should invite students to start reading the text in silence while they listen to the recording. It is important that you give them enough time to do this activity. Explain that they are supposed to underline different expressions to describe concerns as they read.

### 4. Underline the expression of concern.

**Answers:**

"We're worried about you."

### 5. Underline another expression of concern.

**Answers:**

"I'm concerned about those invisible clothes."

### 6. Underline the expression of concern.

**Answers:**

"He was worried about losing his job."

### 7. Underline another expression of concern.

**Answers:**

"What's this?, he thought worriedly."

### 8. Underline the expression of concern.

**Answers:**

"I'm worried about what people think of my new clothes."

## AFTER READING

The aim of this stage is that students consolidate their knowledge of the story by working in pairs or groups. In this way, each of them will contribute to a synergy where stronger and weaker students belong to a work-mode in which every single person has something to give for accomplishing a bigger end product.

### 9. Share all the underlined expressions of concern with your group. What do they have in common? Discuss the nature of all of them.

You should team-up students in groups of four. Then ask them to share their ideas with their partners.

**Answers:**

Students' own ideas.

### 10. Correct your predictions in activity 1 with your partner.

You should team-up students in groups of four. Then ask them to share their ideas with their partners.

**Answers:**

Students' own ideas.

### 11. Look at the picture on page 16. Use the sentences in the boxes to write a five-line dialogue that shows concern between the Emperor and his servants.

Encourage students to continue working with their partners so as to create a new dialogue.

**Answers:**

Students' own ideas.

### 12. Dramatize the story in your group and then present it to the class.

You should ask students to get together in the same groups of four and give them enough time to rehearse a simple dramatization of the text.

**Answers:**

Students' own performance.

## TRANSCRIPT

### *The Emperor's New Clothes*

(An adaptation of the story by Hans Christian Andersen)

A long time ago, there was an Emperor who loved to have new clothes. He had different outfits for each hour of the day.

One day, two strangers arrived in the city calling themselves weavers, but they were impostors. They went to the palace and said to the Emperor, "We're worried about you. Your clothes do not look as beautiful as ours. We can make an outfit for you. Invisible to anyone who is incompetent for his position, or who is foolish."

The Emperor was impressed. "I'm concerned about those invisible clothes. Are they beautiful?" "Of course!" the weavers said. So the Emperor paid a lot of money and gave them two looms to start working.

He sent the old minister to see what the weavers were doing. But he could not see anything because there was nothing in the looms! The minister was very concerned and thought "I can't see anything at all" but he did not say so. He was worried about losing his job, so he said "Oh, it's beautiful!"

The whole city was talking about the clothes and so the Emperor went to see them. "What's this?" he thought very worriedly. "I can't see anything. This is terrible! Am I a fool?" But he didn't say anything.

The day of the procession came and the weavers tried the clothes on the Emperor. "How splendid his Majesty looks in his new clothes!" everyone shouted. "I'm quite ready," answered the Emperor. "Do I look well? I'm worried about what people think of my new clothes."

All the people cried out, "Oh! How beautiful our Emperor's new clothes are!" They lied because they were afraid to be considered foolish. But suddenly a little child said, "But he hasn't got anything on!" And people cried out, "But he hasn't got anything on!"

Then the Emperor discovered that he had been cheated. But he thought "the procession must go on now!" So he walked more proudly than ever, as his noblemen held high the train that wasn't there at all.



# UNIT 2

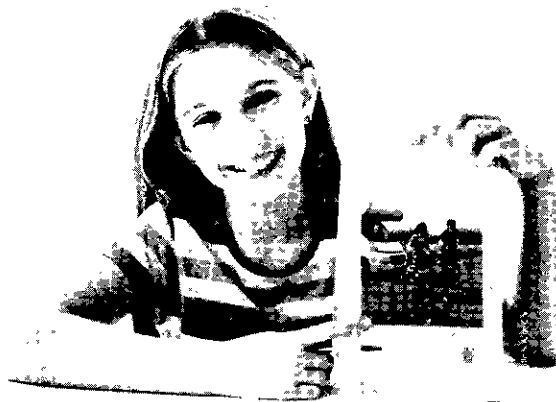
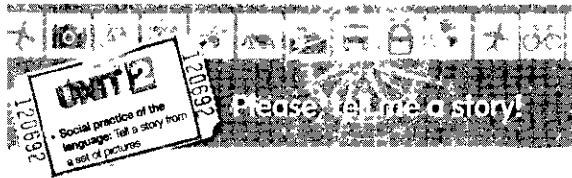
**Social practice of the language:**  
Tell a story from a set of pictures.

## Please, tell me a story!

<b>Environment:</b>	Recreational and Literary.
<b>Communicative activity:</b>	Literary expression.
<b>Social practice of the language:</b>	Tells a story from a set of pictures.
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Explore and listen to imaginary stories using a photograph.</li> <li>• Suggest stories from a set of pictures.</li> <li>• Tell stories from a set of pictures.</li> </ul>
<b>Methodological Suggestions:</b>	<ul style="list-style-type: none"> <li>- Tell your students an imaginary story using a photograph. Encourage them to ask questions, repeat parts of your story as many times as necessary, and give them guidelines for them to explore oral texts in such a way that they can:             <ul style="list-style-type: none"> <li>• follow the reading of stories only based on a picture;</li> <li>• imagine oral texts from a photograph;</li> <li>• compare ways to start and close retellings;</li> <li>• express emotions transmitted by the story.</li> </ul> </li> <li>- Share the written version of your story with your students. Help them discover how imagination and creativity enrich people's lives. In this way, they will be able to:             <ul style="list-style-type: none"> <li>• classify events in stories according to the moment they happen (at the beginning, in the middle and in the end);</li> <li>• contrast relation (before, while or after) among events based on the verb tenses used;</li> <li>• make connections with personal experiences;</li> <li>• select plausible events that help complement a story;</li> <li>• establish links between the picture and the narration.</li> </ul> </li> <li>- Create a pleasant, relaxed and positive atmosphere that motivates students to share and enjoy the retelling of their stories in a way that they can:             <ul style="list-style-type: none"> <li>• choose creative titles for the stories;</li> <li>• enrich events with details, furthering the description of pictures and the inferences derived from them;</li> <li>• formulate transitions to move the stories forward;</li> <li>• adjust tone, volume, and intonation to transmit emotions.</li> </ul> </li> </ul>
<b>Product:</b>	Narration of a story using a photograph.
<b>Reader:</b>	<i>Mr. Vinegar</i>
<b>Evaluation Instrument:</b>	Evaluation and peer-evaluation sheet
<b>Allocated time:</b>	Approximately 12 lessons, 50 minutes each.

### Materials





- Environment, Recreational and Literary
- Communicative activity: Literary expression

- Explore and listen to imaginary stories using a photograph.
- Suggest stories from a set of pictures.
- Tell stories from a set of pictures.
- Narration of a story using a photograph.
- Mr. Peregri

This second unit aims at helping students tell stories from a set of pictures. Students will explore and listen to imaginary stories using a photograph, will suggest stories from a set of pictures, and will tell stories using pictures.

Through the unit, students are going to work on a product where they will finally narrate a story using a photograph as a basis, which will help them practice the telling of stories from a set of pictures. Along with this, students are going to read the text *The Little Match Girl* in their Reader, which will reinforce the narration of a story using a set of pictures developed in this unit.

### Lead-in

To begin this unit, you may review some famous children's tales read before pre-school. You can start by prompting students to mention their favorite children's classics. You can also write the titles of stories on the board and then invite them to vote for the best one.

Later on, you should ask the class to open their books and have a close look at the picture of the front page of this unit. You can give them some minutes to watch the picture in detail and only then, you may ask them *What is the girl doing?*, *What is she showing?*, *What is the story behind that photo?*, etc. Allow students to express their ideas freely

and using their mother tongue if it is necessary. However, challenge them to start using English as much as possible. The aim of this activity is that children get to know what they are going to learn and practice in this second unit.



### GETTING READY: Exploring a story through pictures

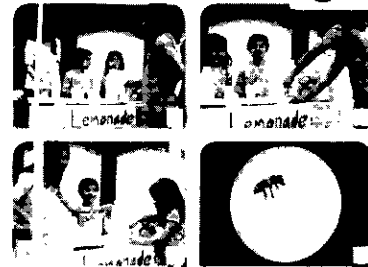


#### GETTING READY Exploring a story through pictures

1. In pairs, read the story and number the pictures in order.

Last weekend, my sister and I decided to skip our usual walk in our neighborhood. We wanted to save money for next winter vacation. The main reason helped us make a lot of lemonade and set the stand in front of the house. We put some old tin cups in a jar with lemons and a jar of lemonade. When the first customer interested bought two cups of lemonade. While the girl was drinking the juice, she saw a bee on her cup. "Yuck! We can drink elsewhere!" We offered her a new cup of lemonade. This time, in the end, we didn't save much of money, but we had a lot of fun.

Glossary page 126



2. What is your favorite story in your life? Discuss it with your team-mates.

126


This stage is for you to elicit the children's interests and knowledge of the world. Students should express ideas and communicate them in intelligible English. Student output may consist of isolated words, strings of words, complete sentences or ideas in English or in their mother tongue.

1. In pairs, read the story and number the pictures in order.

In order to do this activity, you should ask students to read the text aloud and then put the photographs in the correct order. You should encourage them to work in pairs and then, call volunteers to provide the answers. You may want to read the text as a class in order to help some students with comprehension. Remind them to look up the highlighted words in the Glossary.

#### Answers:

2, 4, 1, 3.

2.  What is your favorite story in your life? Discuss it with your team-mates.

You may invite students to think about unforgettable moments in their lives and try to remember exactly what happened. You should then encourage them to talk about it with their team-mates. In the end, you may call volunteers to share their stories with the rest of the class.

**Answers:**


Students' own ideas.

1.  Look at the photo and anticipate what the story will be about. Tell your partner.

Before doing this activity, you may ask students whether they have been to the Pyramids of Teotihuacán. You may even want to show them a photo of this archeological site. You should allow students to express freely and in their mother tongue if necessary. Then encourage students to say what the story might be about based on the photograph provided.

**Answers:**

Students' own ideas.

2.  Listen and read the stories carefully. Tick (✓) the one that corresponds to the photo.

You should play the recording twice: the first time, for students to listen and read the stories for gist; the second time, for them to pay attention to details. After listening, you should ask the class for the correct answer. Remind students to look up the highlighted words in the Glossary after reading.

**Answers:**

Story II.

**TRANSCRIPT**

- I: Last summer, I visited the famous Mexican pyramids with my family. While I was going up the Pyramid of the Sun, I saw a monkey behind the stones. Suddenly, it disappeared. I think it was a vision!
- II: One day, I went on a tour to a famous archeological site in Mexico. When I got to the top of the Pyramid of the Sun, I saw the Pyramid of the Moon and the mountains at a distance. It was a very beautiful view and a clear sunny day! I was so relaxed!
- III: Last weekend, I was at the top of the Pyramid of the Sun. It was very cloudy. I was looking at the Pyramid of the Moon when it started to rain really hard. I was really scared! As a result, I went down the pyramid very slowly!



**ON THE ROAD:** Listening to stories based on a picture

Page 20



ON THE ROAD Listening to stories based on a picture



Look at the photo and anticipate what the story will be about. Tell your partner.



Listen and read the stories carefully. Tick (✓) the one that corresponds to the photo.



Glossary page 126







To **NARRATE A STORY**, remember to include...

You should read the information about the social practice of the language in the chart as a class. It is advisable that you guide your students in the process of understanding the structure of a story. Maybe this is the first time students encounter this type of organization so you should be prepared to explain things in detail and provide them with plenty of examples. Finally, you should focus their attention on the verb tenses used to narrate a story in the past: Past Simple and Past Continuous. You may write more examples of your own than the ones provided in the textbook to clear things up. You should then encourage students to do the gap-filling activity to practice verb tenses. Check it as a class. It is important that you devote enough time to this section of the book.

**Self-assessment**

You should encourage students to evaluate themselves by selecting one of the options in the chart. In case students circle the *Not so well* option, you can go back to activities 2 and 5 one more time as a class so as to help them go over the recorded stories again.

Towards the product

**Narration of a story using a photograph**

**SUBPRODUCT 1: Table with classified events.**

Before this activity, bring a photo of your own to tell a story. Complete the table with some examples of events for each category. Keep the photo in a safe place. Then, share your ideas with your team mates.

<p>I can describe some events from a photo. <input type="checkbox"/> Yes, well <input type="checkbox"/> Not so well</p> <p>I can classify the events into categories. <input type="checkbox"/> Yes, well <input type="checkbox"/> Not so well</p> <p>If your answers are <i>Not so well</i>, ask your teacher for help.</p>
---

Open your Reader on page 20 and read the title. Then look at the pictures below and tick (✓) the one that corresponds to the story.



To know more about children's stories, visit this website.

Towards the product



**Narration of a story using a photograph**

**SUBPRODUCT 1: Table with classified events.**

Before students work on the first Subproduct, make sure they team-up in groups of three. You should read the instruction and the examples as a class to check students' comprehension. Make sure students clearly understand they should work on their own first and then share their actions with their team-mates. It is advisable that you explain any doubts regarding the task students are supposed to carry out and that you go around the classroom checking their work. Once they finish, remind them to evaluate themselves by selecting one of the alternatives in the self-assessment chart. In case they circle the *Not so well* option, you may assist them individually or as a class and provide them with the help required. You may even want to go over the topic of verb tenses in the past seen on the previous page.

6. Open your Reader on page 20 and read the title. Then look at the pictures below and tick (✓) the one that corresponds to the story.

Remember that in order to deal with the text of the Reader in class, you should go to the end of this unit, page 54. There you will find thorough explanations of the activities, the answers to them, and the transcript of the text.

To solve the present activity, you should ask students to choose the corresponding picture and then encourage them to describe the main character. Then you can invite volunteers to share their ideas with the rest of the class.

**Answers:**

**Second picture:** *Mr. Vinegar*  
Students' own ideas.

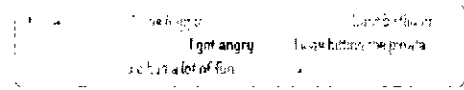
- <https://learnenglishkids.britishcouncil.org/es/short-stories>

If possible, you should get students to visit this website. Here they will find a great number of children's short stories to choose from. This activity will give them the opportunity to read and listen to stories through animated videos so as to improve vocabulary and receptive skills. They will also have the chance to do activities on reading comprehension and even post comments in English.

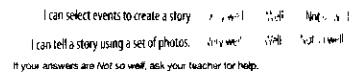
**CHECK YOUR PROGRESS**



- 11 Look at the set of pictures and narrate a story with your partner. Use some of the phrases in the box to help you.



- 12 With another partner, retell the story using the pictures.  
 13 Evaluate your progress so far according to your performance.



In this section, students check their progress evaluating their strengths and weaknesses so far. You should read the instructions and give them enough time to do the activities on their own. It is advisable that you monitor and provide assistance if needed, and eventually, you can check their answers as a class. Also, make sure students understand they have to evaluate their progress by selecting one of the three options in the chart of the last activity.

- 1 **Look at the set of pictures and narrate a story with your partner. Use some of the phrases in the box to create the story.**  
You should encourage students to work in pairs in order to create the story using the photographs and the phrases in the box. It is a good idea to tell them to go over the information to narrate a story on page 22.

**Answers:**  
Students' own narration.

- 2 **With another partner, retell the story using the pictures.**  
You should give students enough time to practice their narration. Encourage them to pay close

attention to pronunciation and intonation. It is very important to remind them to choose a different partner to carry out this activity.

**Answers:**

Students' own reading.

**3 Evaluate your progress so far according to your performance.**

As students have already done this type of activity in the previous unit, remind them of the importance of this section. They are supposed to evaluate their progress by selecting one of the three options in the chart. You could tell them that there is still some time to catch up and achieve the goals at the end of the unit.

**Answers:**

Students' self-evaluation.

**Page 25**

7. Look at the photos and read the events of the story. Match the pictures to the corresponding texts.

**Camping holiday**

Glossary page 126

1. I went to the mountains by car. When we arrived, we parked and hiked to the campsite.	2. While my mother helped us, my sister was playing on a tree. In the evening, we lit a fire and we made roasted marshmallows. We drank hot chocolate, too!	3. We had a great time!
--	---	-------------------------

8. Listen to the story and check your answers. Then think about a similar personal experience and tell it to your partner.

9. Cover the texts in activity 7. Practice retelling the story by looking at the pictures only. Take turns with your team-mates.

**7. Look at the photos and read the events of the story. Match the pictures to the corresponding texts.**

In order to do this activity, students will work with their partners. You may help them with some vocabulary difficulties, but allow them to work on their own. Remind students to look up the highlighted words in the Glossary after reading the narration.

**Answers:**

2, 1, 3.

**8. Listen to the story and check your answers. Then think about a similar personal experience and tell it to your partner.**

You should play the recording twice: the first time, for students to listen and check their answers; the second time, for them to pay attention to pronunciation and intonation. After listening, you may invite students to read the story aloud. In the end, you can ask them to make connections with their own lives and share their personal experiences with their partners.

**TRANSCRIPT**

Last weekend, my family and I went to the mountains by car. When we arrived, we parked and hiked to the campsite. Later, my father and I put up the tent near a river. While my mother helped us, my sister was playing on a tree. In the evening, we lit a fire and we made roasted marshmallows. We drank hot chocolate, too! We had a great time!

**9. Cover the texts in activity 7. Practice retelling the story by looking at the pictures only. Take turns with your team-mates.**

Before students do this activity, you should team them up in groups of three. You should encourage them to retell the story in previous activity but without reading. It is important that students practice speaking without correcting their mistakes. You can go around the classroom monitoring their work and performance and taking down notes of their weak points.

**Answers:**

Students' own retelling.





**Narration of a story using a photograph**

**SUBPRODUCT 2: List of words for the beginning, middle and end.**

To work on this second Subproduct, students should team-up in the same groups for Subproduct 1. You should read the instruction and example as a class to check comprehension. It is advisable that you explain any doubts regarding the task students are supposed to carry out and that you remind them to select the appropriate expressions they will need to create their own narrations. You should devote enough time to this activity while you go around the classroom checking their work. Once they finish, remind them to evaluate themselves by choosing one of the alternatives in the chart. In case they circle the *Not so well* option, you may assist them individually or as a class and provide them with the help required.

13. Open your Reader and go over the story. Look at the pictures below and number them in order. Then tell the story briefly to your partner.

The aim of this activity is that students get acquainted with the sequence of actions in the story. Therefore, challenge them to number the pictures in order before they do the activity. They will also build up their vocabulary and use the verb tenses in the past within the context of the story. You should give them enough time to prepare a short narration of the story by only using the pictures provided. After that, call volunteers to share their versions of the story with the rest of the class.

**Answers:**

Correct order: 2, 1, 3.  
Students' own narrations.



**Product: Narration of a story using a photograph**

The screenshot shows a digital interface for a product. At the top, it says 'FINAL DESTINATION' and 'Product: Narration of a story using a photograph'. Below this is a list of seven numbered instructions:
 

- 1 Work in small groups (maximum 5 students).
- 2 Take out your photograph. Have a close look at each of the photographs in your group and choose one.
- 3 Go back to pages 23, Subproduct 1, and 27, Subproduct 2. Reread the classified events in the table and the list of expressions.
- 4 On a separate sheet of paper, write the story using the events in the table.
- 5 Add the expressions in the list in the correct place of the story: beginning, middle and end.
- 6 With your team-mates, write the final version of the story and create a title. Remember to show emotions in the narration.
- 7 Read the story several times.
- 8 With your team-mates, narrate the story in front of the class. Display the photograph while you speak.

 Below the instructions is a table for self-evaluation. The table has four rows of statements and two columns of options: 'Well' and 'Not so well'.
 

I can cooperate with my team-mates.	Well	Not so well
I can write the main events of a story.	Well	Not so well
I can tell a story using a photograph.	Well	Not so well
I can show my emotions about the story.	Well	Not so well

 At the bottom of the table, it says: 'If your answers are Not so well, ask your teacher for help.'

This section is meant to consolidate the social practice of the language of this unit and apply the structures learned throughout. Make sure students know in advance the materials (own photograph) they are supposed to bring to make the corresponding product. It is advisable that you read all the steps in detail and provide any explanation needed to carry out the product properly. Once all students are ready to work on their own, go around the classroom providing assistance and checking their work. You should give them enough time to produce it and then present it to the rest of the class.

**1 Work in small groups (maximum 5 students).**

You should ask students to get together in the same groups they have been working since Subproduct 1.

**2 Take out your photograph. Have a close look at each of the photographs in your group and choose one.**

Make sure all students have and work with the same photograph used in Subproduct 1, and then choose only one per group.

**3 Go back to pages 23, Subproduct 1, and 27, Subproduct 2. Reread the classified events in the table and the list of expressions.**

You can suggest students to make a simple draft with the events in the table and the expressions in the list.

**4 On a separate sheet of paper, write the story using the events in the table.**

Encourage students to use the information on page 22 to organize their stories, putting the classified events in the table in order.

**5 Add the expressions in the list in the correct place of the story: beginning, middle and end.**

Make sure students add several expressions for the beginning, middle and end of the story.

**6 With your team-mates, write the final version of the story and create a title. Remember to show emotions in the narration.**

Try to go around the classroom so as to check everybody's work and provide them with assistance if needed.

**7 Read the story several times.**

At this stage, pay close attention to each group in order to check students' oral production in their retellings. You may even take down notes of their mistakes for later use.

**8 With your team-mates, narrate the story in front of the class. Display the photograph while you speak.**

You should call volunteers to tell their own stories to the rest of the class. Remember to create a positive atmosphere in order to make everybody feel confident to speak.

**Reflect on your product**

You should ask students to reflect on their work. Get them to read the statements in the chart at the end of the page and circle the best option that represents their performance.

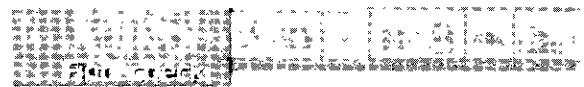
**Evaluation Instrument**

**Evaluation and peer-evaluation sheet**

You should make a copy of the *Evaluation and peer-evaluation sheet* on page 163 per student. Complete it according to their performance in the unit and consider it as evidence of their progress. You should read the instruction as a class and give enough time for students to evaluate their peer. Also, remind them to be respectful and as objective as possible when assessing each other.

**Page 29**

**FINAL CHECK**



Choose one of the pictures below and create a brief story. Write it in the space provided.



Read your story several times. Then tell it to your partner without reading and take turns.

Evaluate your achievement according to your performance. Circle the corresponding alternative.

- I can describe the main events of a story.  Yes, well  Yes  Not so well  No
  - I can use expressions for the different moments of the story.  Yes, well  Well  Not so well  No
  - I can tell a story from a set of pictures.  Yes, well  Yes  Not so well  No
  - I can narrate a personal experience using a photograph.  Yes, well  Well  Not so well  No
  - I can show emotions in the retelling.  Yes, well  Yes  Not so well  No
- If your answers are not so well, ask your teacher for help.





In this final section, students tackle two tasks related to the social practice of the language and evaluate their performance at the end of the process. Therefore, you should read the instructions and give them enough time to do the activities of this section. It is advisable that you just monitor students' work and provide little assistance. The key is to let students apply what they have learned on their own, with little or no teacher interference. You should eventually check their answers as a class. In the last activity, students are supposed to circle the option that best represents their own performance at this stage of the unit. In case students have doubts, you may revise the specific contents studied so far.

**Answers:**


1. Students' own stories.
2. Students' own retelling.
3. Students' self-assessment.

**FLASHCARDS**

In order to foster the social practice of the language, you should show students the flashcards of Unit 2 and prompt them to create a story using the set of pictures and phrases given.

**BEFORE READING**


You can start this class by asking students whether they have ever felt lucky or unlucky in life. You may ask them some questions such as Have you ever found money on the street?, What did you do with it?, Were you happy with your luck?, Have you ever lost something precious?, What was it?, Why did you lose it?, etc. Be ready to share your knowledge of the world with your students. You may want to encourage students to share their own experience with the class. Remind them that they should look up all the highlighted words in the Glossary that is at the end of the unit.

1.  **Read the title of the story and look at the picture. Imagine what the story is about and write it. Then share your idea with your partner.**

You should invite students to read the title carefully and think about the story. Then encourage students to share their ideas with a partner.

**Answers:**

Students' own ideas.

2.  **Look at the pictures below and think how they relate to the story.**

Students make predictions by using the pictures provided. You may check students' answers as a class.

**Answers:**

Students' own ideas.

**WHILE READING**

You should invite students to start reading the text in silence while they listen to the recording. It is important that you give them enough time to do this activity. Explain that they are supposed to answer a question as they read.

3.  **What is Mr. Vinegar going to do at the fair? Discuss it with your partner.**


**Answers:**

Students' own ideas.



## AFTER READING


The aim of this stage is that students consolidate their knowledge of the story by working in groups. In this way, each of them will contribute to a synergy where stronger and weaker students belong to a work-mode in which every single person has something to give for accomplishing a bigger end product.

4.  In groups, choose two pages and cover the text of the story. Try to retell it using only the pictures.

You may want to go around the classroom checking students' work. Help them if necessary.

**Answers:**


Students' own narrations.

5.  Change the ending of the story and draw it. Then narrate the whole story using the pictures of the text and your new ending.

Invite students to use their imagination once more to create a completely new ending of the story. Also, encourage them to retell the story helping each other. You should go around the classroom checking their narration and taking down notes of their mistakes for later use.

**Answers:**

Students' own drawings and ideas.

6.  Choose one of the pictures below and write a brief story. Then share it with the rest of the class.

You should go around the classroom providing assistance if necessary. In the end, you should call volunteers to narrate their imaginary stories in front of the class. You may even challenge students to vote for the most creative story.

**Answers:**

Students' own stories.

## TRANSCRIPT

### *Mr. Vinegar*

(An adaptation of the story by an anonymous author)

Mr. and Mrs. Vinegar lived in a vinegar bottle on an isolated tree. One day, Mr. Vinegar was sweeping the floor of the house when the broom knocked it down into pieces. The only thing which was intact was the door. So Mr. and Mrs. Vinegar carried the door and walked away.

They walked all day and, in the evening, they entered a forest. They were very, very tired, so they climbed up into a tree, dragged up the door and fell asleep on the door.

In the middle of the night, Mr. Vinegar heard a band of thieves under the tree. They were dividing their booty. Mr. Vinegar trembled so much that the door fell down on the ground and scared the thieves away.

At dawn, there were a number of golden coins on the ground. When Mr. and Mrs. Vinegar saw the money they jumped of joy. Mrs. Vinegar said to her husband, "Go to the town fair and buy a cow. We will make butter and cheese, sell it and live very comfortably." Then Mr. Vinegar went to the fair.

At the town fair, he saw a beautiful red cow and bought it. He was showing off his cow when he saw a man playing the bagpipes and pocketing lots of money. Then Mr. Vinegar decided to exchange the cow for the bagpipes so he could make more money. He was trying to play his bagpipe, but he was not good at it. Instead of pocketing money, the children laughed and mocked him.

Poor Mr. Vinegar's fingers were very cold. Suddenly, he saw a man with a thick pair of gloves. Soon Mr. Vinegar decided to exchange the bagpipes for the pair of gloves.

He was walking to the forest when he started to feel very tired. Then he saw a man with a stick in his hand. Mr. Vinegar quickly decided to exchange the pair of gloves for the stick so that he could walk more easily.

Near the forest, he heard a parrot on a tree shouting, "Mr. Vinegar, you were not very smart! You spent all your money in a cow. Not happy with that, you changed it for some cheap bagpipes that you couldn't play. Then you changed the bagpipes for even cheaper gloves! And then you changed them for a stick! Now for your golden coins, you have only a stick! You could have cut it in any bush!"

Mr. Vinegar was so angry that he threw the stick. Finally, he returned to his wife very upset, without money, cow, bagpipes, gloves, or stick.



120692

# UNIT 3

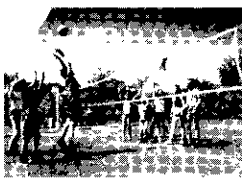
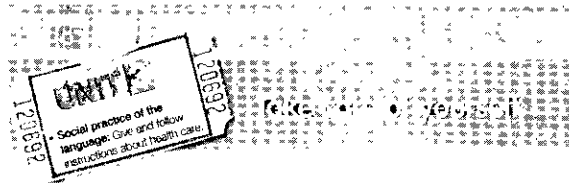
**Social practice of the language:**  
Give and follow instructions about health care.

120692

# Take care of yourself

<b>Environments</b>	Academic and Educational.
<b>Contexts for this activity</b>	Interpretation and follow-up of instructions.
<b>Social practice of the language</b>	Gives and follows instructions about health care.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Explore instructions about health care.</li> <li>• Interpret instructions.</li> <li>• Write instructions with graphic support.</li> </ul>
<b>Methodological Suggestions</b>	<ul style="list-style-type: none"> <li>- Help your students understand and appreciate the importance of language in the construction of knowledge and ideas. In this way, they will be willing to:             <ul style="list-style-type: none"> <li>• contrast place and means of transmission of instructions based on contextual clues (ambient sounds, natural voice sounds, or changes produced when speaking on the microphone or on the phone, etc.);</li> <li>• evaluate common elements in instructions (for example: voice tone, speed, volume, colors, etc.) and visual or hearing effects (for example: willingness to act, apprehension, etc.);</li> <li>• identify differences in the way to express instructions in several countries.</li> </ul> </li> <li>- Foster students' preference to discover how language can stimulate interest in knowing and learning. In this way, they will be able to:             <ul style="list-style-type: none"> <li>• classify instructions according to actions (for example: actions to take into account and actions to avoid);</li> <li>• relate instructions to images that represent them;</li> <li>• put words and phrases in order to form instructions;</li> <li>• express instructions based on images;</li> <li>• follow instructions.</li> </ul> </li> <li>- Support your students to understand how ideas are depicted in particular ways with the aim of causing a reaction or answer on the part of the addressee in such a way that they can:             <ul style="list-style-type: none"> <li>• select the topic of instructions according to its purpose and addressees;</li> <li>• write instructions based on graphic resources;</li> <li>• include greetings and opening expressions;</li> <li>• design graphic resources connected to instructions;</li> <li>• apply strategies to clarify doubts when writing (for example: using dictionaries, asking others, etc.);</li> <li>• organize instructions in logical sequences;</li> <li>• adjust textual resources (for example: fonts, bullets, numbers, etc.) to specify instructions.</li> </ul> </li> </ul>
<b>Product</b>	A poster with instructions.
<b>Reader</b>	<i>How to Take Care of Yourself.</i>
<b>Evaluation Instrument</b>	Appreciation scale.
<b>Allotted time</b>	Approximately 12 lessons, 50 minutes each.





- Environment: Academic and Educational
- Communicative activity: Interpret and follow oral instructions
- Explore instructions about health care
- Interpret instructions
- Write instructions with graphic support
- A poster with instructions
- How to take care of yourself

This third unit aims at helping students give and follow instructions about taking care of themselves. Students will explore instructions related to this topic, will interpret those instructions, and will eventually write their own with the support of images.

Through the unit, students are going to work on a product where they will finally create a poster with instructions, which will help them round off the contents of this unit. Along with this, students are going to read the text *How to Take Care of Yourself* in their Reader, which will reinforce the social practice of the language developed in this unit.

### Lead-in

You may begin this unit by writing the phrase “take care of yourself” on the board. You should invite students to guess what it means and ask them to give ideas connected to this topic. You may then encourage them to talk in groups of three or four, and discuss what they do in their families to take care of themselves. When they finish, they can share their ideas with the rest of the class. Students can see what they have in common and you may help them explain the details of those actions.

Later on, you should ask the whole class to open their books and have a close look at the picture of the front page of this unit. You may ask students

What are the children doing?, How are they taking care of themselves?, Do you do the same?, etc. You should let them express their ideas freely and using their mother tongue if necessary. However, challenge them to start using English as much as possible. The aim of this activity is that students get to know what they are going to learn and practice in this third unit.



### GETTING READY: Listening to instructions about health care



#### GETTING READY Identifying instructions about health care

1. Tick (✓) the pictures that show your healthy habits.



2. Match the instructions to the pictures in activity 1. Then listen and check your answers.

- Wash your hands.
- Don't eat fast food.
- Don't drink too much alcohol.

3. How do you take care of yourself? Use the information in activity 2 and tell your partner. Use the example as a model.


This stage is for you to elicit the children's interests and knowledge of the world.

### 1. Tick (✓) the pictures that show your healthy habits.

You should ask students to have a close look at the pictures and think about the things they do to take care of themselves. You should give them enough time to work on their own and then, call volunteers to share their answers.

#### Answers:

Students' own ideas.

2.  Match the instructions to the pictures in activity 1. Then listen and check your answers.


You may invite some students to read the set of instructions for the rest of the class. Then they match them to the pictures below by writing the corresponding letter next to the instruction. After that, play the recording twice: the first time, for students to check their answers; the second time, for them to repeat after each instruction.

**Answers:**

(See the transcript below).

**TRANSCRIPT**

- Don't watch too much television.
- Wash your hands.
- Cross the street on the crosswalk.
- Don't eat fast food.
- Do exercise.
- Brush your teeth.

3.  How do you take care of yourself? Use the information in activity 2 and tell your partner. Use the example as a model.

You may go around the classroom checking students discussing ways to take care of themselves through the pictures. Invite them read the example and use it as a model. When they finish working together, they can share their ideas with the rest of the class.

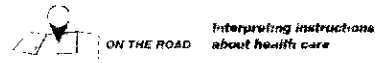
**Answers:**


Students' own ideas.

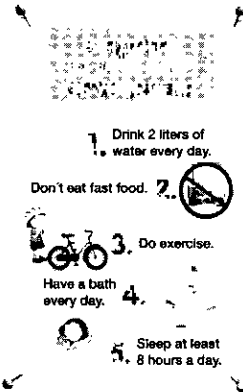



**ON THE ROAD: Interpreting instructions about health care**

Page 32




1.  Listen and read the instructions in the leaflet. Then talk about the differences with Mexican leaflets.



2.  In pairs, have a look at the leaflet again. Then read the questions and circle the correct answer.

- How many liters of water are necessary every day?  
 Two.                       Three                       Four.
- What is fast food?  
 Fruit and vegetables                       Meat and pasta                       Hamburgers and French fries
- How many hours a day should you sleep?  
 Seven.                       Eight.                       Nine.

1.  Listen and read the instructions in the leaflet. Then talk about the differences with Mexican leaflets.

Before doing this activity, you may ask students whether they have seen or heard leaflets about health care. Encourage them to express freely and in their mother tongue if necessary. Then invite students to have a close look at the leaflet and read it as you play the recording. You should play it once for students to pay attention to pronunciation and intonation and to environmental sounds. In the end, you should trigger a class discussion about how different Mexican leaflets about health care are.

**TRANSCRIPT**

**Five habits to take care of yourself**

- Drink two liters of water every day.
- Don't eat fast food.
- Do exercise.
- Have a bath every day.
- Sleep at least eight hours a day.

2. In pairs, have a look at the leaflet again. Then read the questions and circle the correct answer.

You should encourage students to go over the leaflet again in order to do this activity. Then read the questions as a class and invite students to choose the correct alternative.

**Answers:**

- First question: a.  
Second question: c.  
Third question: b.

**Page 33**

1. Listen and read the instructions in another leaflet.

**HEALTHY HABITS FOR HEALTHY KIDS**

**STAY FIT**  
 • GET ABOUT 8 HOURS OF SLEEP EACH NIGHT.  
 • DO SOME EXERCISE: RUN, WALK, STRETCH, PLAY.

**STAY HEALTHY**  
 • WASH YOUR HANDS.  
 • BRUSH YOUR TEETH.

**STAY ENERGIZED**  
 • EAT HEALTHY MEALS AND SNACKS EVERY DAY. INCLUDE DAIRY PRODUCTS, GRAINS, PROTEIN, VEGETABLES AND FRUITS.

**STAY SAFE**  
 • WEAR PROPER CLOTHES WHEN DOING EXERCISE.  
 • DON'T MANIPULATE CHEMICALS.

**STAY HAPPY**  
 MAKE GOOD CHOICES EVERY DAY FOR A HAPPY, HEALTHY YOU!

Glossary page 126

2. Choose two positive and two negative instructions from the leaflets in activities 1 and 3. Mime them for your team-mates to guess.

3. Listen and read the instructions in another leaflet.

Before doing this activity, you may read the subtitles and encourage students to provide ideas for each one. Then play the recording twice for students to get a better understanding of the text. After listening, encourage them to share their own experience regarding the tips for being healthy. You may ask students to look up the highlighted words in the Glossary once they finish the listening task.

**TRANSCRIPT**

**Healthy habits for healthy kids**

**Stay fit**

- Get about eight hours of sleep each night.
- Do some exercise: run, walk, stretch, play.

**Stay healthy**

- Wash your hands.
- Brush your teeth.

**Stay energized**

- Eat healthy meals and snacks every day. Include: dairy products, grains, protein, vegetables and fruits.

**Stay safe**

- Wear proper clothes when doing exercise.
- Don't manipulate chemicals.

**Stay happy**

Make good choices every day for a happy, healthy YOU!

4. Choose two positive and two negative instructions from the leaflets in activities 1 and 3. Mime them for your team-mates to guess.

You should encourage students to choose instructions from the leaflets in order to give and follow them through a game.

**Answers:**

Students' own performance.

**Page 34**

1. Go back to activities 1 and 3 and compare the leaflets. Discuss the similarities and differences in your group.

2. In pairs, read all the instructions and choose examples for each category.

Things to do	Things not to do
•	•
•	•
•	•
•	•



To GIVE INSTRUCTIONS ABOUT HEALTH CARE, remember that...

- You may use these phrases to express positive instructions:  
 Drink some water.  
 Eat fruit and vegetables.  
 Have a bath every day.
- You may use these phrases to express negative instructions:  
 Don't eat fast food.  
 Don't manipulate chemicals.  
 Don't touch the flames.

I can explore instructions about health care. I can interpret instructions. I can listen for details. If your answers are clear, ask your teacher for help.



To know more about healthy food and recipes, visit this website.

5. Go back to activities 1 and 3 and compare the leaflets. Discuss the similarities and differences in your group.

In order for students to do this activity, you may draw a comparative table on the board to show similarities and differences between both leaflets. You should go around the classroom

while students discuss in groups in order to monitor their work, to help them if necessary, and to take down notes of their mistakes. Then you can invite them to share their ideas with the rest of the class.

**Answers:**

Students' own ideas.

**6. 🗣️ In pairs, read all the instructions and choose examples for each category.**

To make this activity more challenging, you can ask students to close their textbooks and take turns with their partners to mention all the good habits to keep healthy. You may invite them to write those ideas in their notebooks including habits they must avoid. Explain to them that once they finish this task, they should choose the best ones to fill in the table in their textbooks. You may check this activity as a class.

**Possible answers:**

**What to do:** drink water, do exercise, have a bath every day, sleep at least 8 hours a day, wash your hands, brush your teeth, wear proper clothes.

**What not to do:** don't eat fast food, don't manipulate chemicals.



**To GIVE INSTRUCTIONS ABOUT HEALTH CARE, remember that...**

You should read the information about this social practice of the language as a class. It is advisable that you explain that one way to express instructions is by using affirmative and negative commands. You can even resort to what students already know about this grammar point learned through public signs in previous levels. You may write more examples of your own than the ones provided in the textbook to clear things up and provide more practice.

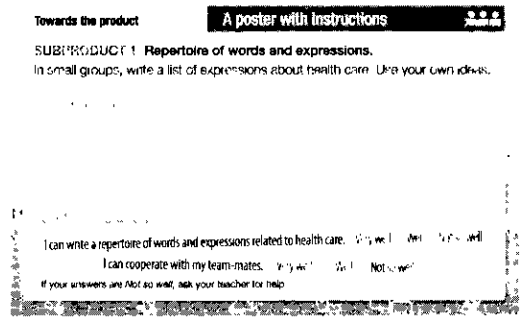
**Self-assessment**

You should encourage students to evaluate themselves by selecting one of the options in the chart. In case students circle the *Not so well* option, you can go back to activities 1 and 3 one more time as a class so as to help them go over the instructions in the leaflets again. You may even advise them to always pay close attention to pictures in order to understand the instructions better.

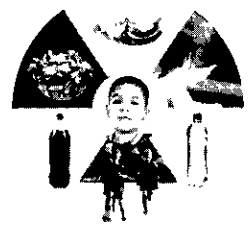
 <https://fit.webmd.com/kids/food/videos/feeding-your-friends>

If possible, you should get students to visit this website. Here they will find useful information as regards healthy food and recipes by watching an interesting video for pre-teens.

**Page 35**



2. 🗣️ 🗣️ Open your Reader and go over the pictures on pages 37 - 43. Tick (✓) the pictures related to healthy habits, and cross (X) the pictures related to unhealthy habits. Then, in pairs, use the pictures to write instructions.



**FLASHCARDS**

In order to foster the social practice of the language, you should show students the flashcards of Unit 3 and do a series of activities. You can cover the words given and encourage them to provide the correct instruction for each picture. You may also prompt students to finish the instructions using the words given in them and using the pictures as clues.



A poster with instructions

**SUBPRODUCT 1: Repertoire of words and expressions.**

Before students work on the first Subproduct make sure they team-up in small groups (3–5 members). You should read the instruction and the example as a class to check students' comprehension. It is advisable that you explain any doubts regarding the task students are supposed to carry out and that you go around the classroom monitoring their work. Once they finish, remind them to evaluate themselves by selecting one of the alternatives in the self-assessment chart. In case they circle the *Not so well* option, you may assist them individually or as a class and provide them with the help required. You may want to go over the list of expressions related to taking care of oneself as a class by calling volunteers to read them aloud.

7. Open your Reader and go over the text on pages 37 – 43. Tick (✓) the pictures related to healthy habits, and cross (X) the pictures related to unhealthy habits. Then, in pairs, use the pictures to write instructions.

In order to deal with the text of the Reader, you should go to the end of this unit, page 66. There you will find thorough explanations of the activities, the answers to them, and the transcript of the text.

After they have a look at the pictures of the text, ask students to discuss with their partners the most important actions to be healthy. Then invite them to go over the pictures in the wheel and put a tick to those habits that are healthy and a cross to those actions that are not healthy. Remind them to write the corresponding instructions for each of them. You may want to check their answers as a class.

**Answers:**

**Tick:** pictures of healthy food, bottle of water and exercise (soccer).

**Cross:** pictures of watching TV, fast food and bottle of soda.

**CHECK YOUR PROGRESS**



- Look at the pictures and match them to the instructions in the box. Then share your answers with your partner.

Wash your hands.       Eat healthy food.  
 Don't touch hot surfaces.



- Evaluate your progress so far according to your performance.

I can interpret instructions through pictures.     Very well     Well     Not so well  
 I can write instructions about health care.     Very well     Well     Not so well  
 If your answers are *Not so well*, ask your teacher for help.



In this section, students check their progress evaluating their strengths and weaknesses so far. You should read the instructions as a class and give them enough time to do the activities on their own. It is advisable that you monitor them and provide assistance if needed, and eventually, you can check their answers as a class. Also, make sure students understand they have to evaluate their progress by selecting one of the three options in the chart of the last activity.

1. Look at the pictures and match them to the instructions in the box. Then share your answers with your partner.

Make sure students work in pairs so as to write the correct instructions using the pictures and the words in the box.

**Answers:**

- a. Wash your hands.
- b. Don't manipulate chemicals.
- c. Don't touch hot surfaces.
- d. Eat healthy food.

**2 Evaluate your progress so far according to your performance.**

As students have already done this type of activity in previous units, remind them of the importance of this section. They are supposed to evaluate their progress by selecting one of the three options in the chart. You could tell them that there is still some time to catch up and achieve the goals at the end of the unit.

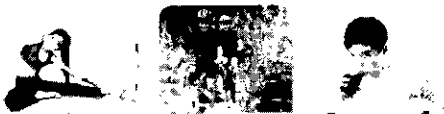
**Answers:**  
Students' self-evaluation.

**Page 37**

14 Look at the pictures in the leaflet and complete the instructions. Then listen and check your answers.

**So much you can do...  
To take care of YOU!**

15 In pairs, look at the pictures and write instructions about healthy habits. Then listen and check your answers.



To know more about other ways to take care of yourself and prevent accidents at home, click on



**8. 14 Look at the pictures in the leaflet and complete the instructions. Then listen and check your answers.**

Invite students to do this activity completely on their own. After some minutes, you should play the recording twice: the first time, for students to check their answers; the second time, for them to pay attention to pronunciation and intonation. You may call five volunteers to read their answers for the rest of the class.

**Answers:**

Wash, hands; Brush, teeth; Drink; Don't eat; Sleep, eight.

**TRANSCRIPT**

*So much you can do... To take care of YOU!*

- Wash your hands.
- Brush your teeth.
- Drink water.
- Don't eat fast food.
- Sleep at least eight hours a day.

**9. 15 In pairs, look at the pictures and write instructions about healthy habits. Then listen and check your answers.**

You can ask students to identify what is right or wrong in the pictures and then write the instructions with their partners. Finally, play the recording for the whole class to check their answers and correct any mistakes they could have made.

**Answers:**

(See the transcript below).

**TRANSCRIPT**

- Do plenty of exercise.
- Wear a helmet when biking.
- Don't drink too much soda.



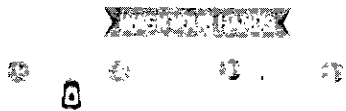
<https://www.cdc.gov/safekid/index.html>

You should invite students to visit this website in order to continue reinforcing the topic of taking care of oneself. This site presents a list of suggestions to prevent common accidents at home.



10. In pairs, look at the pictures in the leaflet and write the correct instructions. Use the words in the box and your own ideas.

argere                      unists                      palms



11. Work in small groups to finish the leaflet in activity 10. Make two drawings and write the correct instructions. Share your work with the class.



Interpret instructions                      Very well                      Well                      Not so well  
 I can write instructions with graphic support                      Very well                      Well                      Not so well  
 If your answers are Not so well, ask your teacher for help.

10. In pairs, look at the pictures in the leaflet and write the correct instructions. Use the phrases in the box and your own ideas.

Make sure students understand what they are supposed to do in this activity. You should encourage them to use their dictionaries and the vocabulary in context. You may go around the classroom monitoring students' work and helping them if necessary. Finally, appoint a few students to provide the correct answers and check answers as a class.

**Answers:**

- Picture 1: Use soap.
- Picture 2: Wash your palms.
- Picture 3: Wash among your fingers.
- Picture 4: Wash your wrists.

11. Work in small groups to finish the leaflet in activity 10. Make two drawings and write the correct instructions. Share your work with the class.

You may ask students to discuss what other instructions could be included in the leaflet of the previous activity. Then team them up in small groups (3–5 members) and tell them to brainstorm and then select two instructions which match better with the leaflet. You should also remind students to draw and write down those instructions in their textbooks. You may

eventually invite them to share their work with the rest of the class.

**Answers:**

Students' own ideas.

**Self-assessment**

You should encourage students to evaluate themselves once more by selecting one of the options in the chart. In case students circle the *Not so well* option, you can go back to the activities on pages 34 and 37 as a class so as to review how to create affirmative and negative instructions.

Towards the product  A poster with instructions

**SUBPRODUCT 2. Instructions.**

In small groups, discuss and choose a topic of health care to complete the information below. Then write a list of five instructions related to your topic.

- Topic of health care
- Purpose of instructions
- Addressee of instructions

Health care                      Very well                      Well                      Not so well  
 I can define a topic, purpose and addressee of instructions.                      Very well                      Well                      Not so well  
 I can write instructions for that topic.                      Very well                      Well                      Not so well  
 If your answers are Not so well, ask your teacher for help.

12. Open your Reader and go over the text quickly. In pairs, look for examples of positive and negative instructions. Write them in the correct place of the table.




**A poster with instructions**

**SUBPRODUCT 2: Instructions.**

To work on this second Subproduct make sure they team-up in the same groups for Subproduct 1. You should read the instruction and examples as a class to check students' comprehension. It is advisable that you explain any doubts regarding the task students are supposed to carry out. You should devote enough time to this activity while you go around the classroom monitoring their work. Once they finish, remind students to evaluate themselves by choosing one of the alternatives in the chart. In case they circle the *Not so well*, you may assist them individually or as a class and provide them with the help required.

12. **Open your Reader and go over the text quickly. In pairs, look for examples of positive and negative instructions. Write them in the correct place of the table.** After reading the article on pages 37–43, you should encourage students to review the instructions orally with their partners. Explain that they will have to choose some examples of instructions throughout the text. You may check answers as a class.

**Answers:**  
Students' own ideas.



**FINAL DESTINATION**

**Product: A poster with instructions**

**FINAL DESTINATION**

**Product**  
A poster with instructions.

**Instructions:**

- 1 Work in groups.
- 2 Distribute the tasks of writing and drawing among your team-mates.
- 3 Go to page 35, Subproduct 1, and read the list of words and expressions you created. Then go to page 39, Subproduct 2, and reread the instructions you wrote.
- 4 On separate sheets of paper, make a drawing for each instruction.
- 5 Design your poster on cardboard paper and create a title.
- 6 Write the final version of the instructions using a dictionary if necessary.
- 7 Paste the drawings over the corresponding instructions.
- 8 Show your poster to the class while you read the instructions. Remember, each person of the group should speak.

**MATERIALS:**

- Colored cardboard paper
- Sheets of paper
- Markers, pencils
- Scissors
- Glue

**Self-evaluation chart:**

I can cooperate with my team-mates.	Very well	Well	Not so well
I can respect turns of participation.	Very well	Well	Not so well
I can design a poster about health care.	Very well	Well	Not so well
I can write correct and complete instructions.	Very well	Well	Not so well
I can make drawings for each instruction.	Very well	Well	Not so well

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

This section is meant to consolidate the social practice of the language of this unit and apply the structures and vocabulary learned throughout. Make sure students know in advance the materials (colored cardboard paper, sheets of paper, markers, pencils, scissors, and glue) they are supposed to bring to make the corresponding product. It is advisable that you read all the steps in detail and provide any explanation needed to carry out the product properly. Once all students are ready to work on their own, go around the classroom providing assistance and monitoring their work. You should give them enough time to produce it and then present it to the rest of the class.

**1 Work in groups.**

You should make sure students get together in groups of three to five members. It is advisable that they try to keep the same groups since Subproduct 1 to facilitate their work.

**2 Distribute the tasks of writing and drawing among your team-mates.**

You should remind students that they all have to participate equally in the product. In order to do so, students will have to be careful enough to distribute the different tasks in a balanced way.

**3 Go back to page 35, Subproduct 1, and read the list of words and expressions. Then go to page 39, Subproduct 2, and reread the instructions you wrote.**

You can suggest students to select the best five instructions in their groups.

**4 On separate sheets of paper, make a drawing for each instruction.**

Remind students that they should draw each instruction on a separate sheet of paper to be pasted on the poster later.

**5 Design your poster on cardboard paper and create a title.**

You may go around the classroom helping students with design of their posters.

**6 Write the final version of the instructions using a dictionary if necessary.**

You should continue monitoring students' work and providing them with assistance if needed.

**7 Paste the drawings over the corresponding instructions.**

Make sure students have complete posters with written instructions and corresponding drawings pasted.

**8 Show your poster to the class while you read the instructions. Remember, each person of the group should speak.**

You should call volunteers to start showing their posters to the rest of the class. Make sure everybody speaks and participates at least once.

**Reflect on your product**

You should ask students to reflect on their work throughout this section. Get them to read the statements in the chart at the end of the page and circle the best option that represents their performance. You may want students to read on their own and then evaluate themselves.

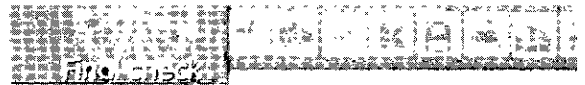
**Evaluation Instrument**

**Appreciation scale**

You should make a copy of the *Appreciation scale* on page 164 per student. Complete it according to their performance in the unit and consider it as evidence of their progress.

**Page 41**

**FINAL CHECK**



Choose three situations below and provide the correct instruction to your partner. Take turns to give and follow the instructions.



Evaluate your achievement according to your performance. Circle the corresponding alternative.

I can identify situations about health care	Very well	Well	Not so well
I can give instructions about health care	Very well	Well	Not so well
I can follow instructions about health care	Very well	Well	Not so well
I can work in groups to create a poster	Very well	Well	Not so well
I can respect other people's ideas and opinions	Very well	Well	Not so well

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

In this final section, students tackle a task related to the social practice of the language and evaluate their performance at the end of the process. Therefore, you should read the instructions and give them enough time to do the activities. It is advisable that you just monitor students' work and provide little assistance; you should eventually check their answers as a class. In the last activity, students are supposed to circle the option that best represents their own performance at this stage of the unit. In case students have doubts, you may revise the specific contents studied so far.

**Answers:**

1. Students' own instructions and ideas.
2. Students' self-evaluation.

**BEFORE READING**


You can start this class by asking students to brainstorm ideas about the actions they take to be healthy. To prompt them to speak, you may say *I usually ride my bike to school to take care of myself. What about you...?* You may also anticipate that they are going to read a magazine article and ask them whether they have seen or read any health magazines. Be ready to share your own ideas and routines with your students. Remind them that they should look up all the highlighted words in the Glossary that is at the end of the unit.

- 1. Look at the pictures on pages 38 – 39 and predict what the text is about. Write some ideas.**

You should invite students to have a close look at the pictures on that page only and then encourage them to share their ideas with the rest of the class.

**Answers:**

Students' own ideas.

- 2.  Talk to your partner about what to do and what not to do to take care of your health. Write your ideas on the table.**


Remind students what they have learned so far in the present unit and invite them to complete the table in pairs.

**Answers:**

Students' own ideas.

**WHILE READING**


You should invite students to start reading the text in silence while they listen to the recording. It is important that you give them enough time to do this activity. Explain that they are supposed to answer a couple of activities as they read.

- 3.  Think of three outdoor activities that you like to do. Tell your partner about them.**

Students talk to each other describing outdoor activities they like.

**Answers:**

Students' own ideas.

- 4.  In pairs, write two other instructions to take care of yourself.**


Students work on their own writing some simple instructions.

**Answers:**

Students' own ideas.

**AFTER READING**


The aim of this stage is that students consolidate their knowledge of the text by working in small groups. In this way, each of them will contribute to a synergy where stronger and weaker students belong to a work-mode in which every single person has something to give for accomplishing a bigger end product.

- 5.  Work in small groups. Write a commitment with two instructions to take care of yourself.**

You may want to check students' answers as a class so as to check their writings.

**Answers:**


Students' own ideas.

- 6.  In pairs, write two instructions about how to take care of yourself.**

You may ask students to make two sentences about how to take care of themselves based on the picture in this activity. Then you may ask some students to read their sentences.

**Answers:**

Students' own ideas.

- 7.  Draw a picture about eating well. Then write an instruction about it.**

You may encourage students to use their imagination to draw a picture about eating well and write a suitable instruction for the drawing. Finally, you may invite some students to show their drawings and read their instructions.

**Answers:**

Students' own ideas.

## TRANSCRIPT

### *How to Take Care of Yourself*

People are always worried about their health. That's why they go to the doctor when they are ill. But there are some things you can do to take care of yourself. Would you like to know?

Being clean when you eat is very important:

- Wash your hands before eating and after going to the bathroom.
- Keep your hands clean. This will help you not get some illnesses.
- Brush your teeth after every meal. Dental care is also important for your general health.

In order to keep your physical and mental health, do the following:

- Practice sports or do any physical activity.
- Play with your friends outside and choose games which help you move.
- Don't stay in front of the television for a long time.

Eating well is also very important:

- Eat fruit and vegetables for lunch and dinner.
- Drink lots of water, especially after doing exercise.

There are other things you can do at home to take care of yourself:

- Keep out of the stove when it is on. Don't touch the fire; you might be hurt.
- Don't manipulate home cleaning products such as chlorine.

When you are in the city, be careful if you want to cross the street:

- Cross the street using the crosswalk. Don't cross in a different part.
- Respect all traffic lights.
- Don't cross when the light is red; cross when the light is green instead.

There are different ways to take care of yourself. Don't forget to pay attention and think. If you don't remember, go to the first page and read the instructions again.



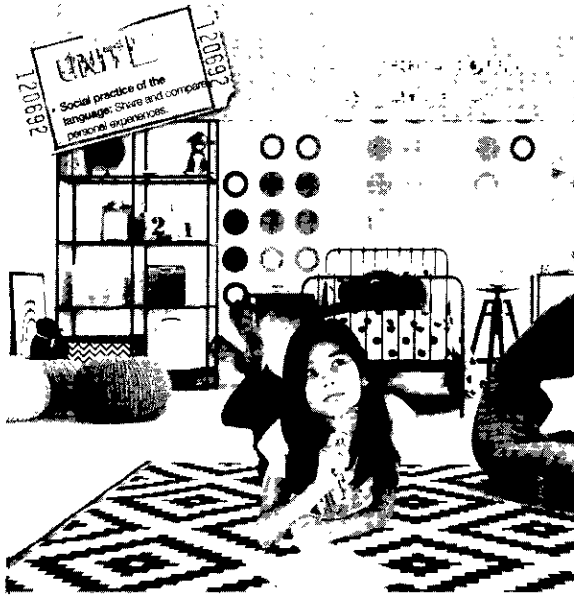
# UNIT 4

**Social practice of the language:**  
Share and compare personal experiences.

## Let's share some experiences...

<b>Environment</b>	Family and Community
<b>Communicative activity</b>	Exchanges associated with information about oneself and others.
<b>Social practice of the language</b>	Shares and compares personal experiences.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Explore letters that exchange personal experiences.</li> <li>• Interpret personal experiences in letters.</li> <li>• Write letters with personal experiences.</li> </ul>
<b>Methodological Suggestions</b>	<ul style="list-style-type: none"> <li>- Provide students with opportunities to develop, expand and tune their repertoire of words and expressions, and help them recognize their importance when learning a foreign language. In this way, they will be able to:             <ul style="list-style-type: none"> <li>• compare the different parts of letters and their locations (for example greetings, closings, etc.);</li> <li>• establish differences between letter writing in English and in their mother tongue.</li> </ul> </li> <li>- Offer opportunities to explore and interact with several letters in such a way that students become aware of their usefulness. In this way, they will be able to:             <ul style="list-style-type: none"> <li>• apply strategies to define the topic (for example: high frequency vocabulary);</li> <li>• classify letters into spontaneous and responsive;</li> <li>• relate emotions (for example: happiness, sadness, etc.) transmitted through the events described;</li> <li>• compare ways to express past events (for example: completed past events and events in progress);</li> <li>• contrast letters about personal experiences with those about other topics.</li> </ul> </li> <li>- Allow your students to share their texts with their classmates and help them understand the advantages to offer and request feedback to improve in such a way that they:             <ul style="list-style-type: none"> <li>• select both addressees and events to tell;</li> <li>• define the order in which expressions are told;</li> <li>• include greetings and opening expressions;</li> <li>• write sentences which describe personal experiences;</li> <li>• identify events with emotions that trigger them;</li> <li>• use connectors and punctuation marks when writing a letter;</li> <li>• choose appropriate endings and closing expressions bearing in mind the addressee;</li> <li>• answer letters about personal experiences showing interest in keeping communication;</li> <li>• write personal information about the addressee and the author of the letter.</li> </ul> </li> </ul>
<b>Product</b>	A letter with personal experiences.
<b>Reader</b>	<i>A Letter from the Goose Girl.</i>
<b>Evaluation Instrument</b>	Self-evaluation sheet.
<b>Allotted time</b>	Approximately 12 lessons, 50 minutes each.

**Materials**



- Environment: Family at Community
- Communicative activity: Exchange, associated with form of an about me and others.

- Explore letters that exchange personal experiences.
- Interpret personal experiences in letters.
- Write letters with personal experiences.
- A letter with personal experiences
- A letter from the Goose Girl

This fourth unit aims at helping students share and compare personal experiences. Students will explore letters that exchange personal experiences, will interpret them, and will eventually write letters with personal experiences.

Through the unit, students are going to work on a product where they will finally write their own letter with a personal experience, which will help them round off the contents of this unit. Along with this, students are going to read the text *A Letter from the Goose Girl* in their Reader, which will reinforce the social practice of the language developed in this unit.

### Lead-in

To start this unit, you can ask students how they usually communicate their personal experiences. Allow them to express freely and write down their ideas on the board as they speak. You may want to help them by showing flashcards of different means of communication such as a cellular phone, a TV, a radio, a newspaper, the internet, etc. You may then invite them to discuss in small groups the type of experiences they usually share with others. After some minutes, you should call volunteers to tell the rest of the class what they discussed in their groups.

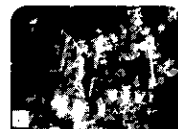
Later on, you should ask the whole class to open their books and have a close look at the picture of the front page of this unit. You may ask students *What is the girl doing?, What is she thinking about?, Have you ever written a letter?, To whom?, etc.* You should let them express their ideas freely and using their mother tongue if necessary. However, challenge them to use English as much as possible. The aim of this activity is that students get to know what they are going to learn and practice in this fourth unit.



### GETTING READY: Sharing personal experiences about Mexican celebrations

#### GETTING READY: Sharing personal experiences about Mexican celebrations

1. Identify some traditional Mexican celebrations with your partner. Use a dictionary if necessary. Then talk about a personal experience connected to any of them.



Last Independence Day, my family and I went to the Zocalo and saw a beautiful show of fireworks.

2. In pairs, answer the questions using the expressions in the box and your own ideas. Then share your answers with the rest of the class.

eat traditional dishes

make traditional dishes

- How do you celebrate the Day of the Dead?
- What do you know about the Carnival of Veracruz?
- What do you do on Independence Day?
- How do you like the Independence Day?

This stage is for you to elicit students' interests and knowledge of the world regarding personal experiences.


1. Identify some traditional Mexican celebrations with your partner. Use a dictionary if necessary. Then talk about a personal experience connected to any of them.

You should may begin this activity by asking students about their favorite Mexican celebration and then prompt them to identify the different celebrations in the pictures. Once they

finish working in pairs, you can call volunteers to provide the answers. Then encourage them to tell their partners a personal experience related to any of the three. Remind them they should use the example as a model. You should go around the classroom monitoring their work and taking down notes of their mistakes for later use.

**Answers:**




- a. Independence Day.
- b. Carnival of Veracruz.
- c. Day of the Dead.

2.  **In pairs, answer the questions using the expressions in the box and your own ideas. Then share your answers with the rest of the class.**

Make sure students answer the questions as complete as possible. Eventually, you should ask some volunteers to share their answers with the rest of the class and then, prompt everybody to express themselves.

**Answers:**

Students' own answers.

1.    **Listen and read the letter. Discuss the topic with your partner.**

Before doing this activity, you should ask students whether they have written letters before. You should point out the differences between letters and emails for them to know in advance what to expect in this unit. You may ask students to have a close look at the letter Molly wrote and identify a determined structure. Only then, play the recording twice: the first time, for students to get the main idea of the letter; the second time to pay attention to pronunciation and intonation. After they have discussed with their partners the topic of the letter, you can ask volunteers to share their ideas with the rest of the class. You may want students to make connections with their own lives. Remind students to look up the highlighted words in the Glossary once they finish reading the letter.

**Answers:**

**Topic:** Exciting experience of eating chapulines during vacations in Mexico.

**TRANSCRIPT**

September 25<sup>th</sup>, 2017

Dear Jake,


Hi, how are you? I'm great! I'm having a wonderful vacation here in Mexico with my family. I'm writing this letter to tell you about an exciting thing that happened to me.

Last weekend, my family and I went to the celebrations of Mexican Independence Day in Guadalajara. While my father was taking photos at the main square, my mother bought some typical food. When I grabbed a tortilla, two tiny eyes were looking at me!! They were chapulines... GRASSHOPPERS!! Can you believe it? I was terrified and screamed a lot!! In the end, I tried them, but I didn't like them.

Please, write to me soon.

Lots of love,  
Molly.

P.S: I attach a picture of the *chapulines*.



2.  **In pairs, read the letter again and pay attention to its parts.**

You may want students to do this activity on their own, but first show them the different parts and names of a letter in English. You may even ask a volunteer to read the letter aloud for the whole class.




**ON THE ROAD: Reading letters with personal experiences**

**Page 44**

2.  **In pairs, read the letter again and pay attention to its parts.**
3.  **In groups, talk about the differences in letter writing between your mother tongue and English. Write your ideas in the space provided.**



3.  In groups, talk about the differences in letter writing between your mother tongue and English. Write your ideas in the space provided.

In order to do this activity, you may show or display samples of letters in both languages for students to identify the differences between cultures. Make sure you give them enough time to comment on the topic and then invite them to share their conclusions with the rest of the class. Be ready to answer any questions regarding the structure of a letter or the typical expressions of greetings, closings, etc.

**Answers:**


Students' own ideas.

**Page 45**


-  Listen and read the answer to Molly's letter.




-  In pairs, identify the different parts of the letter in activity 4.

-  Read the letters again and answer the questions. Then share your answers with the rest of the class.

- What is Molly doing in Mexico?
- What does she think of chapulines?
- How do Molly and Jake feel?
- What does Jake have in common with his new friends?

 To have extra practice on letter writing, visit this website

4.  Listen and read the answer to Molly's letter.

This time, have students pay attention to the letter and prompt them to say what it might be about. Then play the recording twice: the first time, for students to check their ideas; the second time to pay attention to pronunciation and intonation. After listening, you may ask students to identify the tone of the letter and compare it to the previous one (sad, homesick).

**TRANSCRIPT**


October 2<sup>nd</sup>, 2017

Dear Molly,

Hi! What a nice story you told me! I laughed a lot while I was reading your letter, but I could never eat grasshoppers!! I'm happy you're having a great time in Mexico. Please, tell me more about your trip.

Here, everything's fine. My new school is OK, but I miss you all a lot. I still feel a stranger in the classroom. However, things are getting better. Last week, I was having lunch on my own when some kids sat by my side and started talking. I realized they play the same video games as we did. They invited me to play after school. I can say I made new friends.

Hugs and kisses,  
Jake.

5.  In pairs, identify the different parts of the letter in activity 4.

Encourage students to compare both letters (Molly's and Jake's) and point out similarities and differences. Then ask them to identify and write the different parts of the letter. While you are checking their answers as a class, explain what XXOO means and that it is a very common way to close informal letters, especially between family members or close friends.

**Answers:**


**Heading:** October 2<sup>nd</sup>, 2017.

**Greeting:** Dear Molly.

**Body:** (the main text of the letter)

**Closing:** XXOO (hugs and kisses)


**Signature:** Jake.

6.  Read the letters again and answer the questions. Then share your answers with the rest of the class.

You may want students to do this activity on their own, but first remind them to read both letters again. You should check their answers as a class and get an idea of their reading comprehension.

**Answers:**

- a. She is on vacation with her family.
- b. She didn't like them.
- c. Molly feels very happy and Jake feels a bit sad, homesick but hopeful.
- d. He plays the same video games.

 <http://learnenglishkids.britishcouncil.org/en/writing-practice/penpal-letter>

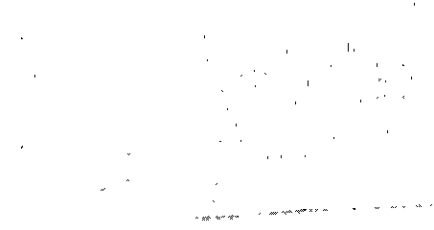
If possible, you should get students to visit this website. Here they will find a very useful exercise about personal experiences through the reading of a letter with engaging pre and post activities. You may even suggest them to discuss this extra practice later in class.



To SHARE AND COMPARE PERSONAL EXPERIENCES, remember to...

- Describe short and completed actions in the past. Use expressions such as:  
*I lost work and, my family and I went to the celebrations of ... I tried them, but I didn't like them.*
- Describe long or in progress actions in the past. Use expressions such as:  
*While my father was taking a new photo at the main square ... ... two by eye ... were looking at me!*

7. Listen and read other letters Jake wrote. In pairs, discuss the main differences in expressions.



I can identify the topic of letters through vocabulary.  Yes  No  Not sure

I can explore letters that exchange personal experiences.  Yes  No  Not sure

I can interpret personal experiences in letters.  Yes  No  Not sure

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



To SHARE AND COMPARE PERSONAL EXPERIENCES, remember to...

You should read the information about this social practice of the language as a class. It is advisable that you remind students that the way to narrate personal experiences is the same used to narrate a story in the past. Then you should make them focus their attention on the already seen verb tenses: Past Simple and Past Continuous. You may write more examples of your own than the ones provided in the textbook to clear things up and provide more practice. It is important that you devote enough time to this section of the textbook.

7. Listen and read other letters Jake wrote. In pairs, discuss the main differences.

You may want students to do this activity on their own once again. However, make sure that you go over students' answers as a class and in the end. You may even elicit from them that, in the first letter, Jake thanks his old teacher for a farewell present, while in the second one, he describes the main event during summer vacations to a friend.

**Answers:**

**Main differences:** greetings (*Hello, Dear ...*), closings (*Take care, Sincerely*), level of formality.

**TRANSCRIPT**

September 29<sup>th</sup>, 2017

Dear Mrs. Turner,

Thank you for the photo album you gave me as a farewell present. I really like it, and it was very nice of you to think of me. Thanks for making me feel special.

Sincerely,  
Jake.

October 2<sup>nd</sup>, 2017

Hello Martin,

How are you? I'm fine! I live in New York now. My family and I moved from San Diego to the "Big Apple" two months ago. So I spent my summer vacation moving and adapting to a new huge city.

What about you? How was your summer vacation in England?

Take care,  
Jake.

**Self-assessment**

You should encourage students to evaluate themselves by selecting one of the options in the chart. In case students circle the *Not so well* option, you can go back to activities 1 and 4 one more time as a class so as to help them go over the letters again. You may also advise them to always pay close attention to the repetition of certain words and the use of specific vocabulary so as to identify the topic of any text.

Towards the product

**A letter with personal experiences**

**SUBPRODUCT 1: List of personal experiences.**  
 In small groups, write a list of personal experiences about an unforgettable day. If possible, write some events next to each of the experiences. Remember to help your team-mates.

I can identify unforgettable moments	Not so well	Well	Not so well
I can write a list of personal experiences	Not so well	Well	Not so well
I can cooperate with my team-mates	Not so well	Well	Not so well

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

Open your Reader and go over the text on pages 51 - 55. In groups, read an extract of the letter the Goose Girl wrote and underline the expressions to describe events in the past. Use blue for short actions and red for long actions.

8. Open your Reader and go over the text on pages 51 – 55. In groups, read an extract of the letter the Goose Girl wrote and underline the expressions to describe events in the past. Use blue for short actions and red for long actions.

In order to deal with the text of the Reader, you should go to the end of this unit, page 78. There you will find thorough explanations of the activities, the answers to them, and the transcript of the text.

After they skim the letter in their Reader, ask students to think other people the Goose Girl might have written to. Only then have them do the activity required. You may want to check their answers as a class.

**Answers:**

**Short actions:** *I heard...*

**Long actions:** *I was reading..., Phoebe was trying...*

If possible, you should get students to visit this website. Here they will find a very useful exercise about personal experiences through the reading of a letter with engaging pre and post activities. You may even suggest them to discuss this extra practice later in class.

Towards the product

**A letter with personal experiences**

**SUBPRODUCT 1: List of personal experiences.**

To work on this second Subproduct students should team-up in the same groups for Subproduct 1. You should read the instruction and example given as a class to check students' comprehension. It is advisable that you explain any doubts regarding the task they are supposed to carry out. You may want to remind students of the importance of cooperation and solidarity among team members. You should devote enough time to this activity while you go around the classroom monitoring their work. Once they finish, remind students to evaluate themselves by choosing one of the alternatives in the chart. In case they circle the *Not so well* option, you may assist them individually or as a class and provide them with the help required.

**CHECK YOUR PROGRESS**

Read the letter carefully and circle the correct alternative in bold.

Read the letter carefully and circle the correct alternative in bold.

I received a letter from my friend Phoebe. She was writing to me about her trip to the mountains. She was very happy and she was making a list of things to do. She was also making a list of things to do. She was very happy and she was making a list of things to do. She was also making a list of things to do.

I was very happy and she was making a list of things to do. She was also making a list of things to do. She was very happy and she was making a list of things to do. She was also making a list of things to do.

Share your answers in activity 1 with your partner. Then talk about a similar experience in your life or a friend's life.

Evaluate your progress so far according to your performance.

I can explore a letter that exchanges personal experiences	Not so well	Well	Not so well
I can interpret emotions and personal experiences in a letter	Not so well	Well	Not so well

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

In this section, students check their progress evaluating their strengths and weaknesses so far. You should read the instructions as a class and give them enough time to do the activities on their own. It is advisable that you monitor them and provide assistance if needed, and eventually, you can check their answers as a class. Also, make sure students understand they have to evaluate their progress by selecting one of the three options in the chart of the last activity.

**1 Read the letter carefully and circle the correct alternative in bold.**

Remind students to apply reading strategies such as getting the gist, visualizing, making connections, etc. in order to understand the letter better.

**Answers:**

traveled, rented, were having, swam, made, took, relaxed.

**2 Share your answers in activity 1 with your partner. Then talk about a similar experience in your life or a friend's life.**

You should encourage students to work on their own and then share their answers with a partner sitting close.

**Answers:**

Students' own ideas.

**3 Evaluate your progress so far according to your performance.**

As students have already done this type of activity in previous units, remind them of the importance of this section. They are supposed to evaluate their progress by selecting one of the three options in the chart. You could tell them that there is still some time to catch up and achieve the goals at the end of the unit.

**Answers:**

Students' self-evaluation.

**8 Fill in the blanks with the correct form of the actions between parentheses. Then listen and check your answers.**

April 19, 2018

Dear Luke,

I'm very happy for you! You look really relaxed in the picture!

I just returned from a (take) **trip** to (put) **up** anywhere.

I (have) **had** a great time together. One day while my mom and my sister (make) **made** a pizza and I (watch) **watched** TV a

huge storm (start) **started** it (go) **went** for hours.

Even though it rained, the end of the world (be) **was**.

Keep in touch.

Ben

**9 Read the letter again and think about a similar experience in your life. Write down some ideas in English and then share your experience with your partner.**

To read about another personal experience, click on this website:

**9. Fill in the blanks with the correct form of the actions between parentheses. Then listen and check your answers.**

Before doing this activity, you may want to show students that this time the letter has an envelope behind, in which it should be sent. Make sure they understand how to write an envelope in English; devote some time to this activity if necessary. You should explain that the sender's full name and address should be written on the left top corner of the envelope, and the recipient's full name and address in the center of the envelope. Then you should encourage students to fill in the gaps of the letter with the correct form of the verbs. Only then, play the recording twice: the first time, for students to check their answers; the second time for them to pay attention to pronunciation and intonation. It is advisable that you check their answers by writing them on the board for everybody to see. Later, you may want students to make connections with their own lives so you may ask them questions related to the event in the letter.

**Answers:**

didn't go; had; were making; was watching; started; rained; went; was.

**TRANSCRIPT**

April 19<sup>th</sup>, 2018

Dear Lupe,

I'm very happy for you! You look really relaxed in the picture! Last spring break, I didn't go anywhere; I stayed home with my family. We had a great time together. One day, while my mom and my sister were making a pie and I was watching TV, a huge storm started. It rained for hours. Even the city lights went out. It was the end of the world!

Keep in touch,  
Ben.

10. Read the letter again and think about a similar experience in your life. Write down some ideas in English and then share your experience with your partner.

Once again, you may want students to do this activity on their own. However, make sure that you go over students' answers as a class and in the end.

**Answers:**

Students' own ideas.



<http://learnenglishkids.britishcouncil.org/en/writing-practice/postcard-london>

You should try to get students to visit this website. Here they will find another useful exercise about personal experiences through the reading of a postcard with engaging pre and post activities.



Complete the letter with the phrases in the box. Then listen and check your answers.

We traveled by coach for hours. I took photos of them and I saw ant-eaters and jaguar spots!

I hope you're very well. I stayed in wooden huts. I visited beautiful waterfalls and amazing Mayan ruins.

I was tired but very happy. This was the best experience of my life!

Please, tell me about you.

Love,

Alejandra.

P.S: Here, I'm attaching some pictures.



Work in small groups to answer the letter in activity 11. Write the letter Mark sent Alejandra in your notebook.

I can interpret personal experiences in letters. I can write and answer a letter with personal experiences.

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

11. Complete the letter with the phrases in the box.

Before doing this activity, you should focus students' attention on the pictures attached to the letter and prompt them to anticipate the topic of the letter. Then you may ask a volunteer to read the phrases in the box in order to complete the letter. You should give students enough time to carry out this task and then, play the recording twice for them to check their answers.

**Answers:**

(See the transcript below)

**TRANSCRIPT**

June 20<sup>th</sup>, 2018

Dear Mark,

Hi, how are you? **I hope you're very well.** I'm great! I'm back from a school trip in Lacandon Jungle, in the south of Mexico. **We traveled by coach for hours.** When we arrived, I was tired but very happy. **We stayed in wooden huts.** We visited beautiful waterfalls and amazing Mayan ruins. **I took photos of them and I saw ant-eaters and jaguar spots!** In the end, I liked everything I saw and tried. **This was the best experience of my life!**

Please, tell me about you.

Love,

Alejandra.

P.S: Here, I'm attaching some pictures.

12. Work in small groups to answer the letter in activity 11. Write the letter Mark sent Alejandra in your notebook.

Before doing this activity, you should team students up in small groups (3-5 members) in order to help useful group work. To make it more engaging and easy for students to carry out this task, you may draw a letter format on the board. Encourage them to copy it on their notebooks and write Mark's letter. You should go around the classroom while students write to check their work, help them if necessary, and take down notes of their mistakes. Then you can invite volunteers to share their letters with the rest of the class. In the end, you may invite them to vote for the most interesting or the funniest letter in class.

**Answers:**

Students' own letters.

## Self-assessment

You should encourage students to evaluate themselves once more by selecting one of the options in the chart. In case they circle the *Not so well* option, you can go back to all the activities with letter samples (pages 44, 45, 48, 49 and 50) as a class so as to review how to write letters. You may focus students' attention on certain expressions which are easier for students to remember.

### Page 51

Towards the product

A letter with personal experiences

**SUBPRODUCT 2: Repertoire of words and expressions.**  
Write a list of words and expressions in the space provided. Use the correct expressions for letter greetings and closings and expressions to describe general events in the past. Then share it with your teammates.

Write a list of words and expressions in the space provided. Use the correct expressions for letter greetings and closings and expressions to describe general events in the past. Then share it with your teammates.

I can write a repertoire of words and expressions used in a letter.  w. y. we  well  Not so well  
If your answers are Not so well, ask your teacher for help.

Open your Reader and go over the text again. Then think about an experience at a farm and write a short letter to your friend. Then exchange the letters and read them aloud.

## Towards the product



### A letter with personal experiences

#### SUBPRODUCT 2: Repertoire of words and expressions.

Before students work on the first Subproduct make sure they team-up in small groups (3–5 members). You should read the instruction and the example as a class to check students' comprehension of the task. It is advisable that you explain any doubts regarding what students are supposed to do and that you go around the classroom monitoring their work. Once they finish, remind them to evaluate themselves by selecting one of the alternatives in the self-assessment chart. In case they circle the *Not so well* option, you may assist them individually or as a class and provide them with the help required.

13. Open your Reader and go over the text again. Think about an experience at a farm and write a short letter to your friend. Then exchange the letters and read them aloud.

Encourage students to create a brief letter describing their experiences at a farm. Then call volunteers to share their samples with the rest of the class.

#### Answers:

Students' own letters.

### FLASHCARDS

In order to round off the unit and to foster the social practice of the language, you should show students the flashcards of Unit 4 and prompt them to share personal experiences by using the pictures and phrases given as a trigger.



**FINAL DESTINATION**

**Product: A letter with personal experiences**

**Product**  
A letter with personal experiences

**MATERIALS**

- Sheets of writing paper (with lines)
- An envelope

**1** Work on your own.

**2** Go back to page 51, Subproduct 2, and use the expressions there to make a draft of your letter in your notebook.

**3** Choose one classmate as the addressee of your letter and decide on all the events you want to include in it.

**4** Read and revise the draft of your letter.

**5** On a sheet of writing paper, write the final version of your letter. Don't forget to include all its parts.

**6** Put the letter into the envelope and write the correct information (addressee's name at the front and your name at the back).

**7** Read the letter you receive and compare it with your own personal experiences. Share them with your classmates.

I can cooperate with my team mates.	Why well	Not so well	Not so well
I can write a complete letter with personal experiences.	Why well	Not so well	Not so well
I can share and compare experiences and emotions with other classmates.	Why well	Not so well	Not so well

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

This section is meant to consolidate the social practice of the language of this unit and apply the structures and vocabulary learned throughout. Make sure students know in advance the materials they are supposed to bring to make the corresponding product (several sheets of writing paper and an envelope). It is advisable that you read all the steps in detail and provide any explanation needed to carry out the product properly. Once all groups are ready to work on their own, go around the classroom providing assistance and monitoring their work. You should give them enough time to produce it and then present it to the rest of the class.

**1 Work in with their own.**

You should make sure students get together in groups with a minimum of three members. Remember that working with classmates with different skills and backgrounds increases the chances of social integration.

**2** Go back to page 47, Subproduct 1, and collect the repertoire of words and expressions for letter greetings and closings and to describe past events.

Go around the classroom monitoring students' work and helping them if necessary.

**3** Go back to page 51, Subproduct 2, and collect the list of personal experiences.

Continue going around the classroom and paying close attention to students' possible mistakes when writing.

**4** Choose the addressee of your letter and all the events you want to include in it.

Make sure students write a complete letter bearing in mind all its parts.

**5** In your notebook, write the draft of the body of your letter describing personal experiences.

You should continue monitoring students' work and providing them with help if needed.

**6** On the sheet of writing paper, write the final version of your letter. Don't forget to include all its parts.

Remind students that they should revise their letters before putting them inside the envelopes.

**7** Put the letter into the envelope and write the correct information. Give it to your teacher.

At this stage, you should take care of collecting all the envelopes and then hand them out to the corresponding addressees.

**8** Read the letter you receive aloud. Then compare it with their own personal experiences in your letter.

You may want to give students some minutes to carefully read the letters they received. Only then, you should call volunteers to share as a class what they found in common with their own letters.

**Reflect on your product**

You should ask students to reflect on their work throughout this section. Get them to read the statements in the chart at the end of the page and circle the best option that represents their performance. You may want students to read on their own and then evaluate themselves.

## Evaluation Instrument

### Self-evaluation sheet

You should make a copy of the *Self-evaluation sheet* on page 165 per student. Hand them out to all your students and explain to them that they should complete it according to their performance in the unit and then hand it in to you. You should consider it as evidence of their progress.

Page 53

## FINAL CHECK

Read the first letter in activity 7 page 46 and think about a similar experience in your life. Then write a letter to your partner describing that experience.

\_\_\_\_\_

Exchange your letter with your partner and then comment on both experiences.



Evaluate your achievement according to your performance. Circle the corresponding alternative.

- I can write a letter about a personal experience on my own.  Very well  Well  Not so well  Not at all
- I can share and compare my experience and emotions with my partner.  Very well  Well  Not so well  Not at all
- I can respect different ideas and opinions.  Very well  Well  Not so well  Not at all
- If your answers are not so well, ask your teacher for help.

In this final section, students tackle two tasks related to the social practice of the language and evaluate their performance at the end of the process. Therefore, you should read the instructions and give them enough time to do the activities. It is advisable that you just monitor students' work and provide little assistance; you should eventually check their answers as a class. In the last activity, students are supposed to circle the option that best represents their own performance at this stage of the unit. In case students have doubts, you may revise the specific contents studied so far.

### Answers:

1. Students' own letters with personal experiences.
2. Students' own ideas and opinions.
3. Students' self-evaluation.



Reader

## A Letter from the Goose Girl

### BEFORE READING

You can start this class by asking students to think about funny personal experiences and then encourage them to share those stories. You may even tell a funny experience of your own and allow students to ask you questions related to it. You may also anticipate that they are going to read an old style letter about a funny and interesting experience. Be ready to show significant differences between the letters seen in the Activity Book with more modern writing and the letter here. Remind students that they should look up all the highlighted words in the Glossary that is at the end of the unit.

#### 1. Look at the pictures on page 51 and answer:

Invite students to have a close look at the first page of the letter on that page and then encourage them to answer the questions on their own. You may ask them to share their ideas with the rest of the class if there is enough time.

#### Answers:

Students' own ideas.

#### 2. In pairs, tick (✓) your prediction.

Have students continue developing their predictions in pairs.

#### Answers:

Students' own predictions.

### WHILE READING

You should invite students to start reading the text in silence while they listen to the recording. It is important that you give them enough time to do this activity. Explain that they are supposed to do some activities as they read.

#### 3. In groups, answer these questions with information from the letter.

Make sure students work in small groups (3–5 members) in order to not to disrupt the class.

#### Answers:


- a. GG (The Goose Girl).
- b. Her aunt.



4. **Write four personal experiences you have lived with animals. Are your experiences similar to the ones included in the paragraph above?**

You may ask students to share their personal experiences with animals. Then you may give them time to write the sentences. You may invite volunteers to read their sentences.

**Answers:** Students' own ideas.

5.  **What personal experience did the Goose Girl share in the letter?**


Students answer the question with different partners.

**Answers:**

She wrote about an experience about chasing ducks and finding a young duckling dead by a rat.

## AFTER READING


The aim of this stage is that students consolidate their knowledge of the text by working in small groups. In this way, each of them will contribute to a synergy where stronger and weaker students belong to a work-mode in which every single person has something to give for accomplishing a bigger end product.

6.  **Read the experiences you wrote in activity 4 again. Then write at least one feeling for each of the experiences.**

You may encourage students to write feelings they had when they experienced the situations they wrote in activity 4. You may also invite volunteers to read their answers.

**Answers:**


Students' own ideas.

7.  **Now, use the sentences in activity 4 and the feelings in activity 6 to write a short letter about your personal experiences. Then share your letter with your partner.**

Finally, you may invite students to write a letter about their personal experiences with animals. You may remind them to use the sentences and list of feelings they wrote in activities 4 and 6.

**Answers:**

Students' own ideas.

8.  **In groups, choose one of the topics in the box. Then complete the table with personal experiences related to the topic and some feelings.**

You may ask a student to read the vocabulary in the box. Then invite them to work in groups and choose one topic. After that, you may ask them to write sentences about the topic they chose.

You may also invite some volunteers to read their sentences and feelings.

**Answers:**

Students' own ideas.

9. **Now, write a short letter to your aunt or uncle. Use the experiences and feelings you wrote in activity 8. Then share your letter with your team-mates.**

Finally, you may encourage students to write a letter to a relative. You may remind them to use the personal experiences and feelings they wrote in activity 8. You may ask volunteers to read their letters out loud.

**Answers:**

Students' own letters.

## TRANSCRIPT

### *A Letter from the Goose Girl*

Dear Auntie,

I finished my studies, and now I pay rent on a farm in a quiet village in Sussex. I decided to be called the Goose Girl because every day, Miss Phoebe Evan and I take care of geese and ducks on the farm. Phoebe sells poultry, too.

I'm writing to tell you about one of my recent adventures. At eight o'clock yesterday, while I was reading a book, I heard a terrible sound in the direction of the duck-ponds. Phoebe was trying to put the ducks and geese in their sleeping boxes for the night...

Phoebe stood by one of the duck-ponds holding a long pole in her hand. However, the pole was not long enough to reach the ducks. They refused to leave the water because the evening was warm and there was a beautiful sunset.

I saw the situation with excitement. The ducks always swim round in circles, hide under the willows, and try to creep into the rat-holes, a silly thing to do because they can die any minute. None of them appear in the right place, and they always have to be put in order.

Finally, we counted the entire number of ducks and found several missing. Searching for them, we caught one from under the tool-house and discovered one sailing by itself in the middle of the deserted pond. Still, one young duckling was missing, and we found him inside the house, in a bucket full of water! Phoebe was very happy to see him again.

Phoebe and I have had a great time together at this farm.

That's all.

I look forward to hearing from you soon dear Auntie. Please write me back.

Sincerely yours,

G.G.



# UNIT 5

**Social practice of the language:**  
Describe everyday activities to be discovered by others.

## Can you guess the activity?

<b>Environment</b>	Recreational and Literary.
<b>Communicative activity</b>	Recreational expression.
<b>Social practice of the language</b>	Describes everyday activities to be discovered by others.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Explore and listen to descriptions.</li> <li>• Interpret descriptions.</li> <li>• Elaborate descriptions.</li> <li>• Play describing activities.</li> </ul>
<b>Methodological Suggestions</b>	<ul style="list-style-type: none"> <li>- Make students notice the importance of perceiving general details in everyday activities in order for them to be interested in:             <ul style="list-style-type: none"> <li>• following the reading of descriptions about everyday activities (for example: children's encyclopedias);</li> <li>• thinking about differences in everyday activities between one's own culture and others.</li> </ul> </li> <li>- Support students to reflect upon, explain and verify their interpretations in such a way that they can:             <ul style="list-style-type: none"> <li>• ask questions about different aspects of the descriptions;</li> <li>• compare statements in descriptions;</li> <li>• complete descriptions using repertoire of words and expressions;</li> </ul> </li> <li>- Help your students understand how oral texts in varied contexts work, and thus, how they are produced with specific purposes and particular addressees. In this way, they will be able to:             <ul style="list-style-type: none"> <li>• select activities to create descriptions;</li> <li>• classify ideas about aspects that involve the activities (for example: time, place, tools or utensils required);</li> <li>• examine ways to express descriptions, according to described aspects; write descriptions using repertoire of words and expressions;</li> <li>• determine the rules to play at describing and guessing activities.</li> </ul> </li> <li>- Help your students enjoy and discover how to play with language. Offer opportunities to create games and, in this way, they will be able to:             <ul style="list-style-type: none"> <li>• rehearse descriptions to adjust patterns of intonation and improve fluency;</li> <li>• ask and answer questions to go into details about descriptions;</li> <li>• suggest activities based on descriptions;</li> <li>• apply strategies to offer clarification (for example: repeat a message more slowly, verify pronunciation, etc.).</li> </ul> </li> </ul>
<b>Product</b>	A guessing game based on descriptions.
<b>Reader</b>	<i>Interesting Mexican Jobs.</i>
<b>Evaluation Instrument</b>	Rubric
<b>Allotted time</b>	Approximately 12 lessons, 50 minutes each.

### Materials





- Environment: No. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100
- Communicative activity: Describe everyday activities

- Explore and listen to description
- Interpret descriptions
- Elaborate descriptions
- Play describing activities
- A guessing game based on descriptions
- Interesting Mexican Jobs

This fifth unit aims at helping students describe everyday activities to be discovered by others. Students will explore and listen to descriptions, will interpret them, will write descriptions and will eventually play describing activities.

Through the unit, students are going to work on a product where they will play a guessing game based on descriptions, which will help them round off the contents of this unit. Along with this, students are going to read the text *Interesting Mexican Jobs* in their Reader, which will reinforce the social practice of the language developed in this unit.

### Lead-in

You may begin this unit by showing flashcards to students about different jobs and different tools or objects related to them and stick them on the board. You may then ask them to match one category to the other. After that, you could ask students to mention the names of famous people around the world who do those jobs or activities. Allow them to express freely and write down some of their ideas on the board as they speak to set the basis of the unit vocabulary. You may even draw a mind map on the board to connect all the concepts: names of occupations, activities, objects used, famous people, etc.

Later on, invite the whole class to open their books and have a look at the picture of the front page of this unit. You may ask students *What is the girl doing?*, *What is she thinking about?*, *Have you ever dreamed to be a musician?*, *What would you like to be in the future?*, etc. You should let them express their ideas freely and challenge them to use English as much as possible. The aim of this activity is that students get to know what they are going to learn and practice in this fifth unit.



### GETTING READY: Identifying jobs

This stage is for you to elicit students' interests and knowledge of the world as regards jobs and everyday activities.



### GETTING READY Identifying jobs

1. Listen to the descriptions of some jobs. Write the correct number for each picture.



2. Talk to your partner about your family's activities. Use the example as a model.

Example: My father is a teacher.

3. What would you like to be when you grow up? Write and draw the job. Share your work with the rest of the class.

1. Listen to the descriptions of some jobs. Write the correct number for each picture.

To begin this activity you may elicit students' occupation by saying *I'm a teacher; what about you?* Then you should ask them to identify the different occupations in the pictures by talking to their partners. Once they finish working in pairs, play the recording twice: the first time, for students to match the descriptions to the pictures; the second time, for them to check their answers.

**Answers:**

a. 2 b. 4 c. 3 d. 5 e. 1 f. 6

**TRANSCRIPT**

1. He drives his truck every day. He's a truck driver.
2. He's a Mexican police-officer. He protects people on the street.
3. She is a teacher. She works at school.
4. She cuts people's hair. She's a hairdresser.
5. He puts out fire. He's a firefighter.
6. She treats patients. She's a doctor.

**2. 🗣️🗣️ Talk to your partner about your family's activities. Use the example as a model.**

You may help students by providing them with examples of your own such as *My mother is a housewife and my father is a salesman*. Make sure students talk in pairs about their own family members and then invite volunteers to share their answers with the rest of the class. You may want to provide them with dictionaries in case they do not know the English word.

**Answers:**

Students' own ideas.

**3. 🗣️🗣️ What would you like to be when you grow up? Write and draw the job. Share your work with the rest of the class.**

Give students enough time to think about their own occupations in the future and make a drawing related. You may go around the classroom monitoring their work and helping them if necessary. Then call volunteers to share their drawings with the rest of the class and then, prompt everybody to express themselves.

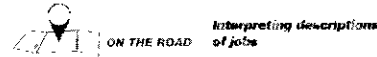
**Answers:**

Students' own ideas and drawings.



**ON THE ROAD: Interpreting descriptions of jobs**

**Page 56**



1. 🗣️🗣️ Read the descriptions in your group. Write people's activity in the space provided using the words in the box.

doctors      hairdressers  
teachers

Glossary page 126

2. 🗣️ Listen and check your answers in activity 1.

3. 🗣️🗣️ In pairs, read the descriptions of other jobs. Match them to the correct picture with a line.



1. 🗣️🗣️ Read the descriptions in your group. Write people's activity in the space provided using the words in the box.

In order to do this activity, you should explain to students that they will read the descriptions of the jobs seen on the previous page. Make sure that everybody participates so each member of the group should read aloud one description. Remind students to look up the highlighted words in the Glossary as they go over the descriptions.

**Answers:**

Firefighters, hairdressers, truck drivers, teachers, police-officers, doctors.

2. Listen and check your answers in activity 1.

Play the recording twice: the first time, for students to check their answers in the previous activity; the second time, to pay attention to pronunciation and intonation. After listening, you may want students to make connections with their own lives so you may ask whether they know any of the occupations seen so far.

**TRANSCRIPT**

- Firefighters:** they put out fires and wear helmets.
- Hairdressers:** they cut people's hair and use scissors.
- Truck drivers:** they drive trucks.
- Teachers:** they help students to learn.
- Police-officers:** they catch criminals and wear uniforms.
- Doctors:** they cure sick people and wear white coats.

3. In pairs, read the descriptions of other jobs. Match them to the correct picture with a line.

Encourage students to do this activity in pairs and then share their answers with the rest of the class. Be ready to provide the names of the jobs described as it might be the first time students see these occupations.

**Answers:**

- a. They work in a shop. (shop assistant)
- b. They cure sick animals. (vet)
- c. They cook dishes and wear aprons. (chef)

4. Listen to the rhyme and complete it with the correct word. Then practice reading it aloud with your team-mates.

To do this activity, you should ask students to pay attention to the text and guess what it is. Elicit it is a rhyme and prompt them to say what it might be about. Then play the recording twice: the first time, for students to fill in the gaps; the second time, to check their answers. You may play the recording one more time to pay close attention to pronunciation and intonation. After listening, you may invite students to change the melody of the rhyme and then present it to the rest of the class.

**Answers:**

(See the transcript below)

**TRANSCRIPT**

They work indoors and wear aprons.  
They talk to people and cut their hair.  
Who are they? Can you guess?  
They're **hairdressers** and they're the best.

They work at school and teach children.  
They erase the board and are well-prepared.  
Who are they? Can you guess?  
They're **teachers** and they're the best.

They wear special suits and are very brave.  
They save people from fires. They're never afraid.  
Who are they? Can you guess?  
They're **firefighters** and they're the best.

They protect people and catch criminals.  
They monitor traffic and help all drivers.  
Who are they? Can you guess?  
They're **police officers** and they're the best.

5. In small groups, find information about the jobs in the table. Use the questions as a guide.

You should provide the means for students to do some research on the occupations in the table. You may draw the same table on the board and then invite several students to write what they have found in it. Make sure everybody has the chance to participate in one way or other. In the end, you can ask them play a guessing game using the descriptions in the table either in their groups or as a class.

1. Listen to the rhyme and complete it with the correct word. Then practice reading it aloud with your team-mates.

They work indoors and wear aprons.  
They talk to people and cut their hair.  
Who are they? Can you guess?  
They're \_\_\_\_\_ and they're the best.

They work at school and teach children.  
They erase the board and are well-prepared.  
Who are they? Can you guess?  
They're \_\_\_\_\_ and they're the best.

They wear special suits and are very brave.  
They save people from fires. They're never afraid.  
Who are they? Can you guess?  
They're \_\_\_\_\_ and they're the best.

They protect people and catch criminals.  
They monitor traffic and help all drivers.  
Who are they? Can you guess?  
They're \_\_\_\_\_ and they're the best.

1. In small groups, find information about the jobs in the table. Use the questions as a guide.

Job or setting	Where do you work?	What do you have to wear?	What instruments do you use?
----------------	--------------------	---------------------------	------------------------------

Dentists

Bus drivers



**Possible answers:**

Job or activity	Where do you work?	What do you have to wear?	What instruments do you use?
Chefs	In restaurants, hotels, hospitals, schools, etc	An apron or jacket, a hat and pants.	Spoons, pans, pots, knives, etc.
Bus drivers	On buses.	A uniform (a shirt and pants).	Buses.



**To DESCRIBE EVERYDAY ACTIVITIES FOR A GUESSING GAME, remember that...**

- You should describe everyday activities using phrases such as:  
*Hairstylists take care of people's hair.*  
*Firefighters save people and animals.*  
*Police officers protect people and catch criminals.*
- You should ask questions such as:  
*Who cure sick people?      What do you have to wear?*  
*Can you do this activity?      Do you have to wear an apron?*  
*Where do you work?      What instruments do you use?*  
*Do you work in a hospital?      Do you have to use a fire hose?*

5. In pairs, play a guessing game. Read the description of an activity and make your partner guess it.

Glossary page 126

I can explore and listen to descriptions.    I've well.    Well.    Well.

I can interpret descriptions.    I've well.    Well.    Well.

I can play a guessing game.    I've well.    Well.    Well.

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

To practice vocabulary about jobs through a song, click on



**To DESCRIBE EVERYDAY ACTIVITIES FOR A GUESSING GAME, remember that...**

You should read the information about this social practice of the language as a class. It is advisable that you remind students that the way to play a guessing game is by describing activities and by asking questions. Then you should explain very briefly that there are two types of questions: the ones asking for information and the ones confirming information. In order to focus on the required questions to play the guessing game, you may tell them to direct those questions to the person providing the clues in the descriptions. You may write more examples of your own than the ones provided in the textbook to clear things up and provide more practice. To round off this section and to act as a model, you can lead a guessing game with the whole class by choosing one job and answering students' questions. It is important that you devote enough time to this section of the textbook.

6. In pairs, play a guessing game. Read the description of an activity and make your partner guess it.

Invite students to play a simple guessing game in pairs using the descriptions in the boxes. Remind them to look up the highlighted words in the Glossary. If there is enough time, you may ask students to write a few more descriptions in separate pieces of paper to be able to play the game as a class. This activity can be repeated as many times as it is interesting for students.

**Answers:**

- They work in hospitals. They wear white coats. They use stethoscopes. (doctors)
- They teach students at school. They use boards and books. (teachers)
- They drive buses. They work on the road. They wear a uniform. (bus-drivers)
- They put out fires. They wear special overalls and helmets. They use fire hoses. (firefighters)
- They take care of people's teeth. They wear coats. They use special tools. (dentists)

## Self-assessment

You should encourage students to evaluate themselves by selecting one of the options in the chart. In case students circle the *Not so well* option, you can go back to activities 1, 3, 4, 6 and 7 one more time as a class so as to help them see how descriptions are built.



<https://learnenglishkids.britishcouncil.org/en/songs/people-work>

If possible, you should get students to visit this website. Here they will have the chance to continue practicing the vocabulary related to jobs and occupations through a song and post-listening activities. You may even suggest them to sing this song later in class.

### Page 59

Towards the product **A guessing game based on descriptions.**

**SUBPRODUCT 1: Questions about an activity.**  
In small groups, choose an everyday activity and write some questions about it in the space provided. Include as many questions as possible to guess it!

QUESTION

ANSWER

I can choose a job or an activity.  Not so well  Well  Not so well

I can write different questions about it.  Not so well  Well  Not so well

I can cooperate with my team-mates.  Well  Not so well  Not so well

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

7. Think about the three most common jobs in Mexico and write them in the space provided. Then open your Reader, look at pictures on pages 64 - 69 and check your guesses.

## Towards the product

### A guessing game based on descriptions

#### SUBPRODUCT 1: Questions about an activity.

Before students work on the first Subproduct make sure they team-up in small groups (5 members). You should read the instruction and the example provided as a class to check students' comprehension of the task. It is advisable that you explain any doubts regarding what students are supposed to do and that you go around the classroom monitoring their work. You may want to remind students of the importance of cooperation and solidarity among team members. Once they finish, remind them to evaluate themselves by selecting one of the alternatives in the self-assessment chart. In case they circle the *Not so well* option, you may assist them individually or as a class and provide them with the help required.

7. Think about the three most common jobs in Mexico and write them in the space provided. Then open your Reader, look at pictures on pages 64 - 69 and check your guesses.

Remember that to deal with the text of the Reader, you should go to the end of this unit, page 91. There, you will find thorough explanations of the activities, the answers to them, and the transcript of the text.

In order to do the present activity, make sure students brainstorm popular jobs in Mexico as a class and then with their partners. Once they finish writing the information, call volunteers to read it aloud in front of the class. Finally, you should encourage students to check their guesses by going over the text in their Reader.

#### Answers:

Students' own ideas.

# CHECK YOUR PROGRESS



1 Listen to the recording and complete the descriptions for each activity.

- Firefighters. They put out \_\_\_\_\_ and \_\_\_\_\_ helmets.
- Police officers. They catch \_\_\_\_\_ and wear \_\_\_\_\_.
- Teachers. They help \_\_\_\_\_ to learn \_\_\_\_\_.
- Hairdressers. They cut people's \_\_\_\_\_ and \_\_\_\_\_ scissors.

2 Look at the pictures and choose two. With your partner, ask each other questions to guess the jobs.



3 Evaluate your progress so far according to your performance.

- I can explore and listen to descriptions.  Very well  Well  Not so well
- I can interpret descriptions.  Very well  Well  Not so well
- I can ask and answer questions to guess the job or activity.  Very well  Well  Not so well
- I can play a guessing game.  Very well  Well  Not so well
- If your answers are Not so well, ask your teacher for help.



In this section, students check their progress evaluating their strengths and weaknesses so far. You should read the instructions as a class and give them enough time to do the activities on their own. It is advisable that you monitor them and provide assistance if needed, and eventually, you can check their answers as a class. Also, make sure students understand they have to evaluate their progress by selecting one of the three options in the chart of the last activity.

1 Listen to the recording and complete the descriptions for each activity.

You should play the recording twice: the first time, for students to get the gist and do the activity; the second time, for them to check their answers.

**Answers:**  
(See the transcript below).

**TRANSCRIPT**

1. They put out **fires** and **wear** helmets.
2. They catch **criminals** and wear **uniforms**.
3. They help **students** to learn.
4. They cut **people's hair** and **use** scissors.

2 Look at the pictures and choose two. With your partner, ask each other questions to guess the jobs.

Give students enough time to guess the selected jobs through questions. You should go around the classroom checking their work and taking down notes of their oral performance.

**Answers:**  
Students' choices and guesses.

3 Evaluate your progress so far according to your performance.

As students have already done this type of activity in previous units, remind them of the importance of this section. They are supposed to evaluate their progress by selecting one of the three options in the chart. You could tell them that there is still some time to catch up and achieve the goals at the end of the unit.

**Answers:**  
Students' self-evaluation.

1 Listen and read the descriptions of popular jobs in Mexico.

Glossary page 126

2 Read the text again and answer the questions with your partner.

1. What do chefs wear?
2. What instrument do tortilla makers use?
3. Do tortilla makers work in hospitals?
4. What do shopkeepers work?

3 Play a guessing game with your partner. Say some of the descriptions in activity 2 and invite him/her to guess.



8. Listen and read the descriptions of popular jobs in Mexico.

Before doing this activity, you may invite students to identify the jobs in the pictures and say the names in their mother tongue. You may want them to make connections with their own lives



and so you should ask them whether they know anybody who has those jobs. Only then have them listen and read the descriptions in silence. You should play the recording twice: the first time, for students to get the main idea of each text; the second time, for them to pay attention to pronunciation and intonation. Remind students to look up the highlighted words in the Glossary once they finish reading the texts.

**TRANSCRIPT**

The Mariachi is a popular group of musicians. They are a very important part of Mexican culture. They wear a special outfit called charro and big hats. They sing and play different musical instruments such as violins, guitars and basses, among others. They sing in restaurants, streets and different special events and even at birthday or wedding parties.

Tortilla-makers make one of the main foods of Mexicans, *tortillas*. They use a special machine to make the dough. They cut out the rounds and cook them on both sides. They sell the tortillas around the streets and in eating places.

Shoe-shiners are easy to see around different cities in Mexico. They polish up dusty shoes and leave them shiny. Meanwhile, people relax and read.

**9. Read the text again and answer the questions with your partner.**

You may ask volunteers to read the texts aloud as a class in order to help students answer the questions. Give them enough time to write the information and then check with the whole class.

**Answers:**

- a. They wear a special outfit called charro and big hats.
- b. They use a special machine to make the dough.
- c. No, they don't. They sell the tortillas around the streets and in eating places.
- d. They work on the street, around different cities in Mexico.

**10. Play a guessing game with your partner. Say some of the descriptions in activity 8 and invite him/her to guess.**

Make sure students read the texts again on their own and then invite them to play a guessing game with their partners sitting in front of them. You should explain that they are supposed to describe one of the popular jobs in Mexico seen before in order for their partner to guess the name correctly. As a follow-up activity, you may ask students to choose one of the three jobs and research on its origin. You may even give them an extra point the class they present this material.

**11. Complete the descriptions with the words in the box. Use some words twice. Then listen to check your answers.**

street	clinic	sick
aprons	special machines	

Vets  
animals. They \_\_\_\_\_ at a \_\_\_\_\_ They work on the \_\_\_\_\_  
veterinary \_\_\_\_\_ and in eating \_\_\_\_\_  
They \_\_\_\_\_ overalls or \_\_\_\_\_ They \_\_\_\_\_  
coats. They \_\_\_\_\_ aprons. They \_\_\_\_\_  
medicines and stethoscopes \_\_\_\_\_ special machines \_\_\_\_\_

**12. In small groups, look at the pictures and write the descriptions of the jobs.**



**13. Play a guessing game with another group. Read the description of one job in previous activities and invite them to guess.**

**ELABORATE**  
I can elaborate descriptions. Yes! Well! Not so well!  
I can play a guessing game. Yes! Well! Not so well!  
If your answers are NOT so well, ask your teacher for help.

**11. Complete the descriptions with the words in the box. Use some words twice. Then listen to check your answers.**

Before doing this activity, you may ask students some questions related to the jobs seen previously in this unit. Then you should ask them to cover the words in the box and read the descriptions skipping the blanks in each case. Encourage them to make predictions about the words required to fill in the gaps of the texts. Students can even share their predictions with their classmates and compare ideas. After that, invite students to look at the words in the box and decide in which part of the texts they fit well. Once they finish, play the recording twice: the first time for them to check their answers; the second time, for them to pay attention to pronunciation and intonation.


**Answers:**

(See the transcript below)

**TRANSCRIPT**

Vets **cure** sick animals. They **work** at a **veterinary clinic**. They **wear** overalls or coats. They **use** medicines and stethoscopes.


Tortilla-makers **make** tortillas. They work on the **street** and in eating **places**. They **wear** aprons. They **use** special machines.

**12.**  In small groups, look at the pictures and write the descriptions of the jobs.

In order to help students carry out this task, you should revise the expressions and the questions to guide descriptions studied throughout this unit. You may choose another occupation and write simple sentences on the board for students to have as models. Only then, make sure they form small groups (3–5 members) and write descriptions for the pictures provided. You may want to check their answers as a class.

**Answers:**

Students' own ideas.

**13.**  Play a guessing game with another group. Read the description of one job in previous activities and invite them to guess.

This time, make sure students play a guessing game with another group by reading one of the descriptions of the jobs seen throughout this unit. You should remind them of the rules of this type of game and set a time limit for this activity. After some minutes, ask groups to select another job and find other competitors to play with. You should go around the classroom monitoring students' work and oral performance. Eventually, you may reward the group with most correct guesses.

**Possible answers:**

- They work in hospitals. They wear white coats and use stethoscopes.
- They drive taxis and work all day.

**Self-assessment**

You should encourage students to evaluate themselves by selecting one of the options in the chart. In case students circle the *Not so well* option, you can go back to activities 1, 3, 4, 6 and 7 one more time as a class so as to help them see how descriptions are built up. You may even provide them with extra practice on writing simple descriptions.

Towards the product



**A guessing game based on descriptions.** 


**SUBPRODUCT 2: Table with descriptive elements.**

In groups, do some research and complete the table below.

Hand messors	
Shop assistants	
Clubs	
Retailers	
Law firms	

I can do research on people's everyday activities.  Yes  Not so well  
 I can complete a table with descriptive elements.  Yes  Not so well  
 If your answers are *Not so well*, ask your teacher for help.

**14.**   Open your Reader booklet and go over the text on pages 64 - 69. Describe two jobs without saying the name to your partner to guess the activity. Use the example as a model.

 To play a game on people's everyday activities, visit this website:



Towards the product



**A guessing game based on descriptions**

**SUBPRODUCT 2: Table with descriptive elements.**

To work on this second Subproduct students should team-up in the same groups for Subproduct 1. You should read the instruction and example given as a class to check students' comprehension. It is advisable that you explain any doubts regarding the task they are supposed to carry out. If necessary, give students extra time to help them find the information required. You should go around the classroom monitoring their work. Once they finish, remind students to evaluate themselves by choosing one of the alternatives in the chart. In case they circle the *Not so well* option, you may assist them individually or as a class and provide them with the help required.

14.   Open your Reader and go over the text on pages 64 – 69. Describe two jobs without saying the name to your partner to guess the activity. Use the example as a model.

Once again, encourage students to choose two occupations from the text and prepare simple descriptions to play a guessing game with their partners. Remind them to use the model provided in their textbooks. You should go around the classroom monitoring their work. Later on and as a follow-up activity, you may assign students the task of interviewing one person doing any of the popular Mexican jobs.

**Answers:**

Students' own ideas.

 <https://learnenglishkids.britishcouncil.org/en/games/job-mixer>

If possible, you should try that students visit this website. Here, they will be able to play an interactive game to practice more descriptions of jobs and occupations at their own pace.

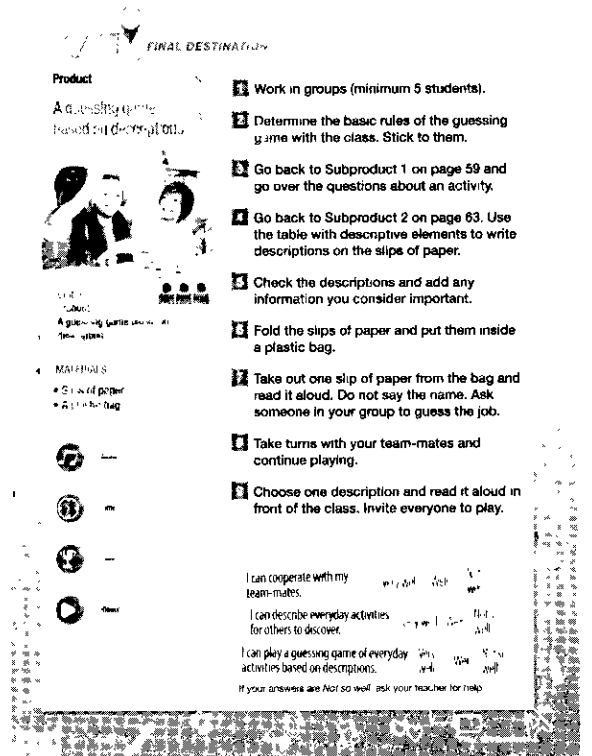
**FLASHCARDS**

In order to round off the unit and to foster the social practice of the language, you should show students the flashcards of Unit 5 and do a series of activities. You can cover the phrases and encourage them to provide the correct description for each job depicted. You may also prompt students to create the corresponding description by using the picture and phrase given as a trigger.



**FINAL DESTINATION**

**Product: A guessing game based on descriptions**



**Product**  
A guessing game based on descriptions.

**MATERIALS**

- Slips of paper
- A plastic bag

- 1 Work in groups (minimum 5 students).
- 2 Determine the basic rules of the guessing game with the class. Stick to them.
- 3 Go back to Subproduct 1 on page 59 and go over the questions about an activity.
- 4 Go back to Subproduct 2 on page 63. Use the table with descriptive elements to write descriptions on the slips of paper.
- 5 Check the descriptions and add any information you consider important.
- 6 Fold the slips of paper and put them inside a plastic bag.
- 7 Take out one slip of paper from the bag and read it aloud. Do not say the name. Ask someone in your group to guess the job.
- 8 Take turns with your team-mates and continue playing.
- 9 Choose one description and read it aloud in front of the class. Invite everyone to play.

I can cooperate with my team-mates. *trabaja con los demás*

I can describe everyday activities for others to discover. *describe actividades cotidianas para que los demás descubran*

I can play a guessing game of everyday activities based on descriptions. *juego de adivinanzas de actividades cotidianas basadas en descripciones*

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

This section is meant to consolidate the social practice of the language of this unit and apply the structures and vocabulary learned throughout. Make sure students know in advance the materials they are supposed to bring to make the corresponding product (slips of paper and a plastic bag). It is advisable that you read all the steps in detail and provide any explanation needed to carry out the product properly. Once all groups are ready to work on their own, go around the classroom providing assistance and monitoring their work. You should give them enough time to produce it and then present it to the rest of the class.

**1 Work in groups (minimum 5 students).**

You should make sure students get together in groups with a minimum of five members. Remember that working with classmates with different skills and backgrounds increases the chances of social integration.

**2 Determine the basic rules of the guessing game with the class. Stick to them.**

You should lead a quick class discussion to set the rules of the game, encouraging everybody to participate and writing the statements on the board. In this way, they will be visible any time a student needs them or to remind the groups any time they break the rules.

**3 Go back to Subproduct 1 on page 59 and go over the questions about an activity.**

Go around the classroom monitoring students' work and helping them if necessary.

**4 Go back to Subproduct 2 on page 63. Use the table with descriptive elements to write descriptions on the slips of paper.**

Continue going around the classroom and checking students' group work.

**5 Check the descriptions and add any information you consider important.**

Be ready to provide any assistance when students write the descriptions on the slips of paper.

**6 Fold the slips of paper and put them inside a plastic bag.**

You should continue monitoring students' work and providing them with help if needed.

**7 Take out one slip of paper from the bag and read it aloud. Do not say the name. Ask someone in your group to guess the job.**

Make sure students do not break the rules of the game as you go around the classroom.

**8 Take turns with your team-mates and continue playing.**

You should pay close attention to the participation of each member of the groups.

**9 Choose one description and read it aloud in front of the class. Invite everyone to play.**

At this stage, your role as facilitator is crucial to manage a whole-class game. You should collect all the slips of paper from the groups and mix them inside one plastic bag. Then you may want to call a volunteer to start playing the game. In this way, students will be practicing what they did in their groups but now at a large scale.

**Reflect on your product**

You should ask students to reflect on their work throughout this section. Get them to read the statements in the chart at the end of the page and circle the best option that represents their performance. You may want students to read the statements on their own and then evaluate themselves.

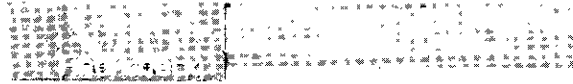
## Evaluation Instrument

### Rubric

You should make a copy of the *Rubric* on page 166 per student. Complete it according to their performance in the unit and consider it as evidence of their progress.

Page 65

## FINAL CHECK



1. Choose one of the jobs learned in this unit and write a short description.

2. Read the description to your partner without saying the name of the job. Take turns in guessing activities.

3. Evaluate your achievement according to your performance. Circle the corresponding alternative.

I can describe some jobs or activities people do.  a.  b.  c.  d.

I can identify jobs or activities based on descriptions.  e.  f.  g.  h.

I can express ideas about jobs using my own words.  i.  j.  k.  l.

I can play a guessing game based on descriptions.  m.  n.  o.  p.

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

In this final section, students tackle two tasks related to the social practice of the language and evaluate their performance at the end of the process. Therefore, you should read the instructions and give them enough time to do the activities. It is advisable that you just monitor students' work and provide little assistance; you should eventually check their answers as a class. In the last activity,

students are supposed to circle the option that best represents their own performance at this stage of the unit. In case students have doubts, you may revise the specific contents studied so far.

### Answers:

1. Students' own descriptions of a job.
2. Students' own ideas and opinions.
3. Students' self-evaluation.



Reader

## Interesting Mexican Jobs

### BEFORE READING


You can start this class by asking students to brainstorm occupations which are very popular in Mexico. You should write their ideas on the board as they speak and help them with any new vocabulary they may need. You may then anticipate that they are going to read an article about interesting Mexican jobs and that those occupations they mentioned may appear in the text. Remind students that they should look up all the highlighted words in the Glossary that is at the end of the unit. At this stage, students explore their readers, make connections and predictions, etc. so it is important that you devote enough time to it.

### 1. Look at the pictures and identify some Mexican jobs.

Invite students to have a close look at the three pictures and then encourage them to identify the jobs. You may ask them to talk about their personal experiences connected to those jobs, how often they have seen those people and in which situations. Allow students to express freely and in their mother tongue if necessary, but encourage the use of English as much as possible.

### Answers:

- a. Mariachis.
- b. Organ grinder.
- c. Shoe-shiner.

2.  In pairs, talk about other Mexican jobs you know. Write your ideas in the space provided.


You should encourage students to do this activity in pairs. You may then ask them to anticipate which occupations will be mentioned in the text.

**Answers:**

Students' own ideas.

**WHILE READING**

You should invite students to start reading the text in silence while they listen to the recording. Explain that they are supposed to do some activities while they are reading, and you may check their answers as a class at the very end of the text. After students read the text for the first time and in silence, invite some volunteers to read it aloud for the whole class. You may choose different students for each typical Mexican job in the text.

3.  Describe to your partner the activities street food vendors do.

You may ask them to work with the partner sitting next to them.

**Answers:**

Street food vendors cook, prepare and sell different kinds of food such as *quesadillas* and *flautas*.

4.  Tell to your partner what an organ grinder does. Share any experience you have had.

Students do this activity with the same partners.

**Answers:**

Organ grinders are people who play music on the streets.

5.  Tell your partner how ice vendors carry ice.


You may ask them to work with the partner sitting behind or in front of them.

**Answers:**

They transport the blocks of ice by tricycles.

**AFTER READING**


The aim of this stage is that students consolidate their knowledge of the text. It is important that you give them enough time to do these activities.

6.  What job do you like the most? In pairs, write a brief description using your own words.

Make sure students write what they remember of the selected job. You should advise them to check what they have written by comparing their description with the ideas in the text.

**Answers:**


Students' own ideas.

7.  In groups, play a guessing game. Read your description aloud and let your teammates guess the job.

You should ask students to form groups (around 5 members) in order to play a guessing game. Then ask students to read the description in activity 6 with their partners for the rest of the group to guess correctly. To make it more interesting, students can change partners and repeat the same activity several times. Finally, invite some volunteers to read aloud their descriptions and the whole class guesses.

**Answers:**

Students' own ideas.

8.  Choose another job and find information in different search engines. Write your findings in the space provided. Then share the information with the rest of the class.

To do this activity, you should have students work in the computer laboratory and guide them for the search. Make sure they work in small groups (around 3 students) and choose an occupation that has not been studied in unit. You may want students to write a short description about it and then prepare a brief presentation for the rest of the class. You should devote enough time to this closure activity.

**Answers:**

Students' own research.

## TRANSCRIPT

### *Interesting Mexican Jobs*

People work in different types of jobs. If you go out, you can observe people doing different activities. Some of them are more common in Mexico than in other countries.

#### **Street food vendors**

This is a very popular Mexican job. Eating on the streets is very common in Mexico. Street food vendors cook, prepare and sell different kinds of food such as quesadillas and tacos.

#### **Aztec dancers**

Mexico is Aztec land and there are many Aztec dancers on the streets. They wear seed-pods around their ankles and decorate their heads with feathers. These dances represent the splendor of Mexican culture. They honor their ancestors and the indigenous legacy and preserve their historical and cultural identity.

#### **Organ grinders**

Organ grinders are people who play music on the streets. They are recognized by the Mexican government, so they wear a special uniform. Some of the organs that the first Germans brought to Mexico in 1930s are still in good condition.

#### **Mariachis**

They are one of the most popular types of musicians in the world. Mariachi bands serenade dinners in cantinas, at special events or even at birthday or wedding parties. Usually, mariachis can be found around Plaza Garibaldi or at Villa Maria, in Polanco. They wear their enormous hats on as they crowd around tables.

#### **Ice vendors**

Ice vendors are easy to see on the streets. They carry big blocks of ice and offer them to people who sell food and drinks. They transport the blocks of ice on tricycles and cut the pieces of ice using icepicks.

#### **Dog walkers**

Dog walkers are more and more popular in Mexico. Lots of people have dogs and do not have time to walk them, so they help. They go to the house, leash the dog and walk them on the streets or in the park. They are responsible for many dogs so they have to train them to behave well.



120692

# UNIT 6

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

120692

## What do you know about this topic?

<b>Environment</b>	Academic and Educational.
<b>Communicative context</b>	Search and selection of information.
<b>Social practice of the language</b>	Asks and answers questions to obtain information about a specific topic.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Define aspects of a topic of interest.</li> <li>• Write questions to obtain information.</li> <li>• Select information to answer questions about aspects of a topic.</li> </ul>
<b>Methodology / Strategies</b>	<ul style="list-style-type: none"> <li>- Give support to your students for them to choose the topics that they are interested in and they would like to know more about. Offer attractive and encouraging suggestions so that students can:             <ul style="list-style-type: none"> <li>• choose the topics that trigger their curiosity and interest using a list with visual support;</li> <li>• use key words to recognize the topics and expand the repertoire of words;</li> <li>• explore aspects of a topic presented in a graph made by yourself;</li> <li>• clarify the meaning of unknown words;</li> <li>• analyze the ways of mentioning aspects (for example: modern transportation).</li> </ul> </li> <li>- Offer opportunities to make your students think about what they are interested in knowing about the aspects of the selected topic. Provide them with the visual resources that stimulate their curiosity and give students time to explore those resources. In this way, they will be able to:             <ul style="list-style-type: none"> <li>• analyze the intonation of questions;</li> <li>• compare questions with other type of expressions (for example: declarative or imperative);</li> <li>• formulate questions about aspects of a topic using a model;</li> <li>• practice pronunciation of words in questions;</li> <li>• classify types of questions according to their characteristics (for example: open-ended or close-ended questions);</li> <li>• clarify the meaning of words;</li> <li>• check the intonation of questions.</li> </ul> </li> <li>- Provide students with magazines, newspapers and illustrated books with information that answers the questions of the students' selected topic. Offer them strategies (for example: key words, titles, etc) to search and find the information they need. Supervise and closely guide this task so that students can:             <ul style="list-style-type: none"> <li>• analyze the textual organization (for example: index, sections, headlines, etc);</li> <li>• examine the textual structure (for example: lists of steps, problem and solution, etc);</li> <li>• recognize key words;</li> <li>• make questions using a model;</li> <li>• answer questions with selected information.</li> </ul> </li> </ul>
<b>Product</b>	A questionnaire to obtain information.
<b>Reader</b>	<i>Peyton Robertson, the Scientist Child.</i>
<b>Evaluation Instrument</b>	Self-evaluation sheet.
<b>Allocated time</b>	Approximately 12 lessons, 50 minutes each.

**Materials**





• Environment: Academic and Educational  
 • Communicative activity: Search and selection of information

- Define aspects of a topic of interest?
- Write questions to obtain information
- Select information to answer questions about aspects of a topic
- A questionnaire to obtain information
- Peyton Robertson, the Scientist Child

This sixth unit aims at helping students ask and answer questions to obtain information about a specific topic. Students will define aspects of a topic of interest, will write questions to obtain information, and will select information to answer questions about aspects of a topic.

Through the unit, students are going to work on a product where they will make a questionnaire to obtain information, which will help them round off the contents of this unit. Along with this, students are going to read the text *Peyton Robertson, the Scientist Child* in their Reader, which will reinforce the social practice of the language developed in this unit.

### Lead-in

To start this unit, you could hand out several samples of questionnaires taken from different sources per group. You could then ask students if they have ever done one, what about, what for and how they liked it. After that, you may ask them about the different topics they enjoy reading or finding out. You may write their ideas on the board as they speak in the form of a spider web or any other diagram you consider suitable for this activity. At this stage, you should allow students to express freely and in their mother tongue if necessary, but encourage the use of English as much as possible.

After they brainstorm ideas, you could ask them about the sources they usually resort to in order to find information about the different topics.

Later on, invite the whole class to open their books and have a look at the picture of the front page of this unit. You may ask students *Where are the children?, What are they doing?, What is the boy asking the girl about?, Have you ever carried out an interview or questionnaire at school?, What about?, etc.* The aim of this activity is that students start getting close to what they are going to learn and practice in this sixth unit.



### GETTING READY: Talking about topics of interest

The aim of this stage is to elicit students' topics of interests and the way they can gather information about them.



### GETTING READY: Talking about topics of interest

1. Look at the pictures and identify the different topics. Then listen and check your answers.



2. Talk to your partner about your favorite topics. Use the example as a model.

A: I like reading books.  
 B: Do you like topics like...?  
 A: Yes, I do. I like...  
 B: Can you tell me...?

3. Choose three classmates and ask them about their favorite topics. Use the model in activity 2.

### 1. Look at the pictures and identify the different topics.

To begin this activity, you may ask students to mention what things they are interested in as you write their ideas on the board. Allow them to express themselves freely and in their mother

tongue if necessary; encourage speaking in English, though. Then you should ask students to work in pairs to identify the different topics in the pictures by using the words in the box. Once they finish, play the recording twice: the first time, for students to check their answers; the second time, for them to pay attention to pronunciation and intonation.

**Answers:**

- a. art b. sports c. inventions d. reading e. science  
f. environment

**TRANSCRIPT**

- a. Her favorite topic is art.  
b. He loves talking about sports.  
c. They like doing inventions.  
d. He enjoys reading a lot.  
e. She loves science. Her favorite part is doing experiments.  
f. His favorite topic is the environment.

**2. 🗣️ Talk to your partner about your favorite topics. Use the example as a model.**

Make sure students choose different partners to talk about their favorite topics through a dialogue. You may want to provide them with dictionaries in case they do not know the English word.

**Answers:**

Students' own ideas.

**3. 🗣️ Choose three classmates and ask them about their favorite topics. Use the model in activity 2.**

You may go around the classroom monitoring students' work and helping them if necessary. Give them enough time to carry out this task with different classmates. Then you may call volunteers to share their ideas with the rest of the class and then, prompt everybody to express themselves.

**Answers:**

Students' own ideas.



**ON THE ROAD: Asking and answering questions about a topic**

Page 68



ON THE ROAD Asking and answering questions about a topic

1. Read the headlines of some articles. Identify the corresponding topics on page 67 they belong to.

Simón Rodríguez, the Mexican basketball player and firefighter

**The Popsicle**

**Loving the National Park in Croatia**

2. 🗣️ Listen and read two magazine articles. 🗣️ Glossary page 126

**Loving the National Park in Croatia**

You'll find waterfalls, hundreds of waterfalls and ancient paths to magical caves. The waterfalls are so pure and you'll want to dive in every swimming is prohibited even when in the park. In most of the waterfalls...



produced from natural waterfalls. The article is about the most famous waterfalls in Croatia.

**The Popsicle**

On a massive scale, they're the temperature of San Francisco here to a hot and humid 10-year-old Frank's Popsicle with a machine that produced them. The machine was used to produce the cold treats after a high school he found a money pit and... The successful business created the world's first Popsicle. In 1922, he gave out the first of a revolution. The Popsicle revolutionized the way that the parents buy the water. The name "Popsicle" however, he changed the name after his children started calling the treat "Popsicle".

3. 🗣️ In groups, put the phrases in order to create questions. Then ask them to the rest of the class. Underline the answers in the texts.

National Park in Croatia: Area: waterfalls in the... of Croatia

It did become famous. When it the opposite...

**1. Read the headlines of some articles. Identify the corresponding topics on page 67 they belong to.**

To do this activity, you should call volunteers to read the article headlines as a class. Then you may appoint students at random to provide the correct answers.

**Answers:** (from left to right, top to bottom)

- First headline: sports.  
Second headline: inventions.  
Third headline: science.  
Fourth headline: environment.

2. Listen and read two magazine articles.

Before doing the listening task, you may ask students to have a look at the magazine articles and prompt them to anticipate their main topics. Then play the recording twice: the first time, for students to get the main idea of each text; the second time, to pay attention to pronunciation and intonation. Remind students to look up the highlighted words in the Glossary once they finish reading. However, as the texts might be a bit difficult for students, you should be ready to paraphrase some statements and provide students with synonyms and extra vocabulary.

**TRANSCRIPT**

**Loving the National Park in Croatia**

You'll find sixteen lakes, hundreds of waterfalls and wooden paths to magnificent views. The waters are so pure and clear, you'll want to dive in. Sorry! Swimming is prohibited everywhere in the park. In fact, the whole area is protected from human intervention. The area attracts 1.2 million visitors every year.

**The Popsicle**

On a winter's night in 1905, the temperature in San Francisco fell to a record low and 11-year-old Frank Epperson left a mixture of powdered drink mix, water, and a stir stick out on his cold porch. After a night out, he found a frozen pop and - the accidental inventor - created the world's first Popsicle. In 1922, he gave out the treat at a firefighter's ball. Everyone loved it so much that he patented his idea under the name "Eppsicle". However, he changed the name after his children started calling the treat a "Popsicle."

3. In groups, put the phrases in order to create questions. Then ask them to the rest of the class. Underline the answers in the texts.

You may want students to do this activity in their groups and then check their answers as a class. It might be difficult for them to know the position of each word so you should write their answers on the board. But do not explain anything in detail yet. To finish this activity, call volunteers to provide the answers to the questions in the newspaper articles.

**Answers:**

- a. Are there waterfalls in the National Park of Croatia? (see the underlined answer in the corresponding transcript)
- b. When did the popsicle become famous? (see the underlined answer in the corresponding transcript)

Answer the questions with your team-mates. Use the model in the box below.

- Where is the national park?
- What is prohibited in the park?
- Who created the popsicle?
- When did that happen?

Now, listen and read two newspaper articles.

Glossary page 126

**News**

Simon Rodriguez, the Mexican basketball player and firefighter!



Last night there was a basketball game in Mexico. There were lots of people and it was very exciting. In the first half, the home team led by 10 points.

Some of the 'court' of the basketball game. Simon Rodriguez played for three and a half hours. He put out the fire in minutes and on the game he was the hero. The crowd was so excited that they started to cheer for him.

**The Modern News**

**What makes scorpions glow?**

A scientist from the American city of Guerrero discovered when he saw a bright blue spider running in his garden last Sunday night. But it turned out it wasn't a spider. It was a different kind of glowing under ultraviolet light, such as natural moonlight. The blue spider glow comes from a substance in a part of the scorpion's exoskeleton called the 'cuticle', explained Dr George Smith.



In pairs, read the questions and circle the correct answer.

- Was there a basketball game in Oaxaca?  
Yes, there was. / No, there wasn't.
- Is Simon Rodriguez a fire-fighter and a basketball player?  
Yes, he is. / No, he isn't.
- Did the scientist of Guerrero see a bright blue snake?  
Yes, he did. / No, he didn't.

4. Answer the questions with your team-mates. Use the model in the box below.

You should encourage students to read the articles again in order to do this activity. Give them enough time to find the answers to the questions in their groups and then check their answers as a class. You may eventually ask students which of the articles they like the best and prompt them to give reasons for their choices.

**Answers:**

- a. It is in Croatia.
- b. Swimming is prohibited in the park.
- c. Frank Epperson created the popsicle.
- d. This happened in 1905.

5. Now, listen and read two newspaper articles.

Once again, as the texts might be a bit difficult, you should be ready to paraphrase some statements and provide students with synonyms and extra vocabulary. You may ask students to have a look at the newspaper articles to anticipate their main topics. Then play the recording twice: the first time, for students to get the main idea of each text; the second time, to pay attention to pronunciation and intonation. Remind students to look up the highlighted words in the Glossary once they finish reading.

**TRANSCRIPT**

**Simón Rodríguez, the Mexican basketball player and firefighter!**

Last night, there was a basketball game in Tijuana, Mexico. There were many people and someone lit a match. Suddenly, a fire started in a corner of the court and the basketball star, Simón Rodríguez, showed up dressed as a firefighter! He helped put out the fire in minutes and so the game could continue. In the end, his team scored 81–75 and won the game.

**What makes scorpions glow?**

A resident from the Mexican city of Guerrero panicked when he saw a bright blue fat spider running in his garden last Sunday night. But it turned out it wasn't a spider. It was a different arachnid glowing under ultraviolet light, such as natural moonlight. "The blue-green glow comes from a substance in a part of the scorpion's exoskeleton called the cuticle", explained Dr. George Smith.

**6. In pairs, read the questions and circle the correct answer.**

You should encourage students to read the articles again and circle the correct answers to the questions. Once they finish working, and as a whole-class check, you should point out the different types of answers between this activity and number 3.

**Answers:**

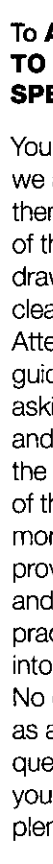
- b. Yes, he is.
- c. No, he didn't.



**To ASK AND ANSWER QUESTIONS TO OBTAIN INFORMATION ABOUT A SPECIFIC TOPIC, remember that...**

- There are questions to search for specific information:
  - What did Frank Eppoxide create?** → **Thing**  
The popsicle
  - Where was there a basketball game?** → **Place**  
In Tijuana
  - When did Frank Eppoxide create the popsicle?** → **Time**  
In 1905.
  - Who put out the fire at the game?** → **Person / people**  
Simón Rodríguez.
  - Why did Frank Eppoxide call it popsicle?** → **Reason**  
Because his children called it that way.
  - How did Frank Eppoxide create it?** → **Manner**  
He left a mixture of powdered drink mix, with a lid, out to stick out on his cold porch overnight.
  - How old was Frank Eppoxide when he created it?** → **Age**  
11 years old!
  - How many lakes are there in the national park?** → **Quantity**  
Sixteen.
- There are questions to confirm information:
  - Did a basketball star put out a fire at home?** → **Yes, he did.**  
→ **No, he didn't**
  - Is the park in Croatia?** → **Yes, it is.**  
→ **No, it isn't.**

I can define aspects of a topic of interest. I can write questions to obtain information. If your answers are not so well, ask your teacher for help.



**To ASK AND ANSWER QUESTIONS TO OBTAIN INFORMATION ABOUT A SPECIFIC TOPIC, remember that...**

You may want to have students infer why we ask questions and how we formulate them by having them look through the pages of the unit. You can also use gestures and drawings on the board to make meaning clear for each question word at this stage. Attention to grammar should be subtle and guided as students should learn by actually asking questions in trial and error sequences and by peer teaching. You should then read the information about this social practice of the language as a class. You may write more examples of your own than the ones provided in the textbook to clear things up and provide more practice. As follow-up practice, you can help students notice the intonation in Wh- questions (falling) and in Yes/No questions (rising). To round off and to act as a model, you can ask students personal questions at random and prompt them to ask you questions. It is advisable that you devote plenty of time to this section.

## Self-assessment

You should encourage students to evaluate themselves by selecting one of the options in the chart. In case students circle the *Not so well* option, you can go back to activities 2 and 5 one more time as a class and show them different aspects of the topics of the four articles. In case they have trouble with formulating question, you should go over the explanation of the previous activity again and provide them with extra practice.

### Page 71

Towards the product **A questionnaire to obtain information**

**SUBPRODUCT 1: Selection of a topic.**  
In small groups, brainstorm as many topics of your interest as possible and write them in the space provided. Then choose **one** and write two questions to search for specific information related to it.


Nombre del tema: \_\_\_\_\_

Nombre del grupo: \_\_\_\_\_

I can choose a topic of interest.  Very well  Well  Not so well

I can define the aspects of that topic.  Very well  Well  Not so well

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

7.  Open your Reader and go over the text on pages 77-80. With your partner, write three questions you would like to ask Peyton about his oldest inventions.

 To know more about problems and solutions in Mexico City, click on: 





## Towards the product



### A questionnaire to obtain information

#### SUBPRODUCT 1: Selection of a topic.

Before students work on the first Subproduct make sure they team-up in small groups (4 members). Remember that working with classmates with different skills and backgrounds increases the chances of social integration. You should read the instruction and the example as a class to check students' comprehension of the task. You could also allow them to use a dictionary to build up the vocabulary for their selected topic. It is advisable that you explain any doubts regarding what students are supposed to do and that you go around the classroom monitoring their work. You may want to remind students of the importance of cooperation and solidarity among team members. Once they finish, remind them to evaluate themselves by selecting one of the alternatives in the self-assessment chart. In case they circle the *Not so well* option, you may assist them individually or as a class and provide them with the help required.


7.   Open your Reader and go over the text on pages 77-80. With your partner, write three questions you would like to ask Peyton about his oldest inventions.

Remember that to deal with the text of the Reader, you should go to the end of this unit, page 105. There, you will find thorough explanations of the activities, the answers to them, and the transcript of the text.

In order to do the present activity, you should ask students to work with their partners. Only then, check their questions as a class. You could also challenge them to suggest Peyton's answers to their questions. In case students have difficulties with this activity, ask them to work with a few questions from the interview and with a simplified version of the answer instead. By doing so, they will gain confidence with the language within the context of science and inventions.

#### Answers:

Students' own ideas.

 <https://megamexicocity.weebly.com/problems-and-solution.html>

If possible, you should get students to visit this website. Here they will be able to read information about the problems of Mexico City in English and the ways to tackle them. This is a good opportunity for students to see how their own reality can be seen and understood by people who do not speak their mother tongue.

## Check your progress




1 Read the newspaper article and choose the best headline.

Circle: gasoline-powered car

Environment loves Stella

Stella: a solar car invented in Denmark



April 2016

**A** group of Danish students invented a car that converts sunlight to power while driving and it also produces energy while it is parked. The car is called Stella. Because solar energy is free and cleaner than gasoline, sun-powered cars are becoming popular. Stella is big enough to take four people on a trip of up to 675 kilometers on a single charge. In late 1, Stella won first place in an international competition in Australia by traveling almost three times the world's horizontal distance powered only by sunlight.

2 Answer the questions with your partner.

- What power does the car use?
- Is solar energy expensive and dirty?
- How many people can this car carry?
- Was Stella number 1 in Australia?

3 In pairs, write two questions to the inventors.

4 Evaluate your progress so far according to your performance.

- I can answer questions about different aspects of a topic.  Very well  Well  Not so well
- I can write questions to obtain information.  Very well  Well  Not so well
- If your answers are Not so well, ask your teacher for help.

In this section, students check their progress evaluating their strengths and weaknesses so far. You should read the instructions as a class and give them enough time to do the activities on their own. It is advisable that you monitor them and provide assistance if needed, and eventually, you can check their answers as a class.

### 1 Read the newspaper article and choose the best headline.

In order to help students carry out this task by themselves, you could read the text aloud and as a class. Be ready to paraphrase some statements and provide students with synonyms and extra vocabulary. Then give them a few minutes to choose the most suitable headline.

**Answers:**

Environment loves Stella.

### 2 Answer the questions with your partner.

Encourage students to reread the text in order to be ready to answer the questions provided. It is advisable that you check this activity as a class since this is not an easy topic for students.

**Answers:**

- a. The car uses sunlight.
- b. No, it isn't.
- c. It can take four people.
- d. Yes, it was.

### 3 In pairs, write two questions to the inventors.

Give students enough time to think and write the questions. Be ready to provide students with vocabulary related to the car industry they might not know. Once again, you may check this work as a class and write some questions with mistakes on the board for students to identify and correct the mistakes.

**Answers:**

Students' own questions.

### 4 Evaluate your progress so far according to your performance.

As students have already done this type of activity in previous units, remind them of the importance of this section. They are supposed to evaluate their progress by selecting one of the three options in the chart. You could tell them that there is still some time to catch up and achieve the goals at the end of the unit.

**Answers:**

Students' self-evaluation.

14. Talk to your partner about video games. Ask the questions below to guide your conversation.

- Do you like video games?
- Which one is your favorite?
- When do you play video games?
- What are things do video games provide?

15. Listen and read another magazine article.

**Three scientific benefits of playing video games**  
 HERE ARE THE TOP THREE BENEFITS TO TELL YOUR PARENTS BEFORE THEY SAY 'NO' TO VIDEO GAMES. THEY CAN...



**1. Increase your memory.**  
 Researchers from the University of California wrote that three-dimensional video games are engaging experiences. They can provide our brain with important stimulation. People who played 3D games did very well at memory activities.

**2. Relieve pain**  
 In many studies, video games improved the health of 195 patients in general, including psychological and physical therapy. In a conference in 2010, scientists showed evidence that playing virtual reality games is effective. It reduces anxiety or pain caused by illness or medical procedures. This is because the focus is on the game not on the pain.

**3. Help dyslexic children with their reading**  
 A study in 2013 showed that playing action games can help dyslexic children to read faster. The fast speed of action games can help children increase their time of attention.

Glossary page 126

So there you have three good reasons to play video games on the weekend!

REPRODUCED BY THE UNIVERSITY OF CALIFORNIA PRESS. PHOTO: GETTY IMAGES



highlighted words in the Glossary once they finish reading.

**TRANSCRIPT**

**Three scientific benefits of playing video games**

Here are the top three benefits to tell your parents before they say 'no' to video games. They can...

**1. Increase your memory.**

Researchers from the University of California wrote that three-dimensional video games are engaging experiences. They can provide our brain with important stimulation. People who played 3D games did very well at memory activities.

**2. Relieve pain**

In many studies, video games improved the health of 195 patients in general, including psychological and physical therapy. In a conference in 2010, scientists showed evidence that playing virtual reality games is effective. It reduces anxiety or pain caused by illness or medical procedures. This is because the focus is on the game not on the pain.

**3. Help dyslexic children with their reading**

A study in 2013 showed that playing action games can help dyslexic children to read faster. The fast speed of action games can help children increase their time of attention. So there you have three good reasons to play video games on the weekend!

8. Talk to your partner about video games. Ask the questions below to guide your conversation.

You may begin this activity by asking students questions such as *Do you like video games?*, *Which is your favorite?*, *Do your parents allow you to play?*, *How many hours?*, etc. and prompt them to discuss the topic with their partners first. You should tell them to use the questions provided as a guide. After some minutes of free discussion, you could call some volunteers to share their conclusions with the rest of the class. You should write their ideas on the board as they express themselves.

**Answers:**

Students' own ideas.

9. Listen and read another magazine article.

You should start this activity by eliciting from students the benefits of playing video games. As this text is a bit difficult, you should be ready to paraphrase some statements and provide students with synonyms and extra vocabulary. Then play the recording twice: the first time, for students to get the main idea of the text; the second time, to pay attention to pronunciation and intonation. Remind students to look up the

10. In pairs, read the article again and circle the correct answer.

- Which games give our brain important stimulation?
  - Board games
  - 2D games
  - 3D games
- What do video games do to patients?
  - Reduce pain
  - Increase pain
  - Reduce dyslexia
- How can video games help dyslexic children?
  - To read slower
  - To read faster
  - To write faster

11. Write the questions for the underlined answers with your partner. Use the example as a model.

Who did very well at memory activities?  
 People who played 3D games.

- video games can improve your memory, relieve pain and help dyslexic children improve their reading.
- 195 patients improved their health through video games.
- The researchers who wrote about 3D games are from the University of California.

12. Check your questions in activity 11 with your team-mates. Share your ideas with the rest of the class.

Can I select information to answer questions about aspects of a topic? Very well Well Not so well  
 Can I write questions to obtain information? Very well Well Not so well  
 If your answers are Not so well, ask your teacher for help.



10. In pairs, read the article again and circle the correct answer.

You should encourage students to read the article again in order to be ready to choose the correct answers to the questions. You may want to read the questions aloud. Once they finish working in pairs, you should check their answers as a class.

**Answers:**

- First question: c.  
 Second question: a.  
 Third question: b.

11. Write the questions for the underlined answers with your partner. Use the example as a model.

As this activity might be difficult for students, you could read the underlined answers as a class. Prompt them to say what they refer to and write the corresponding question word for each question. Students are supposed to write the rest of the question. Remind them they can use the example in the blue box as a model.

**Answers:**

- a. What can video games do? / How can video games help?  
 b. How many patients improved their health through video games?  
 c. Where are the researchers who wrote about 3D games from?

12. Check your questions in activity 11 with your team-mates. Share your ideas with the rest of the class.

Encourage students to get together in small groups (around 4 members) in order to check their questions and draw some conclusions. In this way, you will be fostering cooperation, solidarity and peer-assessment among your students.

**Self-assessment**

You should encourage students to evaluate themselves by selecting one of the options in the chart. In case students circle the *Not so well* option, you can go back to the explanation of the social practice of the language again and provide them with extra practice on asking and answering questions.

Towards the product **A questionnaire to obtain information**

**SUBPRODUCT 2: List of questions.**  
 In groups think about the topic you chose on page 71, Subproduct 1, and add five more five questions to find information about it. Include both types of information and confirmation questions.

About subproduct 2:

---

I can create questions to obtain information about a specific topic. *Very well* *Well* *Not so well*

I can cooperate with my team-mates. *Very well* *Well* *Not so well*

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

- Open your Reader and go over the text on pages 77- 80. In pairs, write three questions you would like to ask Peyton about his future inventions.

To know about a famous Mexican child prodigy, click on:

Towards the product

**A questionnaire to obtain information**

**SUBPRODUCT 2: List of questions.**

To work on this second Subproduct students should team-up in the same groups for Subproduct 1. You should read the instruction and example given as a class to check students' comprehension. It is advisable that you explain any doubts regarding the task they are supposed to carry out. You should go around the classroom monitoring their work. Once they finish, remind students to evaluate themselves by choosing one of the alternatives in the chart. In case they circle the *Not so well* option, you may assist them individually or as a class and provide them with the help required.

13. Open your Reader and go over the text on pages 77 – 80. In pairs, write three questions you would like to ask Peyton about his future inventions.



In order to do this activity, you should foster students' use of imagination by letting them imagine themselves as interviewers. Give them enough time to think, write and answer the questions. Then you should call volunteers to share their ideas with the rest of the class. You can also extend this activity by having students make changes and pretend they are different inventors.

**Answers:**

Students' own ideas.



<http://www.eluniversal.com.mx/articulo/english/2017/07/30child-prodigy-solves-70-operations-3-minutes>

If possible, try that students visit this website and read the online newspaper article. Here, they will be able to find interesting information about the famous Mexican child prodigy called Sergio Abelardo. Students will be motivated by this child's experience and might feel identified with him.

**Page 76**



**FINAL DESTINATION**

**Product: A questionnaire to obtain information**

**Product**  
A questionnaire to obtain information.

**MATERIALS**  
• 1 sheet of white paper

- 1 Work in groups (maximum 6 students).**
- 2 Go back to the Subproducts on pages 71 and 75, and read all the questions you wrote about the topic you selected in Subproduct 1.**
- 3 Check that the questions are varied: information and confirmation. Ask your teacher for help if necessary.**
- 4 Write the set of questions on different sheets of paper. Remember to follow the format of a questionnaire.**
- 5 Add the name of your questionnaire and the space for the student's name.**
- 6 Go around the classroom and ask your questionnaire to three different classmates.**

**2** Go back to your group and share the information you obtain in the questionnaire.

**3** Draw some conclusions and share them with the rest of the class.

I can cooperate with my team mates.

I can write a variety of questions to obtain information from my classmates.

I can select information to answer my classmates' questionnaire.

I can share the results of my questionnaire.

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

This section is meant to consolidate the social practice of the language of this unit and apply the structures and vocabulary learned throughout. Make sure students know in advance the materials they are supposed to bring to work on the corresponding product (three sheets of white paper). It is advisable that you read all the steps in detail and provide any explanation needed to carry out the product properly. Before they start working, you may want to display the different questionnaire samples you showed them at the beginning of the unit. In this way, students will clearly know what to do and will be ready to choose the best format for their questionnaire. Once all groups are ready to work on their own, go around the classroom providing assistance and monitoring their work. You should give them enough time to produce it and then present it to the rest of the class.

**1 Work in groups (maximum 6 students).**

You should make sure students get together in groups with a maximum of six members. It is advisable to keep this number to make their group work more organized.

**2 Go back to the Subproducts on pages 71 and 75, and read all the questions you wrote about the topic you selected in Subproduct 1.**

Go around the classroom monitoring students' work and helping them if necessary.

**3 Check that the questions are varied: information and confirmation. Ask your teacher for help if necessary.**

Be ready to provide any assistance when students write the questions.

**4 Write the set of questions on different sheets of paper. Remember to follow the format of a questionnaire.**

Continue going around the classroom and checking students' group work.

**5 Add the name of your questionnaire and the space for the student's name.**

You should continue going around the classroom monitoring students' work and helping them if necessary.

**6 Go around the classroom and ask your questionnaire to three different classmates.**

Make sure students do not get disruptive so they are able to finish the task.

# FINAL CHECK

**7** Go back to your group and share the information you obtain in the questionnaires.

Be ready to provide any assistance when students deliver the information in their groups. You should pay close attention to the participation of each member.

**8** Draw some conclusions and share them with the rest of the class.

You should ask students at random to share their ideas with the whole class. You may want to guide their speeches by asking them questions.

### Reflect on your product

You should ask students to reflect on their work throughout this section. Get them to read the statements in the chart at the end of the page and circle the best option that represents their performance. You may want students to read the statements on their own and then evaluate themselves.

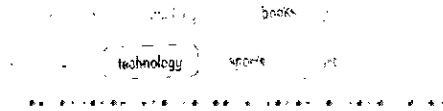
### Evaluation Instrument

#### Self-evaluation sheet

You should make a copy of the *Self-evaluation sheet* on page 167 per student. Hand them out to all your students, and explain that they should complete it according to their performance in the unit and then hand it in to you. You should consider it as evidence of their progress.



Choose one of the topics below and write three questions to obtain information about it.



Ask the questions in activity 1 to your partner and take turns.

Evaluate your achievement according to your performance. Circle the corresponding alternative.

- I can define aspects of a specific topic.    Never    Well    Not well
- I can write questions to obtain information about it.    Well    Not well    Never
- I can select information to answer questions about aspects of a topic.    Well    Not well    Never
- I can carry out a questionnaire.    Well    Not well    Never
- I can respect my team-mates' ideas and opinions.    Well    Not well    Never

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



In this final section, students tackle two tasks related to the social practice of the language and evaluate their performance at the end of the process. Therefore, you should read the instructions and give them enough time to do the activities. It is advisable that you just monitor students' work and provide little assistance; you should eventually check their answers as a class. In the last activity, students are supposed to circle the option that best represents their own performance at this stage of the unit. In case students have doubts, you may revise the specific contents studied so far.

**Answers:**

1. Students' own questions to obtain information about the chosen topic.
2. Students' own questions and answers.
3. Students' self-evaluation.

**FLASHCARDS**

In order to round off the unit and foster the social practice of the language, you should show students the flashcards of Unit 6 and prompt them to answer the questions given using the pictures as clues. Then you may encourage them to formulate more questions than the ones provided using the same pictures.

**BEFORE READING**

You can begin this class by showing students a few inventions (realia or flashcards) that they may have around at home or at school. Then you should elicit from them more ideas and should write them on the board as they speak. You can either anticipate that they are going to read an interview in a magazine article or just say nothing in order to foster the surprise effect. However, you could seize the opportunity to mention Luis Roberto Ramírez Álvarez, the Mexican child prodigy and prospect scientist and ask students what they know about him and his accomplishments. You could even show them a video related to this young scientist and organize a brief class discussion. Remind students that they should look up all the highlighted words in the Glossary that is at the end of the unit. At this stage, students explore their readers, make connections and predictions, etc. so it is important that you devote enough time to it.

1. **With your partner, choose the correct question for the following answers. Write them on the line provided.**

You may invite students to read answers a and b first and then encourage them to read the questions in the box. You should remind them to choose suitable questions for the answers provided.

**Answers:**

- a. Who is Peyton Robertson?
- b. What is the boy's invention?

2. **Tick (✓) the questions that ask about the aspects of the invention. Then discuss them with your partner.**

You may explain that the aspects of the invention are related to the characteristics. Then you may invite them to read the questions and tick the correct ones.

**Answers:**

- b., c., e., f.

## WHILE READING

You should invite students to start reading the text in silence while they listen to the recording. Explain that they are supposed to do some activities while they are reading, and you may check their answers as a class at the very end of the text. After students read the text for the first time and in silence, invite some volunteers to read it aloud for the whole class. You may choose different students to play the role of Peyton and that of the interviewer.

### 3. Write two questions for Peyton.

At this stage, you may want to trigger some free question-making attempts until questions are intelligible enough to convey some meaning. Then you can encourage group correction with the whole class or you may check all the questions later.

**Answers:**

Students' own ideas.

### 4. Complete the ideas with information from the interview.

Students do this activity on their own as they are only supposed to copy ideas from the article.

**Answers:**

- As soon as Peyton sees a problem, he **wants to fix it**.
- Retractable training wheels in bicycles **for children who are learning**.
- Science is behind **everyday things**.

## AFTER READING

The aim of this stage is that students consolidate their knowledge of the text. It is important that you give them enough time to do these activities.

### 5. Read the questions in activities 1 and 2 again. Use them as a guide to write questions for the following answers.

You may ask students to read the story again if necessary. You may also encourage them to underline key words in the answers. Then you may invite them to make the questions. Go around the classroom checking their work and helping them if necessary.

**Possible answers:**

- What is the boy's second invention?
- When do you get frustrated?
- Why are you a scientist?

### 6. Read the following text about the invention of grass flip-flops. Then write three questions with your team-mates.

You may invite a student to read the text out loud and then encourage them to read the text in silence. After that, you may ask students to work with their partners in order to make three questions about the invention. Finally, you may invite them to share their work with the rest of the class.

**Answers:**

Students' own ideas.

## TRANSCRIPT

### ***Peyton Robertson, the Scientist Child***

Peyton Robertson is a 12-year-old boy. His mother says that as soon as he sees a problem, he wants to fix it. So when he noticed a huge problem in his hometown, the flooding during the hurricane seasons, he started to design efficient sandbags. These new sandbags contain an expandable substance which is light and easy to transport when it is dry. However, it becomes a firm, dense solution when it is wet. As the bags dry when the sun is bright, they return to their original state and so they can be reused!

That is how Peyton became the winner in a prestigious young scientists' challenge. So we wanted to know more about this young problem-solver in this interview.

#### **What other inventions did you develop?**

I started my first invention when I was nine years old. It is a case to keep a golf ball's resting temperature because my golf ball didn't bounce as far in cold weather. My second invention is the system of training wheels in bicycles for children who are learning.

#### **Why did you become interested in science?**

Because I wanted to understand the world and make it better and because I love to use math and science to help people. Science is behind everyday things. For example, if you love movies, consider how special effects work. If you are interested in cooking, think about light waves in a microwave.

#### **Did you ever experience any frustrations?**

Yes, I did. Especially, when I tried and tested my ideas.

#### **Are you working on another big plan now?**

In my hometown, a disease in fruit trees causes the fruit to fall early. At present, I'm working on a vaccine to protect those trees.

#### **Do you have any advice for children in other countries or cities?**

Yes, of course! Start by listing all the problems that affect the neighborhood where you live.

#### **What's one thing you know that you want everyone to know?**

I'd like everyone to know that failure is progress and a normal part of the process.



<b>Family and Community</b>	Family and Community
<b>Exchanges associated with the social environment.</b>	Exchanges associated with the social environment.
<b>Interprets and uses expressions to offer and receive help.</b>	Interprets and uses expressions to offer and receive help.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Explore dialogues with expressions to offer and ask for help.</li> <li>• Examine ways to offer and ask for help.</li> <li>• Exchange expressions to offer and ask for help.</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>- Offer students a variety of activities to explore different materials and interact with them in such a way that they can:             <ul style="list-style-type: none"> <li>• compare situations in which help is needed and offered according to contextual clues (ambient sounds, number of participants, etc.);</li> <li>• establish the relationship among participants (members of a family, friends, unknown people, etc.);</li> <li>• contrast present elements in the structure of dialogues (greetings, farewells, etc.);</li> <li>• distinguish tone, speed and volume effects between the person who receives help and the one who offers help;</li> <li>• generate ideas about the function of silent moments.</li> </ul> </li> <li>- Supervise and offer support to your students in order for them to be in condition to:             <ul style="list-style-type: none"> <li>• spot known words and expressions as indication to divide the sound sequence;</li> <li>• paraphrase the reason why the help is requested;</li> <li>• compare the arrangement of questions and answers in exchanges to ask for or offer help;</li> <li>• check ways of accepting or refusing help;</li> <li>• classify expressions to offer or ask for help, according to the politeness and empathy shown;</li> <li>• compare ways of showing attention, support and gratitude in several cultures.</li> </ul> </li> <li>- Help students anticipate when the action of speaking is more complex: in this way, they will be able to:             <ul style="list-style-type: none"> <li>• select situations to suggest exchanges of expressions of help;</li> <li>• plan what is going to be said and solve doubts about words and expressions;</li> <li>• offer or request help and adjust gestures, body language and facial expressions to complement the meaning;</li> <li>• explore solutions to communication problems (distant interlocutor, interlocutor's lack of comprehension, rejection to the request or offer of help, etc.);</li> <li>• adjust pronunciation of specific sounds in words to improve comprehension.</li> </ul> </li> <li>- Reflect upon obtained achievements.</li> </ul>
<b>Product</b>	A mailbox with expressions to offer and ask for help.
<b>Reader</b>	<i>The City Mouse and the Country Mouse.</i>
<b>Evaluation Instrument</b>	Rubric
<b>Allotted time</b>	Approximately 12 lessons, 50 minutes each.





- **Environment:** Easy and comfortable.
- **Communicative activity:** It is targeted according with the social environment.

- Explore dialogues with expressions to offer and ask for help.
- Exchange expressions to offer and ask for help.
- A mailbox with expressions to offer and ask for help.
- The City Mouse and the Country Mouse.

This seventh unit aims at helping students interpret and use expressions to offer and receive help. Students will explore dialogues with expressions to offer and ask for help, will examine ways to offer and ask for help, and will exchange those expressions.

Through the unit, students are going to work on a product where they will make a mailbox with expressions to offer and ask for, which will help them round off the contents of this unit. Along with this, students are going to read the story *The City Mouse and the Country Mouse* in their Reader, which will reinforce the social practice of the language developed in this unit.

### Lead-in

You may begin this unit by inviting students to tell personal experiences in which they have helped other people. You can then start a class-discussion and ask them to talk about the reasons why they helped and their feelings after helping. You may write their ideas on the board as they speak. If there is enough time, you may encourage students to work in groups and find other situations that require help. Be ready to help them with the necessary vocabulary. At this stage, you should allow students to express freely, but encourage the use of English as much as possible.

Afterwards, invite the whole class to open their books and have a look at the picture of the front page of this unit. You may ask students *Where are the children?, What are they doing?, Why are they placing their hands that way?, What do you think they are helping each other with?,* etc. The aim of this activity is that students connect what they have already discussed in groups with what they are going to learn and practice in this seventh unit.



### GETTING READY: Listening to dialogues that ask for and offer help

The aim of this stage is to activate students' prior knowledge on situations in which people require or offer help.

### Page 79

*Listening to dialogues that ask for and offer help*

**GETTING READY**

1. Are they receiving any help? Look at the pictures and discuss with your partner.

2. Listen and read the dialogues. Match them to the corresponding pictures in activity 1.

Grandpa: ...

Grandpa: ...

Grandpa: ...

Grandpa: ...


3. When do you usually ask for help? Discuss it with your team-mates. Use the example as a model.

### 1. Are they receiving any help? Look at the pictures and discuss with your partner.

To do this activity, you should encourage students to have a close look at the situation in each picture. If there is enough time, you may ask them to create the story behind each image with their partners. Then invite students to share their ideas with the rest of the class. Allow them to express themselves freely; but encourage speaking in English as much as possible.

**Answers:**

Students' own ideas.

2.  Listen and read the dialogues. Match them to the corresponding pictures in activity 1.

Before doing the listening activity, invite students to read the dialogues in silence and on their own. Then play the recording twice: the first time, for students to match the dialogues to the pictures; the second time, for them to pay attention to pronunciation and intonation. You should check answers as a class. You may then call volunteers to act out the dialogues in front of the class.

**Answers:**


First picture: **b**.

Second picture: **c**.

Third picture: **a**.

**TRANSCRIPT**

- a. **Pedro:** Mom, are you cooking?  
**Mother:** Yes, Pedro. Can you help me?  
**Pedro:** Of course I can!
- b. **Teresa:** Do you need any help, Lucy?  
**Lucy:** Yes, please! I need to put these books back.  
**Teresa:** No problem!
- c. **Grandpa:** What are you doing, child?  
**Boy:** I'm having trouble with my Math homework.  
**Grandpa:** Would you like some help? I'm good at Math.  
**Boy:** Really? Would you help me?  
**Grandpa:** Sure, I would.

3.  When do you usually ask for help? Discuss it with your team-mates. Use the example as a model.

You should encourage students to discuss the question in small groups so that everybody has the opportunity to participate. They are supposed to create a list of the situations in which they normally ask for help. Remind them to use the example provided as a model to speak. You should go around the classroom monitoring their work and helping them if necessary. Then you may call volunteers to share their ideas with the rest of the class.

**Answers:**

Students' own ideas.




**ON THE ROAD:** Identifying ways to ask for and offer help

Page 80



ON THE ROAD Identifying ways to ask for and offer help

- 18  Listen to people offering and asking for help. Circle the correct answer.

Who is asking for help?

the teacher

the student

Who is offering help?

the teacher

the student


What is the problem?


no money

no books

- 19  Listen and read the dialogue in activity 1. Then practice it with your partner.



- 20  Change the problem in activity 2. Practice the new conversation with your partner and take turns.

1.  Listen to people offering and asking for help. Circle the correct answer.

Before students do this activity, you should only tell them they are going to listen to a dialogue between a woman and a child. Then you may call volunteers to read the questions and the answers as a class based on that dialogue. Play the recording twice: the first time, for students to get the main idea of the dialogue; the second time, for them to check their answers. Then you may appoint students at random to provide the correct answers for the rest of the class.

**Answers:**

First question: **a**.

Second question: **b**.

Third question: **c**.



**TRANSCRIPT**

**Teacher:** What's wrong, Luis?  
**Luis:** I don't understand this exercise...!  
**Teacher:** Would you like my help?  
**Luis:** Yes, please!

**2. Listen and read dialogue in activity 1. Then practice it with your partner.**

Now, invite students to have a look at the picture and prompt them to identify the speakers they heard in the previous activity. Then ask them to read the speech bubbles aloud as they listen to the recording again. Play it once and make sure students pay attention to pronunciation and intonation. After that, encourage them to practice the dialogue with their partners taking turns.

**3. Change the problem in activity 2. Practice the new conversation with your partner and take turns.**

You should invite students to review the situations they worked on the previous page. Then explain that they could use those problems or others to change the one in the dialogue in activity 2. Encourage them to practice the new dialogue several times and with different partners. Eventually, you may want that some couples act out their dialogue in front of the class.

**Answers:**

Students' own ideas and performance.

**2. Listen and read other dialogues.**



**3. Read the dialogues in activities 2 and 4 again. Complete the table below with your team-mates.**

Dialogue	Problem	Person offering help	Person asking for help
I.			
II.			
III.			

**4. Listen and read other dialogues.**

Invite students to have a close look at the pictures without reading and prompt them to describe the situations. You should elicit from them what the problem is and what the solution could be. Only then, play the recording twice: the first time, for students to get the main idea of the dialogues; the second time, for them to pay attention to pronunciation and intonation. After listening, invite students to change partners and practice the dialogues taking turns. In the end, you can call volunteers to role play the dialogues in front of the class.

**TRANSCRIPT**

**Mother:** Don't forget to vacuum under the table.  
**Daughter:** Could you help me, mom?  
**Mother:** Ok. I'll help you.  
**Daughter:** Thank you!  
**Father:** Can you give me a hand, Lupe?  
**Lupe:** Sure, dad! I can help.  
**Father:** I have to take it to the kitchen.

5. Read the dialogues in activities 2 and 4 again. Complete the table below with your team-mates.

You should ask students to go back to the three dialogues and identify the problem in each of them. Make sure they also identify the people involved in those dialogues and use all the information to complete the table. In the end, ask students at random to share their ideas with the rest of the class.

**Answers:**

Dialogue	Problem	Person offering help	Person asking for help
I.	Doing a difficult exercise.	teacher	_____
II.	Vacuuming under the table.	_____	daughter
III.	Carrying a heavy box.	_____	father

6. In groups, reread the previous dialogues. Underline the expressions to offer help with green and the expressions to ask for help with red.

To **OFFER AND RECEIVE HELP**, remember that...

- You should use these expressions to offer help:
  - more polite: *Would you like my help? / I would like to help you*
  - What can I do for you?*
  - How can I help you?*
  - Do you need any help?*
  - Can I help you?*
  - less polite: *I will help you.*
- You should use these expressions to ask for help:
  - more polite: *Would you mind helping me out?*
  - Could you help me, please?*
  - Would you help me?*
  - less polite: *Can you help me? / Can you give me a hand? / Can you do me a favor?*
- You should answer using these expressions:

I can understand dialogues with expressions to offer and ask for help. Yes, we! No, we!  
 I can examine ways to offer and ask for help. Yes, we! No, we!  
 If your answers are not so well, ask your teacher for help.

6. In groups, reread the previous dialogues. Underline the expressions to offer help with green and the expressions to ask for help with red.

In order to do this activity, ask students to go over the three dialogues again and identify the expressions to ask for and offer help. As they read the dialogues they are supposed to underline the corresponding expressions. You should check their answers as a class, and it is a good idea to write down the expressions mentioned on the board and classified in two groups. You may even ask students to do some research and find other expressions to complete the categories later.

**Answers:**  
 Expressions to offer help (green): *Would you like my help?*  
 Expressions to ask for help (red): *Could you help me, mom?*, *Can you give me a hand, Lupe?*



To **OFFER AND RECEIVE HELP**, remember that...

You should read the information about this social practice of the language as a class. You may want to have students infer what "more and less polite" means and how the different expressions comply with this concept. You should also focus students' attention on the answers in the speech bubbles. As a follow-up activity, you may have students practice one of the dialogues in activities 2 and 4 using the new expressions. Make sure they use a more polite and a less polite expression to offer and ask for help. It is advisable that you devote plenty of time to this section.

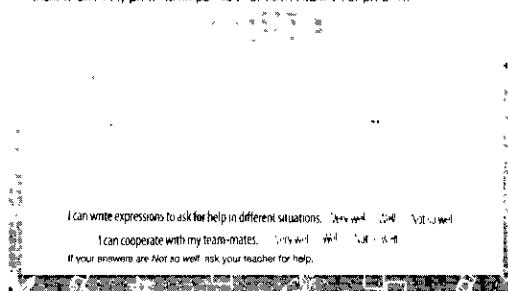
### Self-assessment

You should encourage students to evaluate themselves by selecting one of the options in the chart. In case students circle the *Not so well* option, you can go back to activities 2 and 4 one more time as a class and reread the dialogues. You can also go back to the explanation of the social practice of the language and provide them with extra practice.

Towards the product

#### A mailbox with expressions to offer and ask for help

**SUBPRODUCT 1: Diagram with phrases to ask for help.**  
In small groups, think and write phrases to ask for help in the diagram below. Include as many phrases as possible for each situation or problem.



24 27 Open your Reader and go over the text on pages 87 - 98. In pairs, create a new and short dialogue between the mice to ask for help. Use your own ideas.





Towards the product



#### A mailbox with expressions to offer and ask for help

##### SUBPRODUCT 1: Diagram with phrases to ask for help.

Before students work on the first Subproduct, make sure they team-up in small groups (3-5 members). Remember that working with classmates with different skills and backgrounds increases the chances of social integration. You should read the instruction and the example as a class to check students' comprehension of the task. It is advisable that you explain any doubts regarding what students are supposed to do and that you go around the classroom monitoring their work. Once they finish, remind them to evaluate themselves by selecting one of the alternatives in the self-assessment chart. In case they circle the *Not so well* option, you may assist them individually or as a class and provide them with the help required.

7.   Open your Reader and go over the text on pages 87 – 98. In pairs, create a new and short dialogue between the mice to ask for help. Use your own ideas.

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.


After going over the story quickly, make sure students understand the expressions and create their own dialogues. Go around the classroom checking their work and providing assistance if necessary. Then invite volunteers to role play the corresponding dialogues.

**Answers:**

Students' own ideas.


**Check your progress**



-  Look at the picture and write a dialogue for the situation with your partner. Use the expressions provided.



What is the problem?  
 How can I solve it?  
 I need help.  
 Can you help me?  
 I can't do it.  
 I need your help.  
 I can't understand this.  
 I don't know how to do it.  
 I need your help.  
 I can't do it.

-  In pairs, practice reading the dialogue and take turns.

Evaluate your progress so far according to your performance.


Check your progress

I can interpret expressions to offer and ask for help.  Very well  Well  Not so well

I can use the expressions in a short dialogue.  Very well  Well  Not so well

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

In this section, students check their progress evaluating their strengths and weaknesses so far. You should explain to them that they will solve some tasks to show how much they have learned in this unit. You should read the instructions as a class and give them enough time to do the activities on their own. It is advisable that you monitor them and provide assistance if needed, and eventually, you can check their answers as a class.

- 1**  Look at the picture and write a dialogue for the situation with your partner. Use the expressions provided.

Before students do this activity, they are supposed to have a look at the picture and think what the problem is. After that, they should read the expressions in the slips of paper and try to create a dialogue about asking for and offering help.

**Possible answers:**

**Father:** What are you doing, Tommy?


**Tommy:** I'm doing my homework.

**Father:** What's the problem?

**Tommy:** I can't find something on the internet. I need some help.

**Father:** I would like to help. Can I help you?

**Tommy:** Yes, please!

**2**  **In pairs, practice reading the dialogue and take turns.**

Encourage students to practice reading the dialogue in the previous activity bearing in mind pronunciation and intonation.

**Answers:**

Students' own performance.

**3** **Evaluate your progress so far according to your performance.**


As students have already done this type of activity in previous units, remind them of the importance of this section. They are supposed to evaluate their progress by selecting one of the three options in the chart. You could tell them that there is still some time to catch up and achieve the goals at the end of the unit.

**Answers:**

Students' self-evaluation.

**FLASHCARDS**

In order to give a closure to the unit and foster the social practice of the language once more, you should show students the flashcards of Unit 7 and prompt them to use the expressions given in a dialogue.

**18**  **In pairs, read the situations. Then listen to the dialogues and match them to the correct situations.**

A boy asks for help to the teacher. He doesn't understand the task well.

A girl needs to clean her bedroom. A boy offers some help.


A mom needs to move some boxes to another room.

**19**  **Listen to the dialogues again and number the lines in order.**

Girl: I don't know.  
 Boy: What are you doing?  
 Girl: I'm cleaning.  
 Boy: How?

Girl: I'm cleaning.  
 Boy: What are you doing?  
 Girl: I'm cleaning.

**20**  **Choose one dialogue in activity 9 and practice it with your partner. Take turns.**

**8.**  **In pairs, read the situations. Then listen to the dialogues and match them to the correct situations.**

Before doing the listening activity, invite students to read the situations in the boxes with their partners. You may also want to elicit their predictions about the type of expressions they should expect to hear in the recording. Then play it twice: the first time, for students to match the dialogues to the situations; the second time, for them to check their answers. It is advisable not to check their answers at this stage.

**Answers:** (from left to right)

First situation: **b**.

Second situation: **a**.

Third situation: **c**.

**TRANSCRIPT**

**a. Girl:** My mom asked me to clean my bedroom.

**Boy:** Do you need my help?

**Girl:** Yes, please.

**Boy:** Great! I'd like to help you.

**b. Teacher:** What's wrong, Nick?

**Nick:** I don't understand what to do. Can you help me with the task?

**Teacher:** Sure, I can!

- c. **Daughter:** What are you doing?  
**Mother:** I'm moving these boxes to Javier's room. Can you give me a hand?  
**Daughter:** Of course! I'll help you.

9. Listen to the dialogues again and number the lines in order.

You could challenge students to do this activity of putting in order before listening. If not, just play the same recording twice: the first time, for students to number the dialogues in order; the second time, for them to check their answers and pay attention to pronunciation and intonation. Eventually, you should check their answers as a class.

**Answers:**

- a.  $\frac{4}{1}$  Great! I would like to help you.  
 $\frac{1}{2}$  My mom asked me to clean my room.  
 $\frac{2}{3}$  Do you need my help?  
 $\frac{3}{3}$  Yes, please.
- b.  $\frac{3}{1}$  Sure, I can!  
 $\frac{1}{2}$  What's wrong, Nick?  
 $\frac{2}{2}$  I don't understand what to do. Can you help me with the task?
- c.  $\frac{1}{3}$  What are you doing?  
 $\frac{3}{3}$  Of course! I'll help you.  
 $\frac{2}{2}$  I'm moving these boxes to Javier's room. Can you give me a hand?

10. Choose one dialogue in activity 9 and practice it with your partner. Take turns.

In order to do this activity, make sure students choose a different partner and practice the selected dialogue several times taking turns. You may encourage them to use different voice tones and gestures to add variety to their practice. Eventually, you should call volunteers to act out their dialogues in front of the class. Challenge them to do their performance without reading.

Think about situations in which you needed help. Complete the table with examples of your own.

At home	At school
1	1
2	2
3	3

Choose two situations in activity 11 and create short dialogues with your partner. Use the expressions to offer or ask for help and the answers.

Choose one dialogue in activity 12 and act it out in front of your classmates.

I can exchange expressions to offer and ask for help in a dialogue. We're well! It's so well! If your answer is Not so well, ask your teacher for help.


To find help with homework issues, visit this website:

11. Think about situations in which you needed help. Complete the table with examples of your own.

You may want students to complete the table with examples of their own and then share and check ideas with their partners. In the end, draw the table on the board and fill it in with examples provided by random students. Be ready to help them with new vocabulary and grammar mistakes by writing the correct statement.

**Answers:**


Students' own ideas.

12.  Choose two situations in activity 11 and create short dialogues with your partner. Use the expressions to offer or ask for help and the answers.

Before students carry out this task, you should review all the expressions to ask for and offer help as a class. It is advisable that you give students plenty of time to create and then practice their dialogues. You should go around the classroom monitoring their work and helping them if necessary. You may want to call pairs of volunteers to show their work to the rest of the class.

**Answers:**

Students' own ideas.


13.  Choose one dialogue in activity 12 and act it out in front of your classmates.

In order to do this activity, make sure students choose one of the situations in the previous activity and practice reading the dialogue several times.

At this stage, you should go around the classroom monitoring their work and helping them if necessary. Eventually, invite volunteers to share their oral work in front of their classmates.

**Self-assessment**

You should encourage students to evaluate themselves by selecting one of the options in the chart. In case students circle the *Not so well* option, you can go back to the dialogues in activities 2, 4 and 9 to go over the expressions again and see how they are used in context.

 <https://kidshealth.org/en/kids/homework-help.html#catgames>

If possible, you should get students to visit this website and read the article. Here, they will find useful information about what to do in order to deal with homework problems. As the text might be a bit difficult for students to understand it all, you should be ready to comment on it in class allowing students to talk in their mother tongue at some point.

Towards the product

**A mailbox with expressions to offer and ask for help**



**SUBPRODUCT 2: Expressions to offer help.**


In small groups, think and write phrases to offer help in the spaces provided. Include as many phrases as possible for each situation or problem.

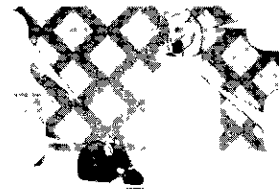
I don't know how to... need to finish my... I have to do the dishes...  
 my article... parents's homework

Handwritten student responses in a grid format:

I can write expressions to offer help in different situations.	Yes, well	Not so well
I can cooperate with my team-mates.	Yes, well	Not so well

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

14.  Open your Reader and go over the text on pages 87 - 98. In pairs, create a new and short dialogue between the mice to offer help. Use your own ideas.



Towards the product



**A mailbox with expressions to offer and ask for help**

**SUBPRODUCT 2: Expressions to offer help.**

To work on this second Subproduct, students should team-up with other classmates, different from the ones in the groups for Subproduct 1. You should read the instruction and the example provided as a class to check students' comprehension. It is advisable that you explain any doubts regarding the task they are supposed to carry out. Remind students that this time they have to focus only on those expressions used to offer help and the corresponding answers. You should go around the classroom monitoring their work. Once they finish, remind students to evaluate themselves by choosing one of the alternatives in the chart. In case they circle the *Not so well* option, you may assist them individually or as a class and provide them with the help required.

14. Open your Reader and go over the text on pages 87 – 98. In pairs, create a new and short dialogue between the mice to offer help. Use your own ideas.

This time students are supposed to create their own dialogues about offering help. Go around the classroom checking their work and providing assistance if necessary. Then invite other volunteers to role play the corresponding dialogues.

**Answers:**

Students' own ideas.

**Page 88**

## FINAL DESTINATION

### Product: A mailbox with expressions to offer and ask for help

**Product**  
A mailbox with expressions to offer and ask for help

**Task 2**  
Product  
A mailbox with expressions to offer and ask for help

**MATERIALS**

- Slips of paper
- A tissue paper box

- 1 Work in groups (maximum 4 students).
- 2 Decorate the tissue paper box as a mailbox.
- 3 Go back to page 83, Subproduct 1, and copy the expressions to ask for help on separate slips of paper.
- 4 Go back to page 87, Subproduct 2, and copy the expressions to offer help on other slips of paper.
- 5 Add more expressions to ask for and offer help and write them on separate slips of paper.
- 6 Put all the slips of paper inside the mailbox.
- 7 Take out one slip of paper from the mailbox and read it aloud. Use that expression in a short dialogue with your partner next to you. Remember to answer to the corresponding expressions.
- 8 Take turns with your team-mates to take out slips of paper and create short dialogues until there are no left.
- 9 Choose one of the dialogues and act it out in front of the class.

**FUNCTIONAL LANGUAGE**

I can cooperate with my team-mates.    Very well    Well    Not so well

I can use expressions to offer and ask for help in short dialogues.    Very well    Well    Not so well

I can accept or reject offers in short dialogues.    Very well    Well    Not so well

I can show support, interest and gratitude.    Very well    Well    Not so well

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

This section is meant to consolidate the social practice of the language of this unit and apply the structures and vocabulary learned throughout. Make sure students know in advance the materials they are supposed to bring to work on the corresponding product (slips of paper and a tissue paper box). It is advisable that you read all the steps in detail and provide any explanation needed to carry out the product properly. Once all groups are ready to work on their own, go around the classroom providing assistance and monitoring their work. You should give them enough time to produce it and then present it to the rest of the class.

- 1 Work in groups (minimum 4 students).**

You should make sure students get together in groups with a minimum of four members. It is advisable to keep this number as a basis and to promote larger groups to add variety to their work.

- 2 Decorate the tissue paper box as a mailbox.**

Each group decorates the box to turn into a mailbox to be filled with expressions to request and offer help.

- 3 Go back to page 83, Subproduct 1, and copy the expressions to ask for help on separate slips of paper.**

Go around the classroom monitoring students' work and helping them if necessary.

- 4 Go back to page 87, Subproduct 2, and copy the expressions to offer help on other slips of paper.**

You should continue going around the classroom monitoring students' work and helping them if necessary.

- 5 Add more expressions to ask for and offer help and write them on separate slips of paper.**

Be ready to provide any assistance when students write the new expressions so as to minimize the fact of making mistakes.

- 6 Put all the slips of paper inside the mailbox.**

Once again, go around the classroom and checking students' group work.



**FINAL CHECK**

- 7** Take out one slip of paper from the mailbox and read it aloud. Use that expression in a short dialogue with your partner next to you. Remember to answer to the corresponding expressions.

At this stage, you should pay close attention to the work of each pair of students. It is advisable that you take down notes of their mistakes in order to show them later as a whole-class activity and assign remedial work.

- 8** Take turns with your team-mates to take out slips of paper and create short dialogues until there are no left.

You may want to pay close attention to the participation of each member and continue taking down notes of their mistakes.

- 9** Choose one of the dialogues and act it out in front of the class.

You should invite volunteers to act out their dialogues in front of the rest of the class. Then invite shier students to show their work and remember to always be encouraging and providing positive feedback.

**Reflect on your product**

You should ask students to reflect on their work throughout this section. Get them to read the statements in the chart at the end of the page and circle the best option that represents their performance. You may want students to read the statements on their own and then evaluate themselves.

**Evaluation Instrument**

**Rubric**

You should make a copy of the *Rubric* on page 168 per student. Complete it according to their performance in the unit and consider it as evidence of their progress.

**12** In pairs, look at the pictures and create a short dialogue for each situation. Include the expressions to offer or ask for help and the answers.



Evaluate your achievement according to your performance. Circle the corresponding alternative.

<b>IDENTIFY</b>				
I can identify situations to offer or ask for help.	Very well	Well	Not so well	
I can use expressions to offer help in short dialogues.	Very well	Well	Not so well	
I can use expressions to ask for help in short dialogues.	Very well	Well	Not so well	
I can show support, interest and gratitude.	Very well	Well	Not so well	
I can respect turns of participation.	Very well	Well	Not so well	

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

In this final section, students tackle a task related to the social practice of the language and evaluate their performance at the end of the process. Therefore, you should read the instructions and give them enough time to do the activities. It is advisable that you just monitor students' work and provide little assistance; you should eventually check their answers as a class. In the last activity, students are supposed to circle the option that best represents their own performance at this stage of the unit. In case students have doubts, you may revise the specific contents studied so far.

**Answers:**


- 1. Students' own dialogues.
- 2. Students' self-evaluation.



# The City Mouse and the Country Mouse

## BEFORE READING

You can begin this class by showing students flashcards of mice and by asking them about these animals. You should encourage them to brainstorm ideas about their habitat, their characteristics, their eating habits, etc. As they speak, you may write their ideas on the board. Allow them to express themselves freely, but encourage the use of English as much as possible. You could also have students make connections with other stories they might have read in which a mouse is the main character. Then you can anticipate that they are going to read a famous fable of two mice. Remind students that they should look up all the highlighted words in the Glossary that is at the end of the unit. It is important that you devote enough time to this stage as students explore the texts and make connections and predictions.

- 1.  Read the situations below and complete the lines with the correct expressions. Then read the short dialogues with your partner.**

You should invite students to read the situations and write the correct questions. Then you may ask some students to act out the dialogues in front of the rest of the class.

**Answers:**

Students' own ideas.

- 2. Classify the expressions below.**

To do this activity, make sure students review the expressions they have been studying throughout the unit. You may ask some volunteers to mention the expressions they remember and you may write them down on the board. Then, students work with their partners to classify the expressions according to each category. You should check their answers as a class.

**Answers:**

Ask for help	Offer to help
<p>Could you help me with this exercise? Can you do me a favor?</p>	<p>Would you like my help? Can I help you?</p>

## WHILE READING

You should invite students to start reading the text in silence while they listen to the recording. Explain that they are supposed to do some activities while they are reading, and you may check their answers as a class at the very end of the text. After students read the text for the first time and in silence, invite some volunteers to read it aloud for the whole class. You may choose different students to play the roles of both mice.

- 3. What does the Country Mouse need help with?**

In case some students have difficulty to identify the answer to this question, you should ask a volunteer to reread the passage aloud.

**Answers:**

He needs help to get some food.

- 4. Circle the expression to ask for help.**

Students do this activity on their own as they are only supposed to circle the phrase in the passage. You may allow students to work with their partners at this stage.

**Answers:**

Can you give me a hand with the sugar?

- 5. Underline the expression to offer help.**

Students do this activity on their own as they are only supposed to identify the phrase in the passage. You may allow students to share ideas their partners.

**Answers:**

Yes, I can help!

- 6. Why does the Country Mouse need help?**

Once again, in case some students have difficulty to identify the answer to this question, you should ask a volunteer to reread the passage aloud.

**Answers:**

Because he does not know where to go.

- 7. What expression does the City Mouse use to offer some help?**

Make sure students understand that they are only supposed to identify the phrase in the passage.

**Answers:**

Do you need my help?

- 8. Circle the expression the City Mouse uses to ask for help.**

Students do this activity on their own as they are only supposed to circle the phrase in the passage.

**Answers:**

*Could you do me a favor?*

**9. What does the Country Mouse need help for?**

Once again, in case some students have difficulty to identify the answer to this question, you should ask a volunteer to reread the passage aloud.

**Answers:**

He needs help to go back to his place.

**AFTER READING**

The aim of this stage is that students consolidate their knowledge of the text by working in groups. In this way, each of them will contribute to a synergy where stronger and weaker students belong to a work-mode in which every single person has something to give for accomplishing a bigger end product. It is important that you give them enough time to do these activities.

**10. 🗣️ The following expressions were included in the story. Circle the one to offer help.**

You may invite students to circle the expressions included in the story. After that, you may encourage volunteers to act out a short dialogue including one of the expressions they circled.

**Answers:**

Students' own dialogues.

**11. 🗣️ Now, in pairs, use the expressions in activities 1, 2 and 10 to make a dialogue. Use your imagination. Then act out the dialogue in front of your classmates.**

In order to do this activity, encourage students to check activities 1, 2 and 10 and use them as examples to write a new dialogue.

As a follow-up activity, you may invite students to choose their roles and create brief dialogues with their partners. In the end, you should call volunteers to act out their conversations in front of the class.

**Answers:**

Students' own performance.

The Country Mouse was glad to receive some help, and he went to the city to visit his cousin, who lived in the kitchen of a house. There was a lot of food, jars with fruit, cheese, and a paper bag of sugar.

"Can you give a hand with the sugar?" said the City Mouse. "Yes, I can help!" answered the Country Mouse. They chewed a hole in the bag and enjoyed some sugar.

Suddenly, someone opened the door and started cooking. "Run!" whispered the City Mouse. "Do you need my help?" asked the City Mouse. "Yes, please. I don't know where to go", said his cousin. They ran to the little hole in the wall.

After the cook had gone, the City Mouse showed his cousin a big open jar of dried plums. But he needed some help. "Could you do me a favor?" asked the City Mouse. "Of course! What do you need?" the Country Mouse said. "This is better than the brown sugar. Help me take it away."

But suddenly, they heard a loud MEOW! The City Mouse whispered "Shh!", and they ran fast. "That was the old cat; she is the best mouser in town. If she once gets you, you are lost."

"This is terrible," said the Country Mouse. "I don't want to come back to the kitchen again. Can you help me go back to my place?" he asked, but the City Mouse wanted to show him the cellar. There was a lot of food and smelled good.

The Country Mouse saw a very delicious piece of cheese in a corner. He was just into the cheese when the City Mouse screamed "Stop! Stop! That is a trap!" The Country Mouse asked "What is that?" "That thing is a trap!" said the City Mouse. "If you touch the cheese, something comes down on your head hard, and you're dead."

"The Country Mouse was scared and he wanted to go back home. "I don't have a lot of food in my home, but it's safe," he thought. So he went back to his house, and there he lived happily ever after.

**Moral:**

Poverty with security is better than plenty in the midst of fear and uncertainty.

**TRANSCRIPT**

***The City Mouse and the Country Mouse***

A City Mouse once visited his cousin who lived in the country. When the City Mouse ate dinner, he was surprised that the Country Mouse had nothing to offer except some grain.

"Can you help me to get some food?" said the Country Mouse.

"Sure, I will help you" said the City Mouse, "you must come to visit me. Living in the city is nice. There is a lot of food, and mice do not have to hunt."



# UNIT 8

**Social practice of the language:**  
Read short legends from different cultures to compare similarities and differences.

## Let's read and compare legends

<b>Environment</b>	Recreational and Literary.
<b>Communicative activity</b>	Understanding oneself and others.
<b>Social practice of the language</b>	Reads short legends from different cultures to compare similarities and differences.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Explore children's legends.</li> <li>• Participate in the reading of legends.</li> <li>• Compare the components of the writing of legends.</li> </ul>
<b>Methodological Suggestions</b>	<ul style="list-style-type: none"> <li>- Share with your students the reading of a legend from another country and compare it to a Mexican legend. Motivate them to point out similarities and differences between them so that students will be interested in:             <ul style="list-style-type: none"> <li>• activating prior knowledge to anticipate the content;</li> <li>• following the reading aloud of a legend;</li> <li>• comparing the structure of legends;</li> <li>• checking the function of graphic and textual components.</li> </ul> </li> <li>- Express personal experiences and emotions in relation to the content of a legend.</li> <li>- Help students make connections between their prior knowledge and the new information presented in the text. For example, show them how to connect personal experiences to specific information of the legend. In this way, students will be able to:             <ul style="list-style-type: none"> <li>• create images based on what they hear;</li> <li>• organize the sequence of events of a legend;</li> <li>• apply several strategies to define new words and expressions;</li> <li>• classify several types of characters (main or secondary characters) based on their actions;</li> <li>• contrast discourse characteristics of the narrator with those of the characters</li> <li>• compare expressions in the present tense with the ones in the past.</li> </ul> </li> <li>- Show and be a model for your students as regards making connections between the text and personal experiences, the text and other texts, and the text and the world. In this way, students will be able to:             <ul style="list-style-type: none"> <li>• select an aspect to compare (characters, settings, actions, etc.);</li> <li>• make comparisons based on the characteristics of the characters, settings, objects, etc.;</li> <li>• express similarities and differences orally;</li> <li>• dictate and write similarities and differences of an aspect of a legend;</li> <li>• connect similarities and differences in order to create descriptions;</li> <li>• check spelling (of adjectives, connectors, etc.) and punctuation (period, colon, semi-colon, etc.);</li> <li>• make adjustments to graphic and textual resources in descriptions;</li> <li>• make and include pictures to illustrate a comparison.</li> </ul> </li> </ul>
<b>Product</b>	An illustrated diary.
<b>Reader</b>	<i>Two Famous Legends.</i>
<b>Evaluation Instrument</b>	Self-evaluation and peer-evaluation sheet.
<b>Allotted time</b>	Approximately 12 lessons, 50 minutes each.

### Materials





- Environment: Text, material and cultural.
- Communicative activity: Understanding a text and oral interaction.
- Explore children's legends.
- Participate in the reading of legends.
- Compare the components of the writing of legends.
- An illustrated diary.
- Two famous legends.

This eighth unit aims at helping students become familiarized with brief legends from Mexico, England and Greece in order to compare their similarities and differences. Students will explore children's legends, will participate in the reading of legends, and will compare the components of the writing of legends.

Through the unit, students are going to work on a product where they will create an illustrated diary, which will help them round off the contents of this unit. Along with this, students are going to read the text *Two Famous Legends* in their Reader, which contains the Mexican legend of Xunaan and the Young Warrior and the English legend of Robin Hood. Students' work on comparing and contrasting those legends will in turn reinforce the social practice of the language developed in this unit.

### Lead-in

To begin this unit, you may invite the whole class to open their books and have a look at the picture of the front page. You may ask students *What are the children doing?*, *Why are they looking like that?*, *What are they reading?*, etc. After that, you may ask students about the type of texts they like reading and then elicit students' favorite Mexican legends. As you help students say the title of the legends in English, you may write them on the board as a list. If there is enough time, you can turn this activity

into a kinesthetic one by asking students to secretly choose one legend. This means that one student at a time may come to the board and draw a quick picture that illustrates the legend of their choice for the class to match to one of the legends on the list.

The aim of this stage is to provide the context to the whole unit and to start from students' prior knowledge of the world towards what may be new to them. Therefore, their mother tongue should be allowed when expressing ideas or asking for help. However, you may encourage the use of English and new language should be orderly displayed on the board for students to use and remember along this first section. You may ask students to add words next to the pictures in order for them to keep a record of vocabulary in context.



### GETTING READY: Exploring legends

The aim of this stage is to activate students' prior knowledge and interests.




### GETTING READY: Exploring legends

- 1** In groups, talk about legends and circle the correct alternative. Then check your answers with the rest of the class.

  - A legend is
    - a very old and popular story that may be true
    - an imaginary story that is usually set in the future.
    - a short story that has a lesson and involves animals as characters
  - The main characteristics of a legend are a specific setting in time and place, and the presence of
    - animal characters
    - a human superhero
    - non-human characters
  - Legends are important because they
    - show the identity of a culture
    - teach moral lessons
    - warn about the consequences of festivity
- 2** Which is your favorite Mexican legend? In groups, discuss how it shows the identity of our culture.
- 3** In pairs, look at the pictures and identify each legend.



1.  In groups, talk about legends and circle the correct alternative. Then check your answers with the rest of the class.


To do this activity, you should ask students to discuss what they already know about legends and their features. You should give them enough time to talk about this topic and then do the activity. After that, you should make sure to check answers as a class in order for them to have the concept clear.

**Answers:**

A legend is: a.

The main characteristics of a legend are a specific setting in time and place, and the presence of: b.


Legends are important because they: c.

2.  Which is your favorite Mexican legend? In groups, discuss how it shows the identity of our culture.

In order to share their preferences about legends you may team students up with other classmates so that they not only share information, but also interact with students they may not usually do. However, you should encourage students to discuss the question in small groups so that everybody has the opportunity to participate. You should go around the classroom monitoring their work and helping them if necessary. Then you may call volunteers to share their ideas with the rest of the class.

**Answers:**

Students' own ideas.

3.  In pairs, look at the pictures and identify each legend.

Try not to discourage students by saying that some answers are right and others are wrong. After a good amount of participation, you may reveal the answers as a class.

**Answers:**

- a. The Sun and the Moon.
- b. La Llorona.
- c. The fire and the animals.





**ON THE ROAD: Reading and understanding legends**

Page 92





ON THE ROAD Reading and understanding legends

1.  Look at the title and the picture of the legend in activity 2. Anticipate what it is about and comment with your partner.
2.  Listen and read the famous Mexican legend.


**The legend of maize**

Before the arrival of the Spaniards, the Aztecs had a god of maize called Coatlicue. She was a very beautiful woman with a snake for a skirt. She had a very special power: she could make the maize grow. One day, she was walking through a field and she saw a man who was very poor. He was asking her for help because he didn't have any maize to eat. She felt sorry for him and she decided to help him. She gave him some maize and he was very happy. But the man was greedy and he didn't want to share the maize with his family. He hid it in a secret place and he ate it all by himself. Coatlicue was angry and she decided to punish him. She turned him into a stone and she made the maize stop growing. From that day on, the man was a stone and the maize was scarce. This is the legend of maize.





 Glossary page 126



1.  Look at the title and the picture of the legend in activity 2. Anticipate what it is about and comment with your partner. You should expect a sentence or two describing briefly an event in the legend students can imagine from the title. Monitoring their production may help them express their ideas in English. You could also elicit ideas from the class and use the board to display well-built sentences that carry the meaning students want to express.

**Answers:**

Students' own ideas

2.   Listen and read the famous Mexican legend.

You should play the recording twice this time. The first listening is for students to become familiarized with the overall meaning in the legend, the gist of the text. The second listening is for students to identify new words and phrases. Remind them to look up the highlighted words in the Glossary once the recording is over. After you have helped students with new words and phrases, you can split the class in groups and play the recording a third time in order to have each group repeat in turns and improve their pronunciation and intonation.


**TRANSCRIPT**

*The legend of maize*

Before the arrival of the god Quetzalcoatl, the Aztecs only ate roots and wild animals. They did not eat corn because it was beyond their reach. It was hidden behind the gigantic mountains surrounding the city. The other gods had tried to move the mountains for the Aztecs to reach the corn, but they never succeeded. The Aztec people sent their priests to ask Quetzalcoatl for help. He answered that he would go and bring them back this precious food. All of the other gods had used force, but Quetzalcoatl decided to use something more powerful: intelligence. He turned into a small black ant and, in the company of a red ant, made his way towards the mountains. The path presented many difficulties, but he overcame them one by one. After several days, Quetzalcoatl arrived at the back of the mountains where he found the corn. Being an ant, he took a grain between his teeth and began his journey back. When he returned to his people, he handed over the grain of corn to be planted. From that day onwards, the Aztecs were devoted to cultivating and harvesting the corn plant. They became a strong people, full of riches and achieving an impressive development of beautiful cities, temples, and palaces.

3.  Listen and read a famous Native American legend.



The origin of corn

 Glossary page 126



4.  In groups, read the two legends aloud and compare them. Complete the table with brief information.

Title of legend	The legend of maize	The origin of corn
Setting		
Characters		
Problem		
Hero/heroine		
Solution		
Happy ending		

3.   Listen and read a famous Native American legend.

Before listening, you may encourage students to describe the picture. They may also look for key words and ideas in the written text and predict what the legend is about. You should then play the recording twice this time. The first listening should be for students to confirm their predictions with your assistance. The second listening is for students to identify new words and phrases. Remind them to look up the highlighted words in the Glossary once the recording is over. After working on vocabulary, you can play the recording a third time in order to improve students' pronunciation and intonation.

**TRANSCRIPT**

*The origin of corn*

A long time ago, when the native people were first made, one man lived alone. He did not know fire so he lived on roots, bark, and nuts. He grew tired of digging roots, lost his appetite, and for several days lay dreaming in the sunshine. When he woke up, he saw someone standing near and was very scared. But when he heard the stranger's voice, his heart was happy, and he saw a beautiful woman with long light hair. He sang to her about his loneliness, and begged her not to leave him. Then she decided to be with him if he did exactly what she told him. So she asked him to get two dry sticks and rub them together fast. Soon a

spark appeared, the grass caught fire, and the ground was burned over immediately. Then she asked him to take her by the hair and drag her over the burned ground at sunset. Wherever he dragged her, he saw something like hair coming from between the leaves. Nowadays, when natives see silk in the corn, they know that the beautiful woman has not forgotten them.

**4. 🗣️ In groups, read the two legends aloud and compare them. Complete the table with brief information.**

You can use the sample information below as the most complete model to check students' answers. However, remember that shorter and simpler answers are expected from students. Once the chart is complete, go back to both sections titled *Expressions to describe...* and encourage students to express similarities and differences using the information in the table. You should ask them to copy the table in their notebooks as there might not be enough space in the textbook to write all the information.

**Answers:**

<b>Setting</b>	Before the arrival of the god Quetzalcoatl.	A long time ago.
<b>Characters</b>	The Aztecs, the Aztec priests, Quetzalcoatl god, a small black ant and a red ant.	A native man and a beautiful woman with long, light hair.
<b>Problem</b>	The Aztecs did not eat corn because it was hidden behind the gigantic mountains surrounding the city.	The man grew tired of digging roots, lost his appetite, and for several days lay dreaming in the sunshine.
<b>Hero/heroine</b>	Quetzalcoatl.	The beautiful woman.
<b>Solution</b>	Quetzalcoatl arrived at the back of the mountains where he found the corn. Being an ant, he took a grain between his teeth and began his journey back. When he returned to his people, he handed over the grain of corn to be planted.	She asked him to take her by the hair and drag her over the burned ground at sunset. Wherever he dragged her, he saw something like hair coming from between the leaves.

<b>Happy ending</b>	From that day on, the Aztecs were devoted to cultivating and harvesting the corn plant. They became a strong people, full of riches and achieving an impressive development of beautiful cities, temples, and palaces.	When natives see silk on the cornstalk, they know that the beautiful woman has not forgotten them.
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**Page 94**

**To READ BRIEF LEGENDS FROM DIFFERENT CULTURES TO COMPARE SIMILARITIES AND DIFFERENCES, remember ...**

- A legend has the same moments of a story: **beginning, middle and end.**
- The characteristics of a legend are:
  - a. **Setting:** a place and time when everything happened.
  - b. **Characters (main and supporting):** the people or animals in the story.
  - c. **Problem:** a difficult situation that needs a solution.
  - d. **Hero/Heroine:** a strong character who helps to solve the problem.
  - e. **Solution:** the way the problem was solved.
  - f. **Happy ending:** the way the legend ends with a positive result.

• Expressions to describe similarities between legends:  
*There are similarities between ... and ...*  
*They are similar in both legends.*

• Expressions to describe differences between legends:  
*There are differences between ... and ...*  
*They are very different and different from the other.*

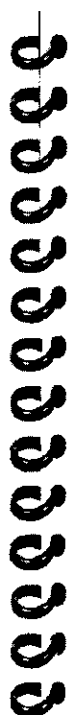
**Now, complete the sentences with the correct expressions.**

- a. The hero in the first legend is ... the hero in the second legend. One is Quetzalcoatl and the other is ...
- b. The problems ... the people did not have to solve.

**🗣️ With your team-mates, compare both legends and find similarities and differences. Use the phrases you have just learned.**

- I can explore children's legends. 🗣️ 📖 🗣️ 📖 🗣️ 📖
  - I can participate in the reading of legends. 🗣️ 📖 🗣️ 📖 🗣️ 📖
  - I can compare legends. 🗣️ 📖 🗣️ 📖 🗣️ 📖
- If your answers are not so well, ask your teacher for help.





**To READ BRIEF LEGENDS FROM DIFFERENT CULTURES TO COMPARE SIMILARITIES AND DIFFERENCES remember...**

You should read the information about this social practice of the language as a class. You should tell students that in this unit the main objective is to read short legends from different cultures to compare similarities and differences. In order to do that, it is advisable that you go over the features of a legend so that students can focus on these aspects when comparing legends. This is the first time students encounter these features so you should be prepared to facilitate examples from the legends previously read. Help them use the models provided in the Expressions to describe...sections herein. Allow enough wait time for them to come up with similarities and differences between the two legends.

5. **With your team-mates, compare both legends and find similarities and differences. Use the phrases you have just learned.**

You should encourage students to find similarities and differences between both legends with their team-mates. You can provide them with one example at first and then invite them to try to build up phrases using the expressions they have just learned.

**Answers:**  
Students' own ideas.

**Self-assessment**

You should invite students to evaluate themselves by selecting one of the options in the chart. In case students circle the *Not so well* option, you can go back to activities 3, 4 and 5 one more time as a class so as to help them see whether they are able to find the requested information with further collaborative work.

Towards the product

An illustrated diary



**SUBPRODUCT 1: Description of settings and characters.**  
In groups, think about a legend you like a lot. Describe the settings (time and place) and the characters (main and supporting) as complete as possible. If necessary, use a dictionary.

1. I can describe the settings and characters of a selected legend.  Very well  A bit  Not so well

2. I can cooperate with my team-mates.  Very well  Well  Not so well

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

6. **Open your Reader and go over the legends on pages 105 - 113. In pairs, compare two aspects of both legends using the expressions already learned. Write down your ideas in the space provided.**



To read more Mexican legends in English, visit this website:



≡ Towards the product



An illustrated diary

**SUBPRODUCT 1: Description of settings and characters.**

Before students work on the first Subproduct, make sure they team-up in small groups (around 5 members). Remember that working with classmates with different skills and backgrounds increases the chances of social integration. You should read the instruction and the example as a class to check students' comprehension. It is advisable that you explain any doubts regarding the task students are supposed to carry out. You should devote enough time to this activity and you should go around the classroom checking their work. Once they finish, remind them to evaluate themselves by selecting one of the alternatives in the self-assessment chart. In case they circle the *Not so well* option, you may assist them individually or as a class and provide them with the help required.

Check your progress



**1** In pairs, read the legend and find similarities and differences with Mexican wars. Write down your ideas in the space provided using the expressions already learned.

Glossary page 126

The wooden horse of Troy

The wooden horse of Troy is a famous legend from ancient Greece. It tells of a wooden horse that was hidden inside a Trojan horse. The Greeks used this strategy to enter the city of Troy. The legend is a metaphor for a hidden danger or a deceptive appearance.



Evaluate your progress so far according to your performance.

PROGRESS

- I can read and understand traditional legends.  Very well  Well  Not well
  - I can participate in the reading of a legend.  Very well  Well  Not well
  - I can understand and compare aspects of different cultures.  Very well  Well  Not well
- If your answers are Not so well, ask your teacher for help.



In this section, students check their progress evaluating their strengths and weaknesses so far. You should explain to them that they will solve some tasks to show how much they have learned in this unit. You should read the instructions as a class and give them enough time to do the activities on their own. It is advisable that you monitor them and provide assistance if needed, and eventually, you can check their answers as a class.

**1** In pairs, read the legend and find similarities and differences with Mexican wars. Write down your ideas in the space provided using the expressions already learned.

In order to do this activity, tell students to carefully read the legend with their partners several times. Remind them to look up the highlighted words in the Glossary at the end of the textbook once they finish reading.

**Answers:**  
Students' own comparisons.

**6.** Open your Reader and go over the legends on pages 105 – 113. In pairs, compare two aspects of both legends using the expressions already learned. Write down your ideas in the space provided.

Remember that 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.

An effective reading comprehension strategy is to get the gist of a text first. Therefore, you should invite students to skim both legends in their Reader to find out the selected aspect and then compare it in the two legends.

**Answers:**  
Students' own comparisons.

<http://mexicounexplained.com/category/myths-and-legends/>

If possible, you should get students to visit this website and read some the legends at their choice. Here, they will find a variety of popular Mexican legends and myths in English to choose from as extensive reading.

**2 Evaluate your progress so far according to your performance.**

As students have already done this type of activity in previous units, remind them of the importance of this section. They are supposed to evaluate their progress by selecting one of the three options in the chart. You could tell them that there is still some time to catch up and achieve the goals at the end of the unit.

**Answers:**

Students' self-evaluation.

**6 Listen and read two popular legends.**

*The legend of the Cempasuchil flower*



*The legend of Añañuca*



Glossary page 126

**TRANSCRIPT**

***The legend of the Cempasuchil flower***

A long time ago, an Aztec boy called Huitzilin and an Aztec girl called Xochitl played together. As they grew up, they fell in love with each other. They used to go up the top of a mountain and offer flowers to Tonatiuh, the sun god. One day, they promised their love would last forever. However Huitzilin had to fight during a war, so he and Xochitl had to separate. Unfortunately, Huitzilin died and Xochitl was so sad that she prayed to Tonatiuh to reunite them. The god sent a ray that gently touched her cheek and she instantly turned into a beautiful flower of bright colors as intense as the sunrays. Suddenly, a hummingbird lovingly touched the center of the flower with its beak. It was Huitzilin. He had reborn as a hummingbird. The flower gently opened its twenty petals and filled the air with a mysterious and lovely scent.

***The legend of Añañuca***

A long time ago, there was a beautiful native girl called Añañuca, who lived in a village near the Limari River in Chile. She was the most beautiful girl of the region and every man in the village wanted to marry her. One day, a handsome young miner looking for a long lost mine was passing by and met Añañuca. They knew they were meant to be together and fell in love instantly. They lived happily together in the village for some time. But one night, the miner had a disturbing dream: a mountain spirit told him the exact location of the mine he was looking for. The miner woke up and left immediately looking for the mine. Añañuca waited for him day after day, but he never returned. The girl couldn't live without him and after a long time waiting, she died of sorrow. The villagers buried her up the hill on a rainy day and, the next morning, that same hill was covered with beautiful red flowers. They are now named after the most beautiful woman that village ever saw, Añañuca.

**7. Listen and read two popular legends.**

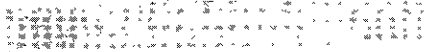
Before doing this activity, you should invite students to have a look at the pictures and infer the legends by using their imagination. Then you should play the recording twice: the first time, for students to listen and read each legend; the second time, to allow pronunciation and intonation practice. Make sure you pause after each legend and discuss the vocabulary within each text. Remind students to look up the highlighted words in the Glossary. You could then split the class in two groups and have them focus on a legend each.

8. In groups, read the legends aloud and talk about similarities and differences between them. Use that information to complete the table.



- Setting
- Characters
- Problem
- Hero/heroine
- Solution
- Happy ending

9. Choose one aspect of the legends and compare them with your team-mates. Use the examples as models.



The character in one does the same as the character in the other.



- Self-assessment
- I can participate in the reading of legends. Very well Well Not so well
  - I can compare the components of the writing of legends. Very well Well Not so well
  - I can appreciate the value of legends. Very well Well Not so well
- If your answers are Not so well, ask your teacher for help

8. In groups, read the legends aloud and talk about similarities and differences between them. Use that information to complete the table.

You can use the sample information below as the most complete model to check students' answers. However, remember that shorter and simpler answers are expected from students. You may want students to copy the table in their notebooks as there might not be enough space in the textbook to write all the information.

Answers:

Title	The legend of the Cempasuchil flower	The legend of Añañuca
Setting	A long time ago in the Aztecs' land.	A long time ago in a village near the Limarí River in Chile.
Characters	An Aztec boy called Huitzilín, an Aztec girl called Xochitl, and Tonatiuh, the sun god.	A beautiful native girl called Añañuca, a handsome young miner and the villagers.
Problem	Huitzilín died and Xochitl prayed Tonatiuh to reunite them.	The miner had a disturbing dream, woke up and left immediately looking for the mine. Añañuca waited for him day after day, but he never returned. The girl couldn't live without him and after a long time waiting, she died of sorrow.
Hero / heroine	Tonatiuh, the sun god.	_____
Solution	The god sent a ray and Xochitl turned into a beautiful flower.	Añañuca turned into a beautiful red flower.
Happy ending	A hummingbird lovingly touched the center of the flower with its beak. It was Huitzilín. He had reborn as a hummingbird.	The villagers buried her up the hill on a rainy day and, on the next morning, that same hill was covered with beautiful red flowers. They are now named after the most beautiful woman that village ever saw, Añañuca..

9. Choose one aspect of the legends and compare them with your team-mates. Use the examples as models.

In order to do this activity, students should use the prompts given. Go around the classroom checking their work and helping if necessary.

Possible answers:

Similarities between the legends:

There are similarities between the legend of the Cempasuchil flower and the legend of Añañuca. For example, the characters are native people, there is a woman and a man and a tragic death.

Similarities between the characters' actions:

There are similarities between the characters in the legend of the Cempasuchil flower, and the legend of Añañuca. There is a man and a woman, they fall in love but one of them dies, and the women become flowers.

Differences between both legends:

There are differences between the legends. In the legend of the Cempasuchil flower, the couple reunited and there is a hero, the god. In the legend of Añacuña, the couple didn't reunite and there isn't a hero or god.

### Differences between settings:

There are different settings between the legends. The legend of the Cempasuchil flower takes place in Mexico and the legend of Añacuña takes place in Chile.

### Self-assessment

You should invite students to evaluate themselves by selecting one of the options in the chart. In case students circle the *Not so well* option, you can go back to activities 7, 8 and 9 one more time as a class so as to help them see whether they are able to find the requested information with further collaborative work.

### Page 99

Towards the product **An illustrated diary**

**SUBPRODUCT 2: Illustrated description.**  
In groups, go back to page 95, Subproduct 1, and read the description of the setting in place of your selected legend and compare it to one of the legends of this unit. Use the expressions already learned. Then make a drawing of the setting in the space provided.

I can illustrate one aspect of the selected legend.  Very well  Well  Not so well

I can cooperate with my team-mates.  Very well  Well  Not so well

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

10. Open your Reader and go over pages 105 - 113. In pairs, answer the questions below using the expressions already learned.

- What is the problem/conflict of each legend?
- How similar/different are the heroes of each legend?

To watch a video of a famous British legend, click on



## Towards the product



### An illustrated diary

#### SUBPRODUCT 2: Illustrated description.

To work on this second Subproduct, students should team-up with the same group they worked with in Subproduct 1. You should read the instruction and example provided as a class to check students' comprehension. It is advisable that you encourage them to review the description of the setting in place for their selected legend on page 95 and compare it to one of the legends of the unit using the expressions for comparisons. Invite them to work individually within the group so as to compare their drawings and help each other keep their spatial version of setting close to the written description. You should go around the classroom monitoring their work. Once they finish, remind students to evaluate themselves by choosing one of the alternatives in the chart. In case they circle the *Not so well* option, you may assist them individually or as a class and provide them with the help required.

10. Open your Reader and go over pages 105 - 113. In pairs, answer the questions below using the expressions already learned.

Motivate students to work with different partners and then share their answers with the rest of the class.

#### Possible answers:

- a. The main difference in the conflict of both legends is that, in the first one, Xunaan's mother didn't want to lose her so she hid her in a cave; while in the second legend, the Sheriff of Nottingham wanted to capture Robin Hood so he organized an archery competition to catch him there.
- b. The heroes in both legends are similar since they are both very brave to reach their objectives.



<http://learnenglishkids.britishcouncil.org/en/short-stories/nessie-the-loch-ness-monster>

If possible, get students to visit this website and watch a video of a famous British legend. Here, they will be able to watch engaging videos, which tell different legends.



**FINAL DESTINATION**

**Product: An illustrated diary**

**Product**  
An illustrated diary

**MATERIALS**

- Several sheets of white paper
- Markers, colored pencils
- Glue

- 1 Work in groups (minimum 3 students).
- 2 Go back to page 95, Subproduct 1, and read the descriptions you wrote for the characters. Make drawings of them.
- 3 Go back to page 99, Subproduct 2, and show your drawing of the setting of place. Choose the best one in the group and draw it on a separate sheet of paper.
- 4 Decide on the other aspects of your legend and make drawings on separate sheets of paper. Include the problem, the solution and the happy ending.
- 5 Write short descriptions under each drawing of your legend. Ask your teacher for help if necessary.
- 6 Put all the sheets of paper in order to make a diary with them. Paste the left edges of the sheets of paper together. Add a front page with the title of your legend.
- 7 As you read your legend to your classmates, display your diary.
- 8 Compare your legend to another one using the expressions learned in this unit.

**Can I...?**

- I can cooperate with my team-mates.  Yes  Well  Not at all
- I can illustrate different aspects of a legend.  Yes  Well  Not at all
- I can read the selected legend.  Yes  Well  Not at all
- I can compare it with another legend.  Yes  Well  Not at all

If your answers are Not at all, ask your teacher for help.

This section is meant to consolidate the social practice of the language of this unit and apply the structures and vocabulary learned throughout. Make sure students know in advance the materials they are supposed to bring to work on the corresponding product (sheets of paper, markers or colored pencils and glue). It is advisable that you read all the steps in detail and provide any explanation needed to carry out the product properly. Once all groups are ready to work on their own, go around the classroom providing assistance and monitoring their work. You should give them enough time to produce it and then present it to the rest of the class.

**1 Work in groups (minimum 3 students).**

You should make sure students form groups with a minimum of three members. It is a good idea to keep groups with odd numbers so that they can make decisions faster.

**2 Go back to page 95, Subproduct 1, and read the descriptions you wrote for the characters. Make drawings of them.**

Encourage students to work collaboratively as a team in order to decide which character each member is going to draw.

**3 Go back to page 99, Subproduct 2, and show your drawing of the setting of place. Choose the best one in the group and draw it on a separate sheet of paper.**

Make sure students choose the best drawing in terms of colors, details and overall impression, for instance. You should go around the classroom monitoring their work and helping them if necessary.

**4 Decide on the other aspects of your legend and make drawings on separate sheets of paper. Include the problem, the solution and the happy ending.**

Students may now work in pairs to draw pictures of other aspects of their selected legend. You can suggest that one of them draws and the rest color the picture.

**5 Write short descriptions under each drawing of your legend. Ask your teacher for help if necessary.**

You can give the whole class prompts on the board on how to narrate events in a legend.

**6 Put all the sheets of paper in order to make a diary with them. Paste the left edges of the sheets of paper together. Add a front page with the title of your legend.**

You can now monitor that they are working orderly and that there are no mistakes in their descriptions.

**7 As you read your legend to your classmates, display your diary.**

At this stage, each team member should be able to read a line or two of the legend so as to gain public speaking skills and show improvement from prior practice. Make sure there is a warm round of applause after each group's presentation.

**8 Compare your legend to another one using the expressions learned in this unit.**

You should encourage spontaneous participation and trigger students' comparisons by using a model on the board in order to find similarities and differences between legends.

## Reflect on your product

You should ask students to reflect on their work throughout this section. Get them to read the statements in the chart at the end of the page and circle the best option that represents their performance. You may want students to read the statements on their own and then evaluate themselves.

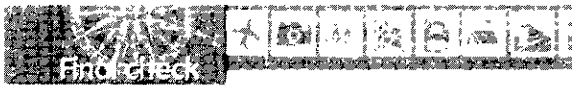
## Evaluation Instrument

### Self-evaluation and peer-evaluation sheet

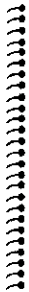
You should make a copy of the *Self-evaluation and peer-evaluation sheet* on page 169 per student. Complete it according to their performance in the unit and consider it as evidence of their progress. You should read the instruction as a class and give enough time for students to evaluate their peer. Also, remind them to be respectful and as objective as possible when assessing each other.

Page 101

## FINAL CHECK



1. In pairs, go back to the legends of this unit and identify similarities and differences between Mexico and other cultures. Discuss them and write down some ideas in the space provided.



2. Evaluate your achievement according to your performance. Circle the corresponding alternative.

#### Self-assessment

- I can read short legends aloud. Very well Well Not so well  
I can compare different aspects between legends. Very well Well Not so well  
I can use expressions to show similarities and differences. Very well Well Not so well  
I can respect my partner's ideas and opinions. Very well Well Not so well  
If your answers are Not so well, ask your teacher for help.

101

In this final section, students tackle two tasks related to the social practice of the language and evaluate their performance at the end of the process. Therefore, you should read the instructions and give them enough time to do the activities. It is advisable that you just monitor students' work and provide little assistance; you should eventually check their answers as a class. In the last activity, students are supposed to circle the option that best represents their own performance at this stage of the unit. In case students have doubts, you may revise the specific contents studied so far.

#### Answers:

1. Students' own ideas and opinions.
2. Students' self-evaluation.

## FLASHCARDS

In order to round off the unit and foster the social practice of the language, you should show students the flashcards of Unit 8 and encourage them to retell and compare the legends given. As this activity may be a bit difficult, you may want to have students work in pairs or small groups letting them use the texts in their textbooks as a guide.

**BEFORE READING**


You can begin this class by asking students about a children's legend that is famous all over the world. If they do not guess Robin Hood immediately, you should give them enough clues such as his clothes, his actions, where he lived, etc. Once they guess, you could write their ideas on the board to one side. Then you should prompt them to mention all the Mayan legend they know. Again, if students do not guess Xunaan and the Young Warrior immediately, you should provide them with enough clues to identify it. You could also write their ideas on this legend on the board to the other side. Allow them to express themselves freely, but encourage the use of English as much as possible. You can eventually anticipate that they are going to read two famous legends and try to compare them. Remind students that they should look up all the highlighted words in the Glossary that is at the end of the unit. It is important that you devote enough time to this stage as students explore the texts and make connections and predictions.

**1. Which is your favorite legend? Write its name.**

You should encourage students to work on their own for this activity.

**Answers:**


Students' own ideas and comparisons.

**2.  Tell your partner about the legend you know. Compare legends and talk about similarities and differences.**

To do this activity, make sure students share their ideas with their partners and review the expressions to describe similarities and differences studied throughout the unit. Go around the classroom monitoring their work. You may even ask volunteers to share their ideas with the rest of the class.

**Answers:**

Students' own ideas and comparisons.

**3.  Use the vocabulary in the box to complete the chart about differences and similarities of the two legends.**

You may invite two students to talk about the legends they know. Write on the board the characters and setting of them. Then you may ask *What are the differences and similarities between the legends?* Write them on the board. After that, invite students to do the activity.

**Answers:**

	The legend of Xunaan and the young warrior	The legend of Robin Hood	Similarities of the legends	Differences between legends
Setting	cavern	forest		Indoor/ outdoor
Characters	warrior	archer	men	

**WHILE READING**

You should invite students to start reading the text in silence while they listen to the recording. Explain that they are supposed to answer some questions while they are reading, and you may check their answers as a class at the very end of the text. After students read the text for the first time and in silence, invite some volunteers to read it aloud for the whole class. You may choose different students to read both legends.

**4. What will happen next? Write an idea.**

You may allow students to work with their partners at this stage in order to write down their ideas.

**Answers:**

Students' own predictions.

**5. Give your opinion about Robin Hood's behavior. Do you agree or disagree? Why?**


Students do this activity on their own as they are supposed to provide a judgement. You may then organize a class discussion and ask them to share their ideas with the rest of the class.

**Answers:**

Students' own ideas and opinions.

**AFTER READING**

The aim of this stage is that students consolidate their knowledge of the text. It is important that you give them enough time to do these activities.

**6.  Discuss and answer the questions below with your team-mates.**


Once again, in case some students have difficulty to identify the answers to these questions, you should ask a volunteer to reread the legends aloud.

**Possible answers:**

- a. The men in both legends struggle to succeed: one is a warrior, and the other is a skilled archer. Both main characters, Xunaan and Robin Hood, hid from their enemies, Xunaan's mother and the Sheriff of Nottingham. Xunaan was kept in a cavern and Robin Hood hid in the forest.



- b. They are different as regards the setting of place and time, the problems, the solutions, etc.

7.  In groups, complete the table with brief information. Then write about a legend you know.

Make sure students work in groups of 4 or 5 members. You should go around the classroom in order to monitor their work and help them if necessary. You may encourage students to use activity 3 as the model to do this activity. Then you may invite them to talk about the similarities and differences of the legends with their team-mates

**Answers:**

	The legend of Xunaan and the Young Warrior	Students' own choices and answers.
<b>Setting</b>	A long time ago in Bolonchen, Mayans' land.	Students' own answers.
<b>Characters</b>	A Mayan girl called Xunaan, her mother, a young warrior, and Mayan women.	Students' own answers.
<b>Problem</b>	Xunaan and the warrior immediately fell in love. Her mother hid her in a cave because she didn't want to lose her.	Students' own answers.
<b>Hero / heroine</b>	The young warrior.	Students' own answers.

*Two Famous Legends*

*The Legend of Xunaan and the Young Warrior*

A long time ago, Mayan people settled in Bolonchen, where there were nine deep caverns created by the gods. The leader of the first inhabitants was a brave young warrior.

In Bolonchen lived Xunaan, a sweet young woman. People said that her voice had the beautiful sound of water springs. She and the young warrior immediately fell in love. But Xunaan's mother didn't want to lose her so she hid her in a cave.

The young warrior and the people desperately looked for Xunaan. One day, near a well, a beautiful bird splashed water on some women who were washing clothes. And they heard Xunaan's voice from the bottom of the cave.

The warrior descended the cave with difficulty. After a lot of desperation, the lovers met again. People say that after so many centuries, every night the young warrior returns to hear the song of his beloved Xunaan.

*The Legend of Robin Hood*

People have told stories about Robin Hood for more than 700 years. They say he was extremely intelligent and a skilled archer, who always carried a bow and an arrow. He wore green clothes and a hat with a green feather.

He lived with a gang in Sherwood Forest, which most people thought was a dangerous place. People traveling through the forests were often robbed by bandits. Robin Hood only took money from rich people to give it to poor people. So he became famous for "robbing from the rich and giving to the poor".

The Sheriff of Nottingham was Robin's great enemy. It was the sheriff's job to keep the forest safe and to make sure that nobody stole the king's deer. The Sheriff of Nottingham tried to catch Robin Hood, but he never succeeded.



# UNIT 9

**Social practice of the language:**  
Interpret and compare information given in a picture.

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## Analyze the infographic!

<b>Field of Practice</b>	Academic and Educational.
<b>Communicative Action</b>	Treatment of information.
<b>Social practice of the language</b>	Interprets and compares information given in a picture.
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>• Explore illustrated texts about ingredients of Mexican dishes.</li> <li>• Interpret written information in illustrated texts.</li> <li>• Write statements that describe information for infographics.</li> </ul>
<b>Methodological Suggestions</b>	<ul style="list-style-type: none"> <li>- Share with your students your own preferences and feelings about Mexican food and encourage them to share their own. Give them opportunities to take advantage of what they already know about illustrated texts in their mother tongue. In this way, they will be in good conditions to:             <ul style="list-style-type: none"> <li>• anticipate the topic, purpose and addressee based on graphic and textual components;</li> <li>• distinguish the relationship between visual and written information;</li> <li>• establish the patterns of textual organization (general definition, specific characteristics, etc.);</li> <li>• ask questions about new words and expressions to include them in their repertoires.</li> </ul> </li> <li>- Locate graphic connectors and determine the information they connect.</li> <li>- Focus students' attention on the way descriptions are presented in the texts they read. Foster their interest in exploring and discovering how language helps spread and share information with people from other cultures. In this way, students will be able to:             <ul style="list-style-type: none"> <li>• understand the general meaning based on the visual and graphic information;</li> <li>• listen to the reading of textual information and make connections between the former and the visual information;</li> <li>• classify ways to express the present tense (affirmative, negative, singular, plural, Present Simple, Present Continuous, etc.);</li> <li>• compare ways to describe;</li> <li>• ask questions to check comprehension.</li> </ul> </li> <li>- With your students, analyze the function of writing in the organization and spreading of ideas. In this way, they will be able to:             <ul style="list-style-type: none"> <li>• define or choose key words (for example: names of dishes and ingredients);</li> <li>• put sentence words in order;</li> <li>• link words and sentences using connectors (and, then, etc.);</li> <li>• organize sentences in a paragraph;</li> <li>• check the use of capital and lower case letters and punctuation (for example: period, coma, etc.);</li> <li>• select a graphic resource to present information: infographic;</li> <li>• include graphic resources according to the descriptions.</li> </ul> </li> </ul>
<b>Product</b>	An infographic about Mexican food.
<b>Reader</b>	<i>Mexican Dishes.</i>
<b>Evaluation Instrument</b>	Checklist.
<b>Allotted time</b>	Approximately 12 lessons, 50 minutes each.

**Materials**

**CONTEXTO**  
 Social practice of the language: interpret and compare information given in a picture



- Environment: Academic setting (classroom)
- Communicative activity: Interpretation of a picture

This is illustrated text about ingredients of Mexican dishes that has written information in illustrated texts. Write statements that describe information for infographics.

An infographic about Mexican food

Mexican Dishes

This ninth unit aims at helping students interpret and compare information connected to Mexican dishes given in a picture. Students will explore illustrated texts about ingredients of Mexican dishes, will interpret written information in illustrated texts, and will write statements that describe information for infographics.

Through the unit, students are going to work on a product where they will create an infographic of Mexican dishes, which will help them round off the contents of this unit. Along with this, students are going to read the text *Mexican Dishes* in their Reader, which will in turn reinforce the social practice of the language developed in this unit.

### Lead-in

To begin this unit, you can show students some objects that represent Mexican culture. You may ask them to give their opinions and share experiences about those objects, when they use them, what they represent, among others. You may also include some pictures of Mexican dishes, which is the target vocabulary of this unit. After that, you may provide students with samples of infographics based on Mexican objects and food that are usually presented in brochures and the like.

Afterwards, you should ask the class to open their books and have a close look at the picture of the front page of this unit. You may give them some minutes to watch the picture in detail and only then, you may ask them a few questions related. You may say: *What is the girl doing?, What is she holding?, Can you recognize the pictures?, Have you tried those dishes?, Where can you find this type of information poster?, etc.* Allow students to express their ideas freely and using their mother tongue if it is necessary, but encourage them to use English as much as possible. The aim of this activity is that children know what they are going to learn and practice in this ninth unit.



### GETTING READY: Identifying Mexican dishes

This stage is for you to elicit the children's interests and knowledge of the world. Students should express ideas about the common Mexican dishes they know and communicate them in intelligible English. Student may produce isolated words, strings of words, complete sentences or ideas in English or in their mother tongue.

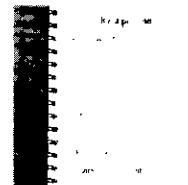
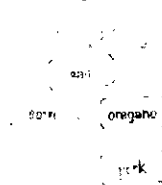


### GETTING READY: Identifying Mexican dishes

1. Identify some popular Mexican dishes with your partner. Then listen and check your answers.



2. Which is your favorite Mexican dish? Discuss it with your team-mates.
3. In groups, read about another popular Mexican dish and complete the list of ingredients. Use the words in the box and a dictionary.



1. Identify some popular Mexican dishes with your partner. Then listen and check your answers.

Before students do this activity, you can ask them to brainstorm ideas about all Mexican dishes they know while you write them on the board in the form of a list. You should elicit from students the ingredients they think every dish has. You can help them by asking questions such as *Is it made of vegetables/meat/chicken?*, *Does it include any spices?*, etc. You could write the word "ingredients" on top of the board and make the list for each dish below it. Then you should ask students to have a close look at the pictures and write the names of those typical Mexican dishes. As this is a well-known topic for students, you should play the recording only once for them to check their answers.

**Answers:**

- a. elotes
- b. guacamole
- c. fajitas
- d. chili con carne
- e. tortillas
- f. tamales

**TRANSCRIPT**

- a. They are elotes.
- b. This is guacamole.
- c. These are fajitas.
- d. This is chili con carne.
- e. These are tortillas.
- f. They are tamales.

2. Which is your favorite Mexican dish? Discuss it with your team-mates.

In order to do this activity, invite students to form groups of around five members and mention the dishes they like the most. To make this activity more interesting for the students, challenge them to say a brief description of their favorite dish. Go around the classroom monitoring their oral work and taking down notes.

**Answers:**

Students' own preferences.

3. In groups, read about another popular Mexican dish and complete the list of ingredients. Use the words in the box and a dictionary.

Before starting this activity, you may write the word *Pozole* on the board and encourage students to share their ideas and experiences with this dish. Prompt them to say the ingredients it might contain. Then you should give students some time to complete the list of ingredients in the same groups. Finally, you may call some volunteers to provide the answers for the whole class.

**Answers:**

- 1 kg. of tomato
- 100 gr. oregano
- 1 head of garlic
- ¼ teaspoonful of salt
- 1 kg. of pork
- 1 pinch of cumin chili
- 1 big corn



**ON THE ROAD: Interpreting written information and illustrations**

**Page 104**



**ON THE ROAD** Interpreting written information and illustrations

1. Read the lists of ingredients of two famous Mexican dishes and compare them with your partner.

2. Answer the questions below and then share them with your team-mates.

- a Which dish has more ingredients?
- b What are the common ingredients between both dishes?
- c Which is your favorite dish? Why?

1. Read the lists of ingredients of two famous Mexican dishes.

Before doing this activity, you should invite the students to explore the lists of ingredients of the two popular dishes. Explain to them that they have to identify the ingredients the recipes have in common and the ones which are different. You may also challenge students to ask questions to each other about the ingredients each recipe contains.

**Answers:**

Students' own ideas.

2. Answer the questions below and then share them with your team-mates.

In order to do this activity, you should allow students to carry out a brief discussion but encourage them to use English as much as possible. You may then check their answers as a class.

As an extra activity, you can ask them to choose one of the dishes on this page and create a poster with some pictures and information about it. You should then invite them to display it in a visible place of the classroom.

**Answers:**

- a. *Chili and meat* has more ingredients.
- b. The common ingredients are coriander, salt, onion, tomato or tomato sauce.
- c. Students' own preferences.

4. Listen and read the recipe below. Complete it with some ingredients.



Glossary page 126

1. The recipe is for a traditional Mexican dish called chili con carne. It is a spicy meat dish.

The main ingredients are beef, onion, tomato, salt and pepper.

Ingredients: 1 kg beef, 2 onions, 2 tomatoes, 1 tin of tomatoes, salt, pepper, 1 tin of beans, 1 tin of corn, 1 tin of chili sauce.

1. The recipe is for a traditional Mexican dish called chili con carne.

Ingredients: 1 kg beef, 2 onions, 2 tomatoes, 1 tin of tomatoes, salt, pepper, 1 tin of beans, 1 tin of corn, 1 tin of chili sauce.

1. The recipe is for a traditional Mexican dish called chili con carne.

Ingredients: 1 kg beef, 2 onions, 2 tomatoes, 1 tin of tomatoes, salt, pepper, 1 tin of beans, 1 tin of corn, 1 tin of chili sauce.



3. Listen and read the recipe below. Complete it with some ingredients.

Before doing this listening activity, you could ask students to share their experiences with dishes which include chicken. You may then ask them to read the title of the recipe and say whether students know how to make it. You can also elicit from them the ingredients this dish contains. Then you should explain that they will listen to the recipe as they read in silence. You should play the recording twice: the first time, for students to get the gist of the text; the second time, for them to complete the recipe with the corresponding ingredients. You may want to play it a third time to check their answers or you may call volunteers to read the list of ingredients and each step aloud. In the end, you should check their answers as a class and preferably writing the ingredients on the board. After reading, remind students to look up the highlighted words in the Glossary at the end of the textbook.

**Answers:**

(See the transcript below).


**TRANSCRIPT**

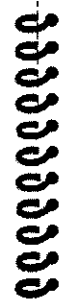
**Ingredients**

1 chicken in pieces, ½ onion, 2 garlic cloves, oregano, pumpkin seeds, sesame seeds, slices of bread, oil, chillies, tortillas, chocolate, green peppers, clove, cumin, salt, pepper.

**Preparation:**

1. Put the **chicken** pieces into a saucepan with enough water and add the onion, one garlic clove, **oregano** and salt. Cook for about 20 minutes.
2. Toast pumpkin seeds, sesame seeds and **bread** on a hotplate and stir constantly.
3. Heat a little oil on a frying pan over medium heat. Add the chillies and fry them slightly and carefully. Then move them away and soak them in hot water until they tenderize.
4. Put the **tortillas** into the frying pan and fry them until they are golden.
5. Into the blender, put the toasted pumpkin seeds, sesame seeds and bread, then the chillies, **chocolate**, pepper, clove, cumin, another garlic clove and the tortillas with some chicken broth and grind everything.
6. Put all the mixture into a saucepan, add a bit of salt and pepper and then add more chicken broth. Stir everything.
7. When the mixture is boiling, add the chicken pieces. Serve this preparation with beans or rice.

4.  In pairs, read the recipe again and pay attention to its organization. Then compare it to the lists of the ingredients in activity 1. Write down your ideas in the space provided.



To INTERPRET AND COMPARE INFORMATION GIVEN IN A PICTURE, remember that...


- You should pay attention to descriptions of objects and actions such as:  
*mild chillies, dried oregano, big onion, green pepper, ripe avocado, white sugar, etc.* (description of objects)  
*Put the chicken into a saucepan. Cook for about 20 minutes. Heat a little oil on a frying pan ...* (description of actions)
- You should ask questions to check comprehension such as:  
*What is the main ingredient of tamales?  
Where is mole from in Mexico?  
What is the staple food of Oaxaca?  
How much juice is necessary to make guacamole?  
How many tortillas are necessary for the chicken mole?*

**Self-assessment**

I can read illustrated texts about ingredients of Mexican dishes. Very well Well Not so well

I can interpret written information in illustrated texts. Very well Well Not so well

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

4.  In pairs, read the recipe again and pay attention to its organization. Then compare it to the lists of the ingredients in activity 1. Write down your ideas in the space provided.
- In order to do this activity, you might ask students to only focus on the visuals and the graphic organization of the texts. You may then call volunteers to share their ideas with the rest of the class.

**Answers:**

Students' own ideas.



To INTERPRET AND COMPARE INFORMATION GIVEN IN A PICTURE, remember that...

You should read the information about this social practice of the language as a class. Also, tell students that in this unit the main objective is to interpret and compare information given in a picture. In order to do that, it is advisable that you explain that there are some words that help them understand and follow descriptions easily as well as make questions to get information. You should be prepared to facilitate more examples of adjectives and actions which describe ingredients and steps of an illustrated recipe. You may want to focus on the questions to get information and remind students of the structures of questions studied in previous units, particularly in Unit 6. You may write more examples of your own than the ones provided in the textbook to clear things up and provide further practice. It is advisable that you devote enough time to this section of the unit.

Self-assessment

You should invite students to evaluate themselves by selecting one of the options in the chart. In case students circle the *Not so well* option, you can go back to activities 1 and 4 one more time as a class so as to help them see whether they are able to find the requested information with further collaborative work.

 <https://kidshealth.org/en/kids/recipes/#catgames>



If possible, you should get students to visit this website and read the recipes they might be interested in. Here, they will find a variety of healthy recipes in English to choose from as extensive reading and to try at home.


Towards the product

An infographic about Mexican food

SUBPRODUCT 1 Questions to check comprehension.

In small groups, think about the necessary questions to check your comprehension of a text about Mexican dishes. Write some information questions. Use a dictionary if necessary.

- 5.   Open your Reader and go over the text on pages 121 - 127. Choose two of the famous Mexican dishes and write two lists with the ingredients. Then tell your team-mates about them.

 To try other dishes, read the recipes in English on this website:



Towards the product



An infographic about Mexican food

SUBPRODUCT 1: Questions to check comprehension.

Before students work on the first Subproduct, make sure they team-up in small groups (3 - 5 members). You should read the instruction and the example as a class to check students' comprehension. It is advisable that you explain any doubts regarding the task students are supposed to carry out. You should devote enough time to this activity and go around the classroom checking their work. Once they finish, remind them to evaluate themselves by selecting one of the alternatives in the self-assessment chart. In case they circle the *Not so well* option, you may assist them individually or as a class and provide them with the help required.

5.   Open your Reader and go over the legends on pages 121 – 127. Choose two of the famous Mexican dishes and write two lists with the ingredients. Then tell your team-mates about them.

Remember that 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.



In order to do the present activity, you may encourage students to ask other people at school about the ingredients of the selected dishes. You should monitor their work and then provide individual feedback to each pair.

**Answers**

Students' own ideas.

**Check your progress**




 Listen and read the descriptions of some Mexican dishes. Then answer the questions below.  Glossary page 126

The collage contains three images with text descriptions:

- Tostadas:** Tostadas are corn tortillas fried or baked until they become crunchy and add to some toppings made of beans, cheese, cooked meat, seafood and more.
- Mole:** Mole is a popular Mexican sauce made with chocolate, tomatoes, onions and chilies. Its main ingredient is Everything in moderation and then mixed in a blender.
- Elote:** Elote is a popular Mexican street food made with corn on the cob, butter, salt, chili powder, lime, butter, cheese, mayonnaise and sour cream are added in abundance.

- Where can elote be found?
- What are tostadas?
- What is the main ingredient of mole?

 Evaluate your progress so far according to your performance.

My progress so far

I can interpret written information about Mexican dishes.	Very well	Well	Not so well
I can describe some Mexican dishes.	Very well	Well	Not so well

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

In this section, students check their progress evaluating their strengths and weaknesses so far. You should explain to them that they will solve some tasks to show how much they have learned in this unit. You should read the instructions as a class and give them enough time to do the activities on their own. It is advisable that you monitor them and provide assistance if needed, and eventually, you can check their answers as a class.



- 1 Listen and read the descriptions of some Mexican dishes. Then answer the questions below.

In order to do this activity, you should play the recording a couple of times as students follow the reading of the text. Then encourage them to read it one more time and on their own. You should remind them to look up the highlighted words in the Glossary. They may then check the answers to the questions with their partners.

**Answers:**

- Elote can be found at any corner of Mexico.
- Tostadas are tortillas fried in boiling oil until they become crunchy and golden.
- The main ingredient of mole is chocolate.

**TRANSCRIPT**

Elote is possible to be found at any corner of Mexico. It is boiled corn put in a stick as an ice cream. Salt, chili powder, lime, butter, cheese mayonnaise and sour cream are added in abundance.

Tostadas are tortillas fried in boiling oil until they become crunchy and golden. Some toppings include beans, cheese, cooked meat, seafood and ceviche.

Mole is a popular Mexican sauce made with chili, tortillas, tomato, onions and chocolate, its main ingredient. Everything is fried and then mixed in a blender.

- 2 Evaluate your progress so far according to your performance.

Students are supposed to evaluate their progress by selecting one of the three options in the chart. You could tell them that there is still some time to catch up and achieve the goals at the end of the unit.

**Answers:**

Students' self-evaluation.

6. In pairs, read the infographic closely and circle the correct alternative. Then listen to check your answers.

**What does Mexican taste like?**

- Quinditas are flat circles of cooked corn leaves / masa dough, called tortillas, warmed to soften them enough to be folded in half and then filled. They are typically filled with Oaxaca cheese / meat, and served with green or white / red salsa, a chopped onion, guacamole and sour cream.
- Nachos and guacamole is a very popular starter in Mexico and worldwide. Nachos are tortilla chips / flat circles (corn dough) and guacamole is the sauce made of green pepper / avocado, chopped tomatoes / potatoes and onions, as well as some chili and coriander.
- Fajitas are any grilled pieces of bread / meat that is served as a taco on a flour or corn tortilla / coil. Popular meats today also include chicken, pork, shrimp, lamb, salmon, other types of fish and other cuts of beef, as well as vegetables / fruit, instead of meat.
- Chimichanga is typically prepared by filling a flour tortilla with a wide range of ingredients, most commonly rice, cheese, eggs / beans, dried meat, minced meat, or shredded chicken, and by folding it into a rectangular / triangular package. It is then deep-fried and can be accompanied by onions / salsa, guacamole / rice, sour cream or cheese.

Glossary page 126

7. In your group, ask three questions about the information in activity 6. Write them on a separate sheet of paper and then exchange them with another group.

6. In pairs, read the infographic closely and circle the correct alternative. Then listen to check your answers.

Before doing this activity, you should invite students to say which of the four is their favorite Mexican dish. After that, encourage them to read the texts and make predictions on what the correct alternatives would be. Make sure they discuss and complete the infographic with their partners. Remind students to look up the highlighted words in the Glossary. You should then play the recording twice: the first time, for students to check their answers; the second time, for them to pay attention to pronunciation and intonation. In the end, you may call volunteers to read the texts aloud for the rest of the class. You might even write the answers on the board, since students might have spelling problems.

**Answers:**


(See the transcript below)

## TRANSCRIPT

Quesadillas are flat circles of cooked corn **masa** dough called **tortillas**, warmed to soften them enough to be folded in half, and then filled. They are typically filled with Oaxaca **cheese**, and served with green or **red salsa**, a chopped onion, **guacamole**, and sour cream.

Nachos and **guacamole** is a very popular starter in Mexico and worldwide. Nachos are tortilla **chips** (corn dough) and **guacamole** is the sauce made of **avocado**, chopped **tomatoes** and **onions**, as well as some chili and coriander.


Fajitas are any grilled pieces of **meat** that is served as a taco on a flour or corn **tortilla**. Popular meats today also include chicken, pork, shrimp, lamb, salmon, other types of fish, and other cuts of beef, as well as **vegetables** instead of meat. Chimichanga is typically prepared by filling a flour tortilla with a wide range of ingredients, most commonly rice, cheese, **beans**, dried meat, marinated meat, or shredded chicken, and by folding it into a **rectangular** package. It is then deep-fried and can be accompanied by **salsa**, **guacamole**, sour cream or cheese.

7.  In your group, ask three questions about the information in activity 6. Write them on a separate sheet of paper and then exchange them with another group.

To introduce this activity, you should review asking questions by going back to the explanation of the social practice of the language or to the Subproduct 1. Then explain to students they will have to ask questions about the dishes in activity 6. You may want them to write the questions in their notebooks first and then on separate sheets of paper. While they are working, you can go around the classroom monitoring and helping students if necessary. Once they finish, you may want them to exchange those questions with the group next to them. You might organize a whole class activity.

### Answers:


Students' own ideas.

8.  In pairs, look at the pictures and write descriptions for each of them to create an infographic. Use the example as a model.



Los nachos son una comida mexicana que se prepara con tortillas de maíz fritas y se cubren con queso, salsa y guacamole.




9.  Read the descriptions in activity 8 and choose two. Talk about the similarities and differences between them with your partner.

I can interpret written information in illustrated texts.

I can write statements for an infographic.

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

8.  In pairs, look at the pictures and write descriptions for each of them to create an infographic. Use the example as a model.

You can mention one of the Mexican dishes students have been working with in this unit and prompt them to brainstorm ideas about it. As they speak, you should write their ideas on the board in the form of a descriptive paragraph. You should then explain to students that they will do the same with the four pictures. Read the example and remind them to use it as a model. Give them enough time to do this activity and go around the classroom monitoring their work and helping if necessary. In the end, call volunteers to share their descriptions with the rest of the class.

### Possible answers:

Guacamole is the sauce made of avocado, chopped tomatoes and onions. Some chili and coriander can be added. Fajitas are grilled pieces of meat served as a taco on a flour or corn tortilla. Elote is boiled corn put in a stick. It is covered with salt, chili powder, lime, butter, cheese, mayonnaise and sour cream. Tortillas are flat slices of bread made with corn or wheat flour, water, and salt.

9. Read the descriptions in activity 8 and choose two. Talk about the similarities and differences between them with your partner.

Before doing this activity, you could ask students to draw a comparative table in their notebooks. It should have two columns and two rows, the columns for the name of each dish and the rows for the similarities and the differences. Give students some time to discuss with their partners and to write down ideas in the table. You may then call volunteers to share their answers with the rest of the class or you may organize a whole class discussion.

**Answers:**

Students' own ideas.

**Self-assessment**

You should invite students to evaluate themselves by selecting one of the options in the chart. In case students circle the *Not so well* option, you can go back to the first activities of the unit as a class so as to help them review how to interpret written information from a picture and write descriptions.

**FLASHCARDS**

In order to foster the social practice of the language, you should show students the flashcards of Unit 9 and encourage them to finish the descriptions of the Mexican dishes provided with their own ideas.

Towards the product An infographic about Mexican food

**SUBPRODUCT 2: Comparative chart of descriptions.**  
In small groups, think about four Mexican dishes and research on them. Use the questions on page 107, Subproduct 1, to find information about them. Then use that information to complete the chart below.

What is the name of the dish?	Where is it from?	What are its main ingredients?	How is it made?
<p>COOPERATE</p> <p>I can describe popular Mexican dishes. <i>very well</i> <i>well</i> <i>not so well</i></p> <p>I can cooperate with my team-mates. <i>very well</i> <i>well</i> <i>not so well</i></p> <p>If your answers are <i>Not so well</i>, ask your teacher for help.</p>			

- Open your Reader and go over the text on pages 121-127. In pairs, analyze and compare two dishes using information questions. Write the questions in the space provided. Then exchange the questions with another pair.

Towards the product

An infographic about Mexican food

**SUBPRODUCT 2: Comparative chart of descriptions.**

To work on this second Subproduct students should team-up in groups of around five members. You should read the instruction and example provided as a class to check students' comprehension of the task they are supposed to do. It is advisable that you encourage them to review all the dishes seen so far and to think of new ones. You should go around the classroom monitoring their work. Once they finish, remind students to evaluate themselves by choosing one of the alternatives in the chart. In case they circle the *Not so well* option, you may assist them individually or as a class and provide them with the help required.

10. Open your Reader and go over the text on pages 121 – 127. In pairs, analyze and compare two dishes using information questions. Write the questions in the space provided. Then exchange the questions with another pair.

After reading the text, invite students to discuss the type of questions they would like to include. Make sure they do this activity on their own and then share their work with the rest of the class. Once they finish, you should invite everybody to share their ideas with the rest of the class in order to make comparisons among the different dishes.

**Answers:**

Students' own ideas.

**Page 112**



**FINAL DESTINATION**

**Product: An infographic about Mexican food**

**Product**  
An infographic about Mexican food

**1** Work in groups (minimum 3 students).

**2** Go back to page 111, Subproduct 2, and read the information of the Mexican dishes in the chart.

**3** Write brief descriptions on separate sheets of paper. Add comparisons between the dishes you selected.

**4** Make a drawing of each of the dishes.

**5** Design your Infographic on cardboard paper and create a title for it.

**6** Paste the four descriptions and their corresponding drawings.

**7** Distribute the reading of the descriptions among the members of your group.

**8** Show the infographic as each member reads the description of the corresponding Mexican dish.

**MATERIALS**

- One of cardboard paper
- Sheets of white paper
- Markers, colored pencils

**PROFICIENCY GOALS**

I can cooperate with my team-mates.	Yes	Well	Not so well
I can write complete descriptions of four popular Mexican dishes.	Yes	Well	Not so well
I can make drawings to illustrate the descriptions.	Yes	Well	Not so well
I can compare the information in an infographic.	Yes	Well	Not so well

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

This section is meant to consolidate the social practice of the language of this unit and apply the structures and vocabulary learned throughout. Make sure students know in advance the materials they are supposed to bring to work on the corresponding product (colored cardboard paper, sheets of white paper, and markers or colored pencils). It is advisable that you read all the steps in detail and provide any explanation needed to carry out the product properly. Once all groups are ready to work on their own, go around the classroom providing assistance and monitoring their work. You should give them enough time to produce it and then present it to the rest of the class.

- 1 Work in groups (minimum 3 students).**

You should make sure students form groups with a minimum of three members. It is a good idea to keep groups with odd numbers so that they can make decisions faster.

- 2 Go back to page 111, Subproduct 2, and read the information of the Mexican dishes in the chart.**

Go around the classroom monitoring students' work and helping them if necessary.

- 3 Write brief descriptions on separate sheets of paper. Add comparisons between the dishes you selected.**

Be ready to provide any assistance when students write the comparisons so as to minimize the fact of making mistakes.

- 4 Make a drawing of each of the dishes.**

Students may now work in pairs to draw the pictures. You can suggest that one of them draws and other colors the picture.

- 5 Design your infographic on cardboard paper and create a title for it.**

You may go around the classroom helping students with design of their infographics.

- 6 Paste the four descriptions and their corresponding drawings.**

Make sure students have complete infographics with the description of each dish and the corresponding drawings pasted.

**FINAL CHECK**

**7 Distribute the reading of the descriptions among the members of your group.**

You should remind students that they all have to participate equally and should be careful enough to distribute the reading task in a balanced way.

**8 Show the infographic as each member reads the description of the corresponding Mexican dish.**

You should call volunteers to start showing their infographics to the rest of the class. Make sure there is a warm round of applause after each group's presentation.

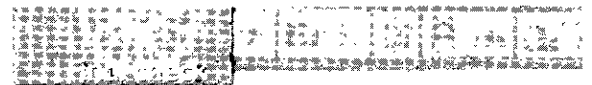
**Reflect on your product**

You should ask students to reflect on their work throughout this section. Get them to read the statements in the chart at the end of the page and circle the best option that represents their performance. You may want students to read the statements on their own and then evaluate themselves.

**Evaluation Instrument**

**Checklist**

You should make a copy of the *Checklist* on page 170 per student. Complete it according to their performance in the unit and consider it as evidence of their progress.



**1** In pairs, read all the infographics of this unit again. Analyze them carefully and then answer the questions below.

How is the written information presented in each infographic?

How do the illustrations contribute to the written information?

Which infographic could be improved?

**2** With your partner, create a new version of the infographic that should be improved.



Evaluate your achievement according to your performance. Circle the corresponding alternative.

I can interpret and compare information given in the picture of the dish.  Very well  Well  Not well

I can analyze infographics and improve them.  Very well  Well  Not well

I can respect my partner's ideas and opinions.  Very well  Well  Not well

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

In this final section, students tackle two tasks related to the social practice of the language and evaluate their performance at the end of the process. Therefore, you should read the instructions and give them enough time to do the activities. It is advisable that you just monitor students' work and provide little assistance; you should eventually check their answers as a class. In the last activity, students are supposed to circle the option that best represents their own performance at this stage of the unit. In case they have doubts, you may revise the specific contents studied so far.

**Answers:**

1. Students' own ideas and opinions.
2. Students' own infographics.
3. Students' self-evaluation.

**BEFORE READING**

You can begin this class by organizing an election and asking student to vote for the most popular Mexican dishes. You should encourage them to brainstorm ideas while you write them on the board and then invite them to vote for the most popular ones. You may then want to write a list with that information and leave it on the board for later use. Eventually, you can anticipate that they are going to read a text about Mexican dishes and try to compare them afterwards. Remind students that they should look up all the highlighted words in the Glossary that is at the end of the unit. It is important that you devote enough time to this stage as students explore the texts and make connections and predictions.

1. **Which is your favorite Mexican dish? Why? Share your ideas with your team-mates.**

You should encourage students to work in pairs and explain to them that they will have to discuss what their favorite Mexican dish is. Remind they should give reasons for this and compare their answers in terms of similarities and differences with their team-mates.

**Answers:**

Students' own ideas and comparisons.

2. **Write a list of the Mexican dishes you know. Compare with your partner.**

Make sure students review the Mexican dishes they have been working with in this unit and add new ones. Remind them to complete the list of dishes on their own first and then share it with their partners. You could even ask them to tick the dishes they have in common.

**Answers:**

Students' own ideas.

3. **Compare the dishes in activity 2. What similar or different ingredients do they have?**

You should ask students to remember the different recipes and ingredients of those Mexican dishes. They are supposed to look at the list of dishes, review the ingredients and identify the ones they have in common. You can also encourage them to discuss what ingredient is quite popular among Mexican dishes. Then students will have to do the same to point out the ingredients which are different.

**Answers:**

Students' own ideas.

**WHILE READING**

You should invite students to start reading the text in silence while they listen to the recording. Explain that they are supposed to do some activities while they are reading, and you may check their answers as a class at the very end of the text. After reading the text for the first time and in silence, you could invite some volunteers to read it aloud for the whole class and you may choose different students to read the different dishes.

4. **Close your book and describe Chilaquiles to your partner.**

At this stage, you should encourage students to have their booklets closed and then work with their partners sitting next to them.

**Answers:**

Students' own descriptions.

5. **What ingredients do Tostadas and Chilaquiles have in common? Work with your partner and write them down.**

Make sure students continue working with the same partner.

**Answers:**

Both are made with tortillas and can have beans (frijoles) as a topping.

6. **What different ingredients do Enchiladas have from Tostadas and Chilaquiles? In pairs, write them down.**

You can ask students to switch and work with their partners sitting behind them.

**Answers:**

Enchiladas are wrapped with different ingredients specially fish and they are also covered with a chili sauce.

7. **What ingredient does Guacamole contain that has not been mentioned before? Answer with your partner.**

Make sure students continue working with the same partner from the previous activity.

**Answers:**

It has avocado and lemon juice.

8. **What different ingredients does Chiles en Nogada have from the other dishes? Discuss with your partner.**


You may encourage students to switch and work with their partners sitting in front of them.

**Answers:**

It has a walnut-based sauce representing the white and some pomegranate seeds for the red color of the Mexican flag.

## AFTER READING


The aim of this stage is that students consolidate their knowledge of the text by working in groups. In this way, each of them will contribute to a synergy where stronger and weaker students belong to a work-mode in which every single person has something to give for accomplishing a bigger end product. It is important that you give them enough time to do these activities.

9.  **Read and tick (✓) the correct description of some dishes.**

Make sure students work in groups of 4 – 6 members. In order to use reading techniques, you might ask them to write the letter of the correct statement on the part of the text in which the information is. You should go around the classroom monitoring their work and helping them if necessary. You may check their answers as a class.

**Answers:**

(✓) b., d., e.


10.  **In groups, read the infographic about Elote (page 126) again. Then complete the new infographic about Elote with the statements in the box and your own ideas.**

In order for students to do this activity, it is a good idea to encourage them to talk about what they read about Elote. Then you may ask them to read the infographic on page 126. You may invite them to read the statements and look at the pictures to make the infographic. You should go around the classroom in monitoring their work and helping them if necessary. Finally, invite each group to talk about their work and prompt them to make comparisons with other groups.

**Possible answers:**

**Title:** The famous Mexican Elote.

**Statements:** Mexican people love Elotes with Chile powder. Lime can be added, too.

11.  **Now, make your own infographic about Chilaquiles. Remember to add a title, draw pictures and write statements for the pictures.**

You may ask students about their favorite Mexican dish. Invite a volunteer to make an infographic on the board about his/her favorite dish. Then you may ask students to do the activity and ask volunteers to share their infographic about Chilaquiles with their partners.

**Answers:**

Students' own infographics.

## TRANSCRIPT

### *Mexican Dishes*

#### **Chilaquiles**

Chilaquiles is a popular breakfast dish in Mexico. It contains fried corn tortillas cut into quarters and topped with green or red sauce, which is normally spicy, like most of Mexican food. The most common toppings are scrambled or fried eggs, cheese, and chicken. They are also served with a dose of frijoles.

#### **Tostadas**

Tostadas are a simple but delicious dish of fried corn tortillas. They can be served alone or piled with different kinds of ingredients. The most popular toppings include frijoles, cheese, cooked meat, seafood, and ceviche.

#### **Enchiladas**

They date back to Mayan times when people in the Valley of Mexico would eat corn tortillas wrapping around small fish. Today, corn and flour tortillas are both used for making enchiladas and are normally filled with meat, cheese, seafood, beans, vegetables, and are covered with chili sauce.

#### **Guacamole**

This traditional sauce dates back to the time of the Aztecs and is made from mashed-up avocados, onions, tomatoes, a garlic clove, lemon juice, and chili peppers. Guacamole is the perfect sauce to eat tortilla and is very popular all over the world.

#### **Tamales**

Tamales were first made by the Aztec, Mayan, and Inca tribes because they needed to have some food on the go to take into battle. Tamales are types of pockets made with corn leaves. They can be stuffed with a sweet or sour filling. These fillings can vary from meat and cheese to fruit and vegetables.

#### **Elote**

In every city street corner of Mexico, it is possible to find elotes, the name for corn on the cob. This corn is traditionally boiled and served in a stick. It is common to see people eating this corn as an ice cream. Salt, chili powder, lime, butter, cheese mayonnaise, and sour cream can be added in abundance.

#### **Chiles en Nogada**

It is the most patriotic dish because it contains the three colors of the Mexican flag. This beautiful dish is made of a filling with meat and chili. It is covered with a walnut-based sauce representing the white, some pomegranate seeds for the red color, and green spices representing the green color.



120692

# UNIT 10

**Social practice of the language:**  
 Comment on and compare advertising messages.

120692

## Let's compare ads!

<b>Environment</b>	Family and Community.
<b>Communicative activity</b>	Exchanges associated with the media.
<b>Social practices of the language</b>	Comments on and compares advertising messages.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Explore classified advertisements for children's products.</li> <li>• Understand classified advertisements.</li> <li>• Write information.</li> </ul>
<b>Methodological Suggestions</b>	<p>- Provide your students with sufficient and a variety of advertisements. Give them enough time for them to observe, compare and explore the materials; guide them to make use of their knowledge with the purpose of:</p> <ul style="list-style-type: none"> <li>• contrasting the function, purpose and addressee of the advertisements;</li> <li>• comparing similarities and differences in the distribution and use of textual and graphic elements;</li> <li>• classifying advertised products based on categories (for example: office supplies, toys, household items, etc.);</li> <li>• recognizing the use and proportion of fonts and punctuation;</li> <li>• interpreting abbreviations and signs that indicate price;</li> <li>• assessing the effect of advertisements in the audience;</li> <li>• reflecting on the differences among advertisements and other ways of broadcasting information about products of one's own culture.</li> </ul> <p>- Show how to predict the content of advertisements; take into account that this strategy activates prior knowledge about the topic, so it will help students start combining what they know with the new material. In this way, they will be able to:</p> <ul style="list-style-type: none"> <li>• apply strategies to reinforce comprehension (for example: predict, reread, look for cognates, etc.);</li> <li>• contrast ways of summarizing information;</li> <li>• ask questions to obtain information using advertisements;</li> <li>• make connections between sounds and a graphic solution (for example: ea/ie, ay/a, etc.);</li> <li>• check the reliability of advertisements using close-ended questions and answers.</li> </ul> <p>- Encourage and prompt students to face new challenges; offer models of what they can do and what they know to do, and what they need to solve new challenges successfully. In this way, students will be able to:</p> <ul style="list-style-type: none"> <li>• select products and relevant characteristics for advertisements;</li> <li>• unscramble classified advertisements;</li> <li>• complete advertisements to make up their content;</li> <li>• choose graphic information to create an advertisement;</li> <li>• check the correct use of vowels, groups of initial consonants, capital and lower-case letters, and punctuation marks.</li> </ul>
<b>Product</b>	Classified advertisements.
<b>Reader</b>	<i>Ads for Kids.</i>
<b>Evaluation Instrument</b>	Appreciation scale.
<b>Allotted time</b>	Approximately 12 lessons, 50 minutes each.

**Materials**





• Environment: Family and Community  
 • Communicative activity: Exchanges associated with the media

• Explore classified advertisements for children's products. • Classified advertisements  
 • Understand classified advertisements. • Ads for kids  
 • Write information.

in this section?, What information is there in each box (classified ad)?, Where else could we find this information? (magazines, brochures, Internet websites, mobile apps).

Afterwards, you should ask the class to open their books and have a close look at the picture of the front page of this unit. You may give them some minutes to watch the picture in detail and only then, you may ask them a few questions related. You may say: *What are the children holding?, What are they advertising?, Which one do you like the most?, Why?,* etc. Allow students to express their ideas freely, but encourage the use of English as much as possible. The aim of this activity is that children know what they are going to learn and practice in this tenth unit.

**GETTING READY: Identifying products for children**

This stage is for you to elicit the children's interests and knowledge of the world. You can use the pictures herein to retrieve previous knowledge and common gifts given in the family environment.

This tenth unit aims at helping students comment on and compare advertising messages. Students will explore classified advertisements for children's products, will understand those ads, and will write information for advertising messages. In this unit, students will discover how different items are offered in the market through newspapers, magazines, etc. Students will also learn how to describe an item for sale in a brief and effective way.

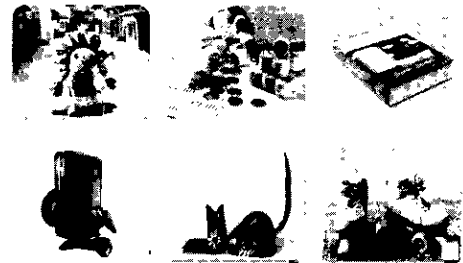
Through the unit, students are going to work on a product where they will create classified advertisements, which will help them round off the contents of this unit. Along with this, students are going to read the text *Ads for Kids* in their Reader, which will in turn reinforce the social practice of the language developed in this unit.

**Lead-in**

Classified ads are not a genre students may be familiarized with at their age. However, the issue of selling and buying is present in everyday life. Therefore, to begin this unit, you can bring realia to the classroom to show students how people advertise their items in newspapers, magazines, brochures and on the Internet in order to engage your students. You may ask them questions such as *What information can people find in a newspaper?, Why do we have so many short texts*

**GETTING READY: Identifying products for children**

1. Look at the pictures of some products. Tick (✓) your favorite ones and tell your partner about them.



2. Listen to the description of the products and number them in order. Then match them to the words in the boxes.

- roller-skates
- book
- video game
- rag doll
- video-game
- elephant

Word boxes containing: old, attractive, cheap, and a partially visible 't'.

3. What product in activity 1 would you buy? Why? Discuss it with your team-mates.

1. Look at the pictures of some products. Tick (✓) your favorite ones and tell your partner about them.

Before students do this activity, you can ask about their favorite toys, what they are like and where they usually buy them. You could then write their ideas on the board. Only then, they are ready to work on this activity with their partners. As this is a well-known topic for students, you should ask them to share their ideas and opinions with the rest of the class.

**Answers:**

Students' own preferences.

2. Listen to the description of the products and number them in order. Then match them to the words in the boxes.

Before doing this listening task, tell students they will be describing those toys or children's products in the previous activity. To accomplish this, you can ask a volunteer to read the products and the adjectives in the boxes aloud. Then play the recording twice: the first time, for students to number the items in order; the second time, for them to match them to the corresponding adjective describing it.

**Answers:**

- 6 roller-skates – expensive
- 3 book – cheap
- 4 videogame – modern
- 1 rag doll – attractive
- 2 lotto-game – old
- 5 alebrije – colorful

**TRANSCRIPT**

- A rag doll is a cloth figure. Lupita is a famous Mexican rag doll wearing a very attractive dress.
- The lotto-game is an old and traditional board-game. Mexican families still play it in gatherings.
- That book contains Mexican legends for children. It's quite cheap.
- My video game console is really modern.
- An alebrije is a colorful Mexican creature. It's usually made of cardboard, paper and wire.
- I need to buy a pair of roller-skates, but they are very expensive.

3. What product in activity 1 would you buy? Why? Discuss it with your team-mates.

Encourage students to get together in groups of 4 – 6 members and discuss the question. After some minutes, you may want them to share their ideas with the rest of the class. Make sure shier students participate.

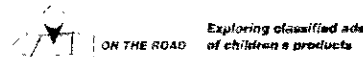
**Answers:**

Students' own ideas.



**ON THE ROAD: Exploring classified ads for children's products**

Page 116



Exploring classified ads of children's products

- Have a look at the classified ads in activity 2. In pairs, anticipate what they are about.

- Listen and read the classified ads. Check your prediction in activity 1.

Glossary page 126

**Boardinglife**

US\$ 90

Call 001-907-957 or visit [www.boardinglife.com](http://www.boardinglife.com)

**Artwords**

A large selection of the best new fiction and non-fiction children's books and magazines. Starting price US\$ 2 each

Story books, picture books, comics, novels, poetry, classics and e-books, and more!

24 hours

Order now at 001-866-667 or email us at [StarForce@starforce.com](mailto:StarForce@starforce.com)

**Shopping Paradise Pets**

Many special offers on the day and products to bring about smiles!

For All Your Pets' Needs!

**Urgent!**

Incredible price!

Includes Zelda, Pokemon, Super Mario, San Diego, Titans and World Warcraft plus many others!

**10th Anniversary SALE**

The official shop!

**Mamma mia!**

Most popular pizzas and pastas in town!

Try our delicious wing pizza with fresh tomatoes and beef!

Open 7 days a week!

1. Have a look at the classified ads in activity 2. In pairs, anticipate what they are about.

You should invite students to have a look at the classified advertisements and make predictions about their topics. Give them a few minutes to discuss in pairs, and then call volunteers to share their predictions with the rest of the class.

**Answers:**

Students' own ideas.

2. Listen and read the classified ads. Check your prediction in activity 1.

Before doing this activity, you could ask students to share their experiences with classified ads if any. Then you should explain that they will listen to some classifieds in a magazine as they read them in silence. You should play the recording twice: the first time, for students to check their predictions; the second time, for them to get the gist of each ad. Remind them to look up the highlighted words in the Glossary once they finish listening. As an

extra activity, you can ask them to choose their favorite ad and provide an improved version of it. In due time, you should invite them to display it in a visible place of the classroom.

**TRANSCRIPT**

**1. Boardinglife**

US\$ 90  
 Large wheels for extra balance and speed.  
 Special discount of 5% if you buy online.  
 Call 800-987-987 or visit [www.boardinglife.com](http://www.boardinglife.com)

**2. Artwords**

A large selection of the best new fiction and non-fiction children's books and magazines – starting price US\$ 2 each.  
 Story books, picture books, comics, novels, poetry, audio and e-books, and more!  
 Buy 2 get 1 free.  
 Free delivery within 24 hours.  
 Order now at 800 – 665567 or email us at [Stafford@studio.com](mailto:Stafford@studio.com)

**3. Paradise Pets**

4499 West Avenue, Trenton, Illinois  
 Tel: 01363 773247  
 Come and join us for our birthday! On 21st June!  
 Many special offers on the day and vouchers from other shops!  
 Cuter pets than ever before!  
 Professional grooming service.  
 For all your pets' needs!  
 Open 9am - 5.30pm Monday to Friday, 9am - 5pm on Saturdays.  
 Free local home delivery service.

**4. Urgent!**

A set of thirty-six video games on sale due to travel.  
 Incredible price for the whole set.  
 Includes Zelda, Pokemon, Super Mario, Sim City, Tetris and World Warcraft plus many others.  
 Phone Brian at 760 – 987 – 5645 after 8 p.m. from Monday to Friday only.

**5. 10<sup>th</sup> Anniversary Sale**

Paddington Bear Store  
 October 20, 21, 22 – 25% off everything.  
 The official shop!  
 Biggest choice of bears, gifts and clothes.  
 1368, 5th Avenue, St. Paul, Minnesota.

**6. Mamma Mia**

Most popular pizzas and pasta in town!  
 Try our chicken wing pizza with fresh tomato and basil!  
 Open 7 days a week.  
 Two locations to serve you better:  
 Elton Avenue - phone 570-956-1720 and Clarks Street - phone 570-586-7400  
 Free delivery within minutes, US\$10 order.

**1. In pairs, circle the correct alternative.**

The classified ads are about  
 Hotels for rent      Sale of products      Jobs

Their purpose is to  
 Promote products      Show job offers      Offer houses

They are directed to  
 People looking for jobs      Elderly people      Children

**2. Read the ads again and classify them. Write the number of the ad in the corresponding box.**

Books 

Toys 

Rollerblades 

**3. Go over the classified ads and do the following activities:**

- Circle proper and abbreviations.
- Underline telephone numbers.
- Copy the words that are similar in your mother tongue.

**4. In groups, compare the ads and comment on their similarities and differences. Use the questions as a guide.**

- Which ad is the most attractive? Why?
- Why do they show different colors and sizes of letters?
- Why do some sentences finish with an exclamation (!) mark?
- How are the graphic and textual elements organized?
- What classified ads have you seen in Mexican magazines?

**3. In pairs, circle the correct alternative.**

Encourage students to read classified ads again in order to do this activity. You should ask volunteers to read the questions and elicit their answers based on what they remember. You may want to check their answers as a class.

**Answers:**

- First question: **b.**
- Second question: **a.**
- Third question: **c.**

**4. Read the ads again and classify them. Write the number of the ad in the corresponding box.**

In order to do this activity, you might ask students to read the classified ads one more time and continue working with their partners.

**Answers:**


- Books: 2 Italian food: 6 Service: 3 Toys: 5
- Rollerblades: 1 Video games: 4.

**5. Go over the classified ads and do the following activities:**

Now, students are supposed to scan and analyze the advertisements in detail. Therefore, give them plenty of time to go over the texts and do each of the activities.

**Answers:**

- a. Prices and abbreviations: US\$90; US\$2; US\$10; Tel.; Mon.; Fri.; Sat.; St.; min.
- b. Telephone numbers: 800-987-987, 800-665567, 01363 773247, 760-987-5645, 570-956-1720, 570-586-7400.
- c. Students' own ideas.

6.  In groups, compare the ads and comment on their similarities and differences. Use the questions as a guide. Encourage students to get together in groups of 4 – 6 members to discuss about the classified ads read before. You may want to read the questions as a class and explain any doubts if necessary. Give students plenty of time to compare the ads and talk about it. You may then call volunteers to share their conclusions with the rest of the class.

**Answers:**

Students' own ideas.

**To COMMENT ON AND COMPARE ADVERTISING MESSAGES, remember to...**

You should read the information about this social practice of the language as a class. You should also remind students that in this unit the main objective is to comment on and compare advertising messages. In order to do that, it is advisable that you encourage guided discovery of form in the examples of comparisons displayed at this stage. You may want to be prepared to facilitate more examples of adjectives in their comparative and superlative form. You should go over the practice activity as a class and check their understanding of the topic. After that, you can write more examples of your own than the ones provided in the textbook to clear things up and provide further practice. It is advisable that you devote plenty of time to this section.

**Self-assessment**

You should invite students to evaluate themselves by selecting one of the options in the chart. In case students circle the *Not so well* option, you can go back to activity 2 one more time as a class so as to help them see whether they are able to apply reading strategies.



**To COMMENT ON AND COMPARE ADVERTISING MESSAGES, remember to...**

- Describe the products with words such as the ones in bold:
  - Large** wheels for extra balance and speed.
  - Special** discount.
  - Free** delivery.
  - Professional** grooming service.
  - Incredible** price for the whole set.
  - Try our chicken wing pizza with **fresh** tomato and basil.
- Compare the products with expressions such as:
  - Bike wheels are **larger than** rollerblades wheels.
  - My puppy dog is **cuter and more intelligent than** yours.
  - Mamma Mia sells **the most popular** pizza in town.
  - The tomato on my plate is **the freshest**.
  - The best** selection of children's books is sold in Artwords.

Now, fill in the blanks with the correct form of comparison. Use the words between parentheses.

- a. My bike is \_\_\_\_\_ (fast) my sister's bike.
- b. Those rag dolls are \_\_\_\_\_ (beautiful) the ones I have at home.
- c. That book of legends is \_\_\_\_\_ (interesting) I've ever read.
- d. These trainers are \_\_\_\_\_ (old) in the world.

**SELF-ASSESSMENT**

I can explore classified advertisements for children's products.	Very well	Well	Not so well
I can understand classified advertisements.	Very well	Well	Not so well
I can anticipate, reread, ask and answer questions, search for specific details so as to understand a text.	Very well	Well	Not so well

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

**Towards the product** **Classified advertisements**

**Subproduct 1: List of children's products.**

In small groups, read out loud advertisements for children's products in magazines or newspapers. Choose five different products and compare their advertisements. Use your findings to complete the table.

Product	Price	Quality	Quantity	Color	Material
1.					
2.					
3.					
4.					
5.					

I can identify products for children.  Yes  No

I can compare advertisements about children's products.  Yes  No

I can cooperate with my team-mates.  Yes  No

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

Open your Reader and go over the text on pages 135 - 139. In pairs, talk about the things you would like to buy from the advertisements. Use the example as a model.

1. I would like to buy a...
2. I would like to buy a...
3. I would like to buy a...
4. I would like to buy a...
5. I would like to buy a...

To get to know more about Mexican toys in English, click on:

7. Open your Reader and go over the text on pages 135 - 139. In pairs, talk about the things you would like to buy from the advertisements. Use the example as a model.

Remember that 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 should invite students to have a quick look at the different classified ads and comment on them with their partners. In order to do this, remind them to use the dialogue in the example as a model.

**Answers:**  
Students' own ideas.

<http://www.chapaia.com/chapala/magnificentmexico/toys/toys.html>

If possible, you should get students to visit this website. Here, they will find a complete text about typically Mexican toys in English to read and learn more about.

**Towards the product**



**Classified advertisements**

**SUBPRODUCT 1: List of children's products.**

Before students work on the first Subproduct, make sure they team-up in small groups (3 - 5 members). You should read the instruction and example as a class to check students' comprehension. It is advisable that you explain any doubts regarding the task students are supposed to carry out. You should devote enough time to this activity and go around the classroom checking their work. Once they finish, remind them to evaluate themselves by selecting one of the alternatives in the self-assessment chart. In case they circle the *Not so well* option, you may assist them individually or as a class and provide them with the help required.

**FLASHCARDS**

In order to foster the social practice of the language, you should show students the flashcards of Unit 10 and prompt them to describe and compare the different classified advertisements.

**CHECK YOUR PROGRESS**

Read different classified advertisements of Mexican toys.

Get a great deal on toys?  
**NOW! Buy lovely Maracas**



\$50 each  
2 x \$90  
Call: 457 203-4460

**Traditional toys Anniversary**  
20% off with this ad

**Baleros**



US\$100

Compare the products in the advertisements using the words in the box. Remember to write comparisons similar to the ones on page 118.

cheaper colorful large small

Evaluate your progress so far according to your performance.

Self-assessment

I can understand classified advertisements Very well Well Not so well  
I can compare products in classified advertisements Very well Well Not so well

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

In this section, students check their progress evaluating their strengths and weaknesses so far. You should explain to them that they will solve some tasks to show how much they have learned in this unit. You should read the instructions as a class and give them enough time to do the activities on their own. It is advisable that you monitor them and provide assistance if needed, and eventually, you can check their answers as a class.

**1 Read different classified advertisements of Mexican toys.**

In order to do this activity, tell students to carefully read the classified advertisements on their own. Prompt them to analyze each of the ads regarding text and graphics.

**2 Compare the products in the advertisements using the words in the box. Remember to write comparisons similar to the ones on page 118.**

Students are supposed to write comparisons about the products in the ads and the ads themselves with the words in the box. You may want to hand out dictionaries in order to improve their work.

**Possible answers:**

A Lupita doll is more expensive than a balero.  
Green and red maracas are cheaper than baleros.  
Baleros are smaller than Lupita dolls.

**3 Evaluate your progress so far according to your performance.**


Students are supposed to evaluate their progress by selecting one of the three options in the chart. You could tell them that there is still some time to catch up and achieve the goals at the end of the unit.

**Answers:**  
Students' self-evaluation.

**Page 121**


Read other classified advertisements with your partner. Analyze the main elements in them.

**Metallic blue bicycle**



US\$ 60  
With training wheels and removable basket

**Love soccer?**  
Buy this fabulous video-game console  
**for US\$ 150**



Send me an email at ccheckbeta@aol.com

In groups, comment on and compare the classified advertisements in activity 8. Write four comparisons similar to the ones on page 118.

**8. Read other classified advertisements with your partner. Analyze the main elements in them.**

Before doing this activity, you may want to have students pay attention to both advertisements and identify the different elements they usually have.

**9. In groups, comment on and compare the classified advertisements in activity 8. Write four comparisons similar to the ones on page 118.**

You should make sure students get in small groups 4 – 6 members to do this task. Remind

them to go back and go over the activities in which show comparisons. Give them enough time to work and discuss in their groups. In the end, you should call volunteers to share their ideas with the rest of the class while you write them on the board. Seize this opportunity to review the topic of comparative and superlative adjectives and provide more examples.

**Answers:**

Students' own ideas.

**Page 122**

10. In pairs, analyze the elements of an advertisement in activity 8. Then create one for the product below. Include characteristics, price, phone number or email address. Make it as attractive as possible.



11. In groups, comment on and compare your classified advertisements. Then choose the best one and compare it with another group.

**Self-assessment**

Self-assessment  
 I can write information for classified advertisements.    very well    Well    Not so well  
 I can compare classified advertisements.    very well    Well    Not so well  
 I can work in groups.    very well    Well    Not so well  
 If your answers are Not so well, ask your teacher for help.

10. In pairs, analyze the elements of an advertisement in activity 8. Then create one for the product below. Include characteristics, price, phone number or email address. Make it as attractive as possible.

This is a good opportunity to develop students' creativity and imagination. You should go around the classroom checking their work and helping them if necessary. You may want to hand out dictionaries in order to enhance their work.

**Answers:**

Students' own classified advertisement.

11. In groups, comment on and compare your classified advertisements. Then choose the best one and compare it with another group.

You should make sure students work in groups of around five members and give them enough time to compare and discuss about their ads. In the end, you could invite the whole class to show their ads in front of their classmates and vote for the most attractive.

**Answers:**

Students' own ideas.

**Self-assessment**

You should invite students to evaluate themselves by selecting one of the options in the chart. In case students circle the *Not so well* option, you can go back to the first activities of the unit as a class so as to help them review how to compare classified advertisements.

<http://www.chapala.com/chapala/magnificentmexico/toys/toys.html>

If possible, you should get students to visit this website. Here, they will find a complete text about typically Mexican toys in English to read and learn more about.

**Page 123**

**Towards the product    Classified advertisements**

SUBPRODUCT 2: List of statements for a classified advertisement.  
 In small groups, choose one product in your table on page 119, Subproduct 1. Write a list of statements for a classified advertisement in the space provided. Include information about the product and its price.

Product description

Self-assessment

I can write information about a children's product.    very well    Well    Not so well  
 I can cooperate with my team-mates.    very well    Well    Not so well  
 If your answers are Not so well, ask your teacher for help.

12. Open your Reader and go over the text on pages 135 - 139. In groups, compare the advertisements and answer the questions below.

Which advertisement is the most attractive? Why?

How are the graphic and textual elements organized?

What classified advertisements are similar to those in Mexican magazines?



**Classified advertisements**

**SUBPRODUCT 2: List of statements for a classified ad.**

To work on this second Subproduct, students should team-up in the same groups they worked with for Subproduct 1. You should read the instruction provided as a class to check students' comprehension of the task they are supposed to do. It is advisable that you encourage them to review all the ads seen so far in order to get some ideas on how to create new ones. You should go around the classroom monitoring their work. Once they finish, remind students to evaluate themselves by choosing one of the alternatives in the chart. In case they circle the *Not so well* option, you may assist them individually or as a class and provide them with the help required.

12. Open your Reader and go over the text on pages 135 – 139. In groups, compare the advertisements and answer the questions below.

Make sure students do this activity in groups of 4 – 6 members. Then you may want to call volunteers to share their answers with the rest of the class.

**Answers:**

Students' own ideas.

**Product: Classified advertisements**

**Product**

- 1 Work in small groups (maximum 6 students).
- 2 Go back to page 123, Subproduct 2, and read the list of statements.
- 3 On a separate sheet of paper, copy the statements and add others to create a classified advertisement. Then make a drawing of the product.
- 4 Go back to page 118, Subproduct 1, and use the information on the table to create classified advertisements for the rest of the products.
- 5 On separate sheets of paper, write the information and make drawings of each product.
- 6 Design your page of classifieds on the colored cardboard paper and paste the five advertisements.
- 7 Comment and compare your classified advertisements. Provide as many companions as possible.
- 8 Show your classified ads to the rest of the class. Tell some of the companions you practiced in your group.

**MATERIALS**

- 1 sheet of cardboard paper
- 5 sheets of white paper
- Markers or colored pencils
- Scissors
- Glue

I can cooperate with my team-mates.  Yes  No

I can respect others' ideas and opinions.  Yes  No

I can create classified advertisements.  Yes  No

I can comment on and compare the different classified advertisements.  Yes  No

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

This section is meant to consolidate the social practice of the language of this unit and apply the structures and vocabulary learned throughout. Make sure students know in advance the materials they are supposed to bring to work on the corresponding product (colored cardboard paper, sheets of white paper, and markers or colored pencils, scissors and glue). It is advisable that you read all the steps in detail and provide any explanation needed to carry out the product properly. Once all groups are ready to work on their own, go around the classroom providing assistance and monitoring their work. You should give them enough time to produce it and



then present it to the rest of the class.

**1 Work in small groups (maximum 6 students).**

You should make sure students form groups with a maximum of six members. It is a good idea to keep groups with odd numbers so that they can make decisions faster.

**2 Go back to page 123, Subproduct 2, and read the list of statements wrote.**

You may go around the classroom monitoring students' work and helping them if necessary.

**3 On a separate sheet of paper, copy the statements and add others to create a classified advertisement. Then make a drawing of the product.**

Be ready to provide any assistance when students create their first classified ad so as to minimize mistakes.

**4 Go back to page 119, Subproduct 1, and use the information on the table to create classified advertisements for the rest of the products.**

You can suggest the groups to divide this task and assign one classified ad per pair of students.

**5 On separate sheets of paper, write the information and make drawings of each product.**

Go around the classroom monitoring students' work and providing help if necessary.

**6 Design your page of classifieds on the colored cardboard paper and paste the five advertisements.**

Make sure students create a big poster or page with all their classified ads pasted on.

**7 Comment and compare your classified advertisements. Provide as many comparisons as possible.**

You should encourage students to practice making comparisons among their groups. It is a good idea to advise them to write those comparative sentences in their notebooks.

**8 Show your classified ads to the rest of the class. Tell some of the comparisons you practiced in your group.**

You should call volunteers to show their classified ads to the rest of the class. Prompt them to say some of the comparisons they created previously.

**Reflect on your product**

You should ask students to reflect on their work throughout this section. Get them to read the statements in the chart at the end of the page and circle the best option that represents their performance. You may want students to read the statements on their own and then evaluate themselves.

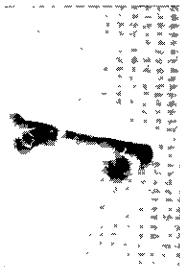
**Evaluation Instrument**

**Appreciation scale**

You should make a copy of the *Appreciation scale* on page 171 per student. Complete it according to their performance in the unit and consider it as evidence of their progress.

**FINAL CHECK**

**2.4** Create a classified advertisement for each of the products below. Include characteristics, price, phone number or email address, etc. Make it as attractive as possible.



**2.5** With your partner, compare your classified advertisements and talk about their similarities and differences.

Evaluate your achievement according to your performance. Circle the corresponding alternative.

Self-evaluation

I can create a classified ad for a specific product.    Very well    Well    Not well

I can comment on and compare two classified ads.    Very well    Well    Not well

I can use what I learned in this unit.    Very well    Well    Not well

I can share ideas with my partner.    Very well    Well    Not well

I can respect different ideas and opinions.    Very well    Well    Not well

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

In this final section, students tackle two tasks related to the social practice of the language and evaluate their performance at the end of the process. Therefore, you should read the instructions and give them enough time to do the activities. It is advisable that you just monitor students' work and provide little assistance; you should eventually check their answers as a class. In the last activity, students are supposed to circle the option that best represents their own performance at this stage of the unit. In case they have doubts, you may revise the specific contents studied so far.

**Answers:**

1. Students' own classified advertisements.
2. Students' own opinions and comparisons about their ads.
3. Students' self-evaluation.

**BEFORE READING**

You can begin this class by showing students flashcards of toys and services for children and asking them to think of interesting classifieds to advertise them. Allow students to express themselves freely and in their mother tongue if necessary, but encourage the use of English as much as possible. Then you can anticipate that they are going to read several classified ads published in a newspaper for students to try to compare them afterwards. Remind them that they should look up all the highlighted words in the Glossary that is at the end of the unit. It is important that you devote enough time to this stage as students explore the texts and make connections and predictions.

1. Look at the following advertisements and complete the missing information in the chart. Use the example as a model.

To do this activity, make sure students complete the ad of The Magic Corner. Then you may invite volunteers to write the missing information on the board.

**Answers:**

**Category:** Books  
**Addressee:** Children  
**Webpage:** [www.themagiccorner.com](http://www.themagiccorner.com)

**WHILE READING**

You should invite students to start reading the text in silence while they listen to the recording. Explain that they are supposed to answer some questions on their own while they are reading, and you may check their answers as a class at the very end of the text. After students read the text for the first time and in silence, you could invite some volunteers to read it aloud for the whole class and you may choose different students to read the different classified ads.

2. **What is for sale in this advertisement?**

You may allow students to work with their partners at this stage in order to write down their ideas.

**Answer:**

Building blocks are for sale.

3. **Which advertisement do you like the most? Why?**

Students do this activity on their own as they are supposed to talk about their preferences.

You may then organize a class discussion and ask them to share their ideas with the rest of the class.

**Answers:**

Students' own ideas and opinions.

**4. Which product or service would you like to buy? Why?**

Once again, students do this activity on their own. You may then invite them to share their ideas with the rest of the class.

**Answers:**

Students' own ideas and opinions.

**AFTER READING**

The aim of this stage is that students consolidate their knowledge of the text by working in pairs or groups. In this way, each of them will contribute to a synergy where stronger and weaker students belong to a work-mode in which every single person has something to give for accomplishing a bigger end product. It is important that you give them enough time to do these activities.

**5. Follow the examples in the chart to compare the five advertisements.**

You can ask students to work with different team-mates this time. Go around the classroom monitoring their work and providing assistance if necessary. You may then draw the chart on the board and fill it in in order for students to check their answers as a class.

**Answers:**

**Possible answers:**

Item	Description	Price	Your opinion
Ad 1	Play live with your band	\$23.50	(student's own opinions)
Ad 2	Discount price	US\$65	simple
Ad 3	Cooking set	US\$9.99	
Ad 4	<ul style="list-style-type: none"> <li>• Megaman Comic</li> <li>• 54 pages</li> <li>• 1 poster inside</li> </ul>	\$1.50	attractive
Ad 5	Party Costumes	US\$29.90	

**6. Compare the advertisements using the words in the box. Follow the example.**

Make sure students work in groups of 4 – 6 members commenting on and comparing the five ads. You should go around the classroom monitoring their work and helping them if necessary. As a closing activity, you may call volunteers to share the group's conclusions with the rest of the class.

**Answers:**

Students' own ideas and opinions.

**7. Look at the picture and create your own advertisement. Make it as attractive as possible. Then share it with the rest of the class.**

You may encourage students to look at the picture in this activity and then invite them to use their imagination to make a title for the ad. Then you may give them time to create the advertisement. Finally, call volunteers to share their advertisements with the rest of the class.

**Answers:**

Students' own classified advertisements.

**TRANSCRIPT**

*Ads for Kids*

- Advertisement 1.** Be a star!  
Play live with your band in The Music Factory!  
Guitar, bass guitar, drums and microphone.  
\$23.50 per hour  
For more information, visit:  
[www.themusicfactory.com](http://www.themusicfactory.com)  
Phone: 2336 2886-176  
Victoria Street 8873, California.
- Advertisement 2.** Block by block, build your dreams!  
US\$65 Only!  
Find them at [www.blockbyblock.com](http://www.blockbyblock.com)
- Advertisement 3.** Cook is fun!  
Cooking set for only US\$9.99  
Let's cook to grow healthy and strong!
- Advertisement 4.** Enjoy the worldwide favorite hero magazine!  
Megaman #24  
Extra bonus: 1 poster inside!  
High quality Comics! 54 pages.
- Advertisement 5.** Fun for fun.  
Party costumes for just US\$29.90.  
Occupations, animals, superheroes, cartoon characters.  
[www.f4f.com](http://www.f4f.com)

**Answers:**

Students' own ideas and opinions.



## Observation sheet

### UNIT 1

Student's name:  Date:

The student can...	Always	Often	Hardly ever	Comments
explore dialogues that express concerns.				
examine different ways to express concerns in dialogues.				
express concerns in short dialogues.				
reply to concerns in short dialogues.				
ask and answer questions about concerns.				
respect turns of participation.				
listen when others are speaking.				
work well in pairs or groups.				
show empathy and solidarity.				

PHOTOCOPIABLE

## Evaluation and peer-evaluation sheet

### UNIT 2

<b>Student's name:</b> _____	<b>Date:</b> _____
------------------------------	--------------------

**Evaluate student from 1 to 5:**

- 1 : never
- 2 : hardly ever
- 3 : sometimes
- 4 : usually
- 5 : always

EVALUATION CRITERIA	Teacher's evaluation	Peer's evaluation (Name: _____)
Explores imaginary stories using a photo.		
Suggests stories from a set of pictures.		
Tells stories from a set of pictures.		
Contributes with ideas.		
Listens carefully to others' ideas.		
Respects others' opinions.		
Takes active participation.		
Follows instructions.		
Helps when needed.		
Finishes his/her tasks on time.		
<b>Score</b> _____ / 50 points		_____ / 50 points

PHOTOCOPIABLE

# Appreciation scale

## UNIT 3

<b>Student's name:</b>		<b>Date:</b>	
------------------------	--	--------------	--

The student...	Very well	Well	Regular	Needs improvement
explores instructions connected to health care.				
understands instructions related to health care.				
gives proper instructions to have healthy habits.				
writes instructions connected to health care.				
cooperates with their team-mates.				
respects turns of participation.				















# Self-evaluation sheet

## UNIT 4

Student's name: \_\_\_\_\_

Date: \_\_\_\_\_

Color the face that best represents your performance.

My self-evaluation		
I read and understand letters with personal experiences.		
I identify the parts of a letter.		
I identify different types of letters.		
I write letters with personal experiences.		
I respect my classmates' ideas and opinions.		
I cooperate with my team-mates.		
I share and compare experiences and emotions with others.		

# Rubric

## UNIT 5

<b>Student's name:</b>		<b>Date:</b>	
------------------------	--	--------------	--

CRITERIA	Excellent (3)	Satisfactory (2)	In progress (1)	Score
Identifying jobs by listening to descriptions	Recognizes all the characteristics of a job mentioned.	Recognizes some characteristics of a job.	Recognizes only one characteristic of a job.	
Asking questions to identify jobs	Asks at least three questions to identify a job.	Asks one question to identify a job.	Is not able to ask questions to identify a job.	
Writing descriptions of jobs	Writes a complete description of a job including the most important aspects.	Writes a description with some mistakes or omissions.	Writes a poor description with plenty of mistakes.	
Playing guessing games	Actively interacts with classmates, providing complete descriptions, and asking and answering questions to guess.	Interacts with classmates, providing some descriptions, and asking and answering a few questions.	Poorly interacts with classmates, only answering questions to guess.	
Working in groups	Can easily work in groups.	Can work in groups with some difficulty.	Has great difficulty to work in groups.	
<b>Total score</b>				<u>        </u> / 15



# Self-evaluation sheet

## UNIT 6

Student's name:		Date:	
-----------------	--	-------	--

My self-evaluation	Yes	No
I identified several topics of interest.		
I defined aspects of a specific topic.		
I wrote questions about a specific topic.		
I chose the correct information to answer questions.		
I made a questionnaire.		
I cooperated with my team-mates.		
I respected my classmates' ideas and opinions.		
I actively participated in class.		
I asked my teacher and classmates for help.		

PHOTOCOPIABLE

# Rubric

## UNIT 7

<b>Student's name:</b> _____	<b>Date:</b> _____
------------------------------	--------------------

CRITERIA	Excellent (4)	Good (3)	Regular (2)	Insufficient (1)	Score
Identifying expressions to request help	Recognizes all the expressions to request help taught in the unit.	Recognizes some of the expressions to request help taught.	Recognizes only one of the expressions to request help taught.	Does not recognize any of the expressions to request help.	
Identifying expressions to offer help	Recognizes all the expressions to offer help taught in the unit.	Recognizes some of the expressions to offer help taught.	Recognizes only one of the expressions to offer help taught.	Does not recognize any of the expressions to offer help taught.	
Discrimination of the use of expressions to offer and request help	Is able to discriminate when to use both types of expressions with no difficulties.	Is able to discriminate when to use the expressions, but still needs support.	Is able to discriminate either expressions to request help or expressions to offer help.	Is not able to discriminate when to use expressions to request help or to offer help.	
Exchange of expressions to offer and request help in short dialogues	Interacts with classmates in short dialogues to request and offer help with fluency and accuracy.	Interacts with classmates in short dialogues, but has some difficulties in fluency or accuracy.	Interacts with classmates in short dialogues with great difficulties in fluency or accuracy.	Is not able to interact with classmates in short dialogues to request and offer help.	
Working in groups	Actively works in groups.	Works in groups with very little difficulty.	Works in groups with some difficulty.	Has great difficulty to work in groups.	
<b>Total score</b>					____ / 20

PHOTOCOPIABLE

# Self-evaluation and peer-evaluation sheet

## UNIT 8

<b>Student's name:</b> _____	<b>Date:</b> _____
------------------------------	--------------------

Evaluate your performance from 1 to 5:

- 1 : never
- 2 : hardly ever
- 3 : sometimes
- 4 : usually
- 5 : always

EVALUATION CRITERIA	Self-evaluation	Peer's evaluation (Name:.....)
Can read and understand children's legends.		
Can participate in the reading of legends from different cultures.		
Can identify similarities and differences among legends.		
Can compare the components of legends.		
Can listen carefully to others' ideas.		
Can respect others' opinions.		
Can take active participation.		
Can contribute with ideas.		
Can help when needed.		
Can finish the tasks on time.		
<b>Score</b>	_____ / 50 points	_____ / 50 points

PHOTOCOPIABLE

# Checklist

## UNIT 9

Student's name: \_\_\_\_\_

Date: \_\_\_\_\_

ASSESSED CONTENTS		YES	NO
1.	The student explored illustrated texts about ingredients of Mexican dishes.		
2.	The student interpreted written information in illustrated texts.		
3.	The student wrote statements that describe information for infographics.		
4.	The student identified similarities and differences in recipes of Mexican dishes.		
5.	The student made accurate comparisons		
6.	The student listened when others were speaking.		
7.	The student worked well in groups.		
8.	The student appreciated their own culture.		

# Appreciation scale

## UNIT 10

<b>Student's name:</b> _____	<b>Date:</b> _____
------------------------------	--------------------

The student ...	Very well	Well	Regular	Needs improvement
explores different classified advertisements of children's products.				
reads and understands classified advertisements.				
completes given classified ads.				
writes information to create classified ads.				
comments on different characteristics among classified ads.				
compares different classified ads using comparative and superlative sentences.				
respects turns of participation.				
cooperates with their team-mates.				
listens to others' opinions and preferences.				

PHOTOCOPIABLE

# CD TRACKLIST



- **Track 1** – Activity book – Unit 1 – Page 7 – Activity 2
- **Track 2** – Activity book – Unit 1 – Page 8 – Activity 2
- **Track 3** – Activity book – Unit 1 – Page 9 – Activity 4
- **Track 4** – Activity book – Unit 1 – Page 10 – Activity 7
- **Track 5** – Activity book – Unit 1 – Page 13 – Activity 10
- **Track 6** – Reader – Unit 1 – Page 6
- **Track 7** – Activity book – Unit 2 – Page 20 – Activity 2
- **Track 8** – Activity book – Unit 2 – Page 22 – Activity 5
- **Track 9** – Activity book – Unit 2 – Page 25 – Activity 8
- **Track 10** – Reader – Unit 2 – Page 20
- **Track 11** – Activity book – Unit 3 – Page 31 – Activity 2
- **Track 12** – Activity book – Unit 3 – Page 32 – Activity 1
- **Track 13** – Activity book – Unit 3 – Page 33 – Activity 3
- **Track 14** – Activity book – Unit 3 – Page 37 – Activity 8
- **Track 15** – Activity book – Unit 3 – Page 37 – Activity 9
- **Track 16** – Reader – Unit 3 – Page 34
- **Track 17** – Activity book – Unit 4 – Page 44 – Activity 1
- **Track 18** – Activity book – Unit 4 – Page 45 – Activity 4
- **Track 19** – Activity book – Unit 4 – Page 46 – Activity 7
- **Track 20** – Activity book – Unit 4 – Page 49 – Activity 9
- **Track 21** – Activity book – Unit 4 – Page 50 – Activity 11
- **Track 22** – Reader – Unit 4 – Page 48
- **Track 23** – Activity book – Unit 5 – Page 55 – Activity 1
- **Track 24** – Activity book – Unit 5 – Page 56 – Activity 2
- **Track 25** – Activity book – Unit 5 – Page 57 – Activity 4
- **Track 26** – Activity book – Unit 5 – Page 60 – Activity 1
- **Track 27** – Activity book – Unit 5 – Page 61 – Activity 8
- **Track 28** – Activity book – Unit 5 – Page 62 – Activity 11
- **Track 29** – Reader – Unit 5 – Page 60
- **Track 30** – Activity book – Unit 6 – Page 67 – Activity 1
- **Track 31** – Activity book – Unit 6 – Page 68 – Activity 2
- **Track 32** – Activity book – Unit 6 – Page 69 – Activity 5
- **Track 33** – Activity book – Unit 6 – Page 73 – Activity 9
- **Track 34** – Reader – Unit 6 – Page 74
- **Track 35** – Activity book – Unit 7 – Page 79 – Activity 2
- **Track 36** – Activity book – Unit 7 – Page 80 – Activity 1
- **Track 37** – Activity book – Unit 7 – Page 81 – Activity 4
- **Track 38** – Activity book – Unit 7 – Page 85 – Activity 8
- **Track 39** – Reader – Unit 7 – Page 84
- **Track 40** – Activity book – Unit 8 – Page 92 – Activity 2
- **Track 41** – Activity book – Unit 8 – Page 93 – Activity 3
- **Track 42** – Activity book – Unit 8 – Page 97 – Activity 7
- **Track 43** – Reader – Unit 8 – Page 102
- **Track 44** – Activity book – Unit 9 – Page 103 – Activity 1
- **Track 45** – Activity book – Unit 9 – Page 105 – Activity 3
- **Track 46** – Activity book – Unit 9 – Page 108 – Activity 1
- **Track 47** – Activity book – Unit 9 – Page 109 – Activity 6
- **Track 48** – Reader – Unit 9 – Page 118
- **Track 49** – Activity book – Unit 10 – Page 115 – Activity 2
- **Track 50** – Activity book – Unit 10 – Page 116 – Activity 2
- **Track 51** – Reader – Unit 10 – Page 132



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## Online references:

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%20YLS\\_FINAL\\_Med\\_res\\_online.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/D120%20Survey%20of%20Teachers%20to%20YLS_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>

This link will offer you age-appropriate news stories related to children's interests and activities:

- <http://www.timeforkids.com/>

These links will provide you with suggestions for helpful writing tools:

- <http://www.timeforkids.com/homework-helper/writerstoolbox>
- <http://www.timeforkids.com/homework-helper/aplus-papers>

These links will offer you children's short stories for all ages:

- <http://www.storylineonline.net/>
- <http://www.magickeys.com/books/>
- <https://www.storyjumper.com/book/search>



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- <https://www.cdc.gov/safecild/index.html>
- <http://learnenglishkids.britishcouncil.org/en/writing-practice/penpal-letter>

- <http://learnenglishkids.britishcouncil.org/en/writing-practice/postcard-london>
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- <https://learnenglishkids.britishcouncil.org/en/games/job-mixer>
- <https://megamexicocity.weebly.com/problems-and-solution.html>
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- <http://mexicounexplained.com/category/myths-and-legends/>
- <http://learnenglishkids.britishcouncil.org/en/short-stories/nessie-the-loch-ness-monster>
- <https://kidshealth.org/en/kids/recipes/#catgames>
- <http://www.chapala.com/chapala/magnificentmexico/toys/toys.html>

## **Online references that provide extra practice:**

- <https://www.timeforkids.com/g34/>
- <http://learnenglishkids.britishcouncil.org/en>
- <http://www.antimoon.com/how/pronunc-soundsipa.htm>
- <http://www.english-online.org.uk/games/gamezone2.htm>
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