

# Beats! 5<sup>Primary</sup>

Teacher's Edition



Ciclo 3

**Lengua extranjera. Inglés**

**Teacher's guide**

PRINCETOWN - CORREO DEL MAESTRO

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# Presentation

Dear teacher,

Welcome to Beats! 5 Teacher's Edition, especially designed to help you at setting learning environments in an easier way as well as to engage curiosity in 5th graders about what they can keep on doing and how they can improve their communicative skills in English. This Teacher's Edition also offers you different ideas, suggestions and strategies to encourage children to keep learning English for fun but for real life purposes. Therefore, we have also considered, child development to make the learning of English an enjoyable experience.

So, to reach the above we consider that guiding and providing students with opportunities to discover, think, do and create in English with your help and guidance, is one of the key elements for them to become proficient users of the target language as you both -teachers and students, achieve the goals you want to reach throughout the course. At this age, students have already developed some learning strategies that allow them to start analyzing how to build and apply a language as they start working of self-correction and peer-feedback. That is why Beats! 5, takes as the fundamental element in its learning-teaching process, the social practice of the language and sets it in three different learning environments: Familiar and Community, Academic and Educational and Literature where students will keep on getting in touch with English in a fun and very enjoyable way.

In Beats! 5, children will keep on discovering the power of a foreign language through simple contexts and working patterns which will engage them to start transforming what they already know into something new as they acquire, practice and use new concepts and language elements to grow in English. Also, you will find an integrated reading program which offers facts and stories correlated to specific units in the Activity book to engage children to reading for fun and interest at the time they improve understanding and increase vocabulary and language knowledge.

As a final note, by the end of the school year you would have succeeded as you see your students accomplish the following achievements:

1. Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
2. 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.
3. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
4. Can understand aspects of the target language and culture as he/she interacts in games and ludic activities.

We are sure you will find this book as your perfect partner; a useful and enjoyable tool to help you set a comfortable and enjoyable learning environment from the very beginning of the school year to the closing of the course as you and your students see how well you all have enjoyed working together and reached each one of the personal and learning goals you set as from the very start.

So, let's start and set the beats with your students and enjoy the rhythms throughout the school year!

Have a wonderful school year!  
The Author

Beats!

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## UNIT 1

| Getting together                                     | TE page | Social practice of the language           | Product                            | Achievements  |
|--|---------|---|------------------------------------|---|
| Learning Environment:<br><i>Family and Community</i> |         | Exchanges expressions to organize events. | Suggestions to organize and event. | › Explores and listens to exchanges to organize reunions<br>› Interpret expression used by speakers<br>› Becomes a spaker in a conversation |
| Lesson 1   | 24      |   |                                    |   |
| Lesson 2   | 26      |   |                                    |   |
| Lesson 3   | 28      |   |                                    |   |
| Lesson 4   | 30      |   |                                    |   |
| Show & Tell  | 32      |   |                                    |   |
| Assessment 1   | 33      |   |                                    |   |

## UNIT 2

| Fantastic, short stories!                          | TE page | Social practice of the language     | Product                                   | Achievements   |
|--|---------|-------------------------------------|---|--|
| Learning Environment:<br><i>Literary and Ludic</i> |         | Explores fun and personal anecdotes | Suggestions to record or tell an anecdote | › Explores fun and personal anecdotes<br>› Analyzes how to talk about anecdotes<br>› Tells anecdotes |
| Lesson 1   | 34      |                                     |   |  |
| Lesson 2   | 36      |                                     |   |  |
| Lesson 3   | 38      |                                     |   |  |
| Lesson 4   | 40      |                                     |   |  |
| Show & Tell  | 42      |                                     |   |  |
| Assessment 2                                       | 43      |                                     |   |  |

## UNIT 3

| <b>Solving problems</b>                                  | <b>TE page</b> | <b>Social practice of the language</b>          | <b>Product</b>          | <b>Achievements</b>   |
|--|----------------|---|-------------------------|---|
| Learning Environment:<br><i>Academic and Educational</i> |                | Follow an illustrated guide to solve a problem. | Short Illustrated Guide | <ul style="list-style-type: none"> <li>› Explore illustrated guides.</li> <li>› Understand information to follow steps.</li> <li>› Write instructions.</li> </ul> |
| Lesson 1   | 44             |   |                         |   |
| Lesson 2   | 46             |   |                         |   |
| Lesson 3   | 48             |   |                         |   |
| Lesson 4   | 50             |   |                         |   |
| Show & Tell  | 52             |   |                         |   |
| Assessment 3   | 53             |   |                         |   |

## UNIT 4

| <b>Grate news!</b>                                 | <b>TE page</b> | <b>Social practice of the language</b> | <b>Product</b> | <b>Achievements</b>   |
|--|----------------|--|----------------|---|
| Learning Environment:<br><i>Literary and Ludic</i> |                | Exchanges opinions about audio news    | A Survey       | <ul style="list-style-type: none"> <li>› Listens and explores news related to familiar and common contexts</li> <li>› Understands audio news</li> <li>› Exchanges opinions</li> </ul> |
| Lesson 1   | 54             |  |                |   |
| Lesson 2   | 56             |  |                |   |
| Lesson 3   | 58             |  |                |   |
| Lesson 4   | 60             |  |                |   |
| Show & Tell  | 62             |  |                |   |
| Assessment 4                                       | 63             |  |                |   |

## UNIT 5

| <b>Reject and accept requests</b>                  | <b>TE page</b> | <b>Social practice of the language</b> | <b>Product</b> | <b>Achievements</b>  |
|--|----------------|--|----------------|--|
| Learning Environment:<br><i>Literary and Ludic</i> |                | Exchanges opinions about audio news    | A survey       | <ul style="list-style-type: none"> <li>› Listens and explores exchanges with expressions to accept or reject requests</li> <li>› Understands expressions to accept or reject requests</li> <li>› Exchanges expressions to accept or reject requests</li> </ul> |
| Lesson 1   | 64             |  |                |  |
| Lesson 2   | 66             |  |                |  |
| Lesson 3   | 68             |  |                |  |
| Lesson 4   | 70             |  |                |  |
| Show & Tell  | 72             |  |                |  |
| Assessment 5                                       | 73             |  |                |  |

## UNIT 6

| Enjoying museums!  | T€ page | Social practice of the language   | Product      | Achievements  |
|--|---------|---|--------------|---|
| Learning Environment:<br><i>Academic and Educational</i> |         | Gathers information about a topic to make museum cards and set up an exhibition | Museum Cards | <ul style="list-style-type: none"> <li>› Explores museum cards.</li> <li>› Uses multiple sources to research information about a topic.</li> <li>› Analyzes informative text.</li> <li>› Writes information in museum cards.</li> </ul> |
| Lesson 1   | 74      |   |              |   |
| Lesson 2   | 76      |   |              |   |
| Lesson 3   | 78      |   |              |   |
| Lesson 4   | 80      |   |              |   |
| Show & Tell  | 82      |   |              |   |
| Assessment 6   | 83      |   |              |   |

## UNIT 7

| Great skills!                                      | T€ page | Social practice of the language                                     | Product              | Achievements  |
|--|---------|---|----------------------|---|
| Learning Environment:<br><i>Literary and Ludic</i> |         | Describes and compares appearances and abilities at different ages. | Age progression line | <ul style="list-style-type: none"> <li>› Listens to and explores descriptions of the physical appearance of known people.</li> <li>› Understands descriptions.</li> <li>› Describes own physical appearance.</li> </ul> |
| Lesson 1   | 84      |   |                      |   |
| Lesson 2   | 86      |   |                      |   |
| Lesson 3   | 88      |   |                      |   |
| Lesson 4   | 90      |   |                      |   |
| Show & Tell  | 92      |   |                      |   |
| Assessment 7                                       | 93      |   |                      |   |

## UNIT 8

| Beautiful country                                  | T€ page | Social practice of the language   | Product             | Achievements  |
|--|---------|---|---------------------|---|
| Learning Environment:<br><i>Literary and Ludic</i> |         | Reads a short travel log to discover natural aspects and cultural expressions | Comparative Diagram | <ul style="list-style-type: none"> <li>› Explores brief travel logs.</li> <li>› Makes a guided reading</li> <li>› Distinguishes and expresses similar and different natural aspects and cultural expressions between Mexico and other countries.</li> <li>› Writes sentences with descriptions and comparisons</li> </ul> |
| Lesson 1   | 94      |   |                     |   |
| Lesson 2   | 96      |   |                     |   |
| Lesson 3   | 98      |   |                     |   |
| Lesson 4   | 100     |   |                     |   |
| Show & Tell  | 102     |   |                     |   |
| Assessment 8                                       | 103     |   |                     |   |

## UNIT 9

| Questions, questions?                                    | TE page | Social practice of the language                             | Product | Achievements   |
|--|---------|---|---------|--|
| Learning Environment:<br><i>Academic and Educational</i> |         | Registers information about a topic to make a questionnaire | A Quiz  | <ul style="list-style-type: none"> <li>› Explores questionnaires with different types of questions.</li> <li>› Reads questionnaires with different types of questions.</li> <li>› Researches and interprets information about a topic.</li> <li>› Writes questions about a topic.</li> </ul> |
| Lesson 1   | 104     |   |         |  |
| Lesson 2   | 106     |   |         |  |
| Lesson 3   | 108     |   |         |  |
| Lesson 4   | 110     |   |         |  |
| Show & Tell  | 112     |   |         |  |
| Assessment 9   | 113     |   |         |  |

## UNIT 10

| Following directions                                 | TE page | Social practice of the language            | Product    | Achievements   |
|--|---------|--|------------|--|
| Learning Environment:<br><i>Family and Community</i> |         | Exchanges information to go around a place | City Guide | <ul style="list-style-type: none"> <li>› Explores directions.</li> <li>› Understands directions to get from one place to another.</li> <li>› Describes the surrounding environment as reference to go from one place to another.</li> <li>› Offers directions.</li> <li>› Writes directions to get from one place to another.</li> </ul> |
| Lesson 1   | 114     |  |            |  |
| Lesson 2   | 116     |  |            |  |
| Lesson 3   | 118     |  |            |  |
| Lesson 4   | 120     |  |            |  |
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## **GENERAL OBJECTIVES OF THE PROGRAM**

The general purpose of the subject Foreign Language English in Basic Education is for students to develop skills, knowledge, attitudes and strategies of learning to participate and interact in social practices of the language, both oral and written, typical of written routine, habitual and known communicative and cultural contexts, with native and non-native speakers of English. The social practices of the language are set in three learning environments to facilitate teaching and learning in an integrated way: Familiar and Community, Literary and Ludic and Educational and Academic. This requires using activities that involve the interpretation and production of spoken and written texts.

Because of the above Beats!, promotes social interaction and communication as well as developing students' analytical skills, and does it all in a fun and enjoyable way!

## **METHODOLOGY**

Learning a foreign language is an interesting journey which offers a lot of new exciting experiences. In Beats!5 you will find plenty of opportunities to help children develop skills, knowledge and positive attitudes towards the English language.

There are many factors to take into considerations when teaching children. Remember that children learn best when they relate what they are learning to their every day life and the activities we present here promote communication in different contexts. Social practices of language help the children to develop communicative competence and learn English by using English.

Children need a relaxed and comfortable atmosphere to help reduce the anxiety, natural in them when learning and trying new things so it is important to establish a comfortable, enjoyable and interactive learning environment so that they become active participants in this process.

As children grow up, they develop bigger attention spans and will react in different ways. Therefore, we have included activities and tasks to grow from a controlled practice to an opened-ended activity for every learning style to be covered, to help improve metacognition skills, and to surround children with opportunities to learn in class, to practice with their classmates and teacher, and to encourage them to use what they learn in their daily life outside the classroom as much as possible.

Let's not forget that children need constant repetition which is basic in the learning process.

After a period of sensitizing in English, they can be presented with major opportunities and different contexts to use the language. Simple tasks or language products provide students with communication situations which develop a basic competence and knowledge of English. Cooperative work allows students to take an active role in the construction of learning since planning, proposing, suggesting, and negotiating are everyday situations in their environment making learning English a social practice. Based on the above, Beats! considers the social practice of the language as the core of the syllabus set in three different learning environments: Family and Community where students learn through topics that are familiar to them and focusing more on communicative skills; Literary and Ludic aimed at increasing culture and engaging students to practice the language as they work deeper on receptive skills and the last environment, Academic and Educational which guides students into the more formal element of the language but without leaving aside practicing the 4 skills.

Taking into consideration what has been mentioned above and placing the student as the central piece in the learning process, Beats! offers a sequence of the 3 learning environments organized in trios, one of each starting with a Family and Community, followed by a Literary and Ludic and ending with an Academic Educational. This sequence is repeated in the same order throughout the 10 units in the book; therefore starting and ending with a Familiar learning environment. The main reason for this sequence is based on:

1. considering the age, interests, physical and intellectual skills of the student to start sensing the social practice of the language (Familiar)
2. awaking curiosity through activities which foster thinking skills and develop ownership of the language as children interact and build confidence (Literary and Ludic)
3. finally, guiding children to analyze the bits and pieces that build the language they are learning, develop critical thinking skills and lead them to reflect on how they can use what they are learning in their daily life.

Beats! divides each lesson into three steps:



### 1. DISCOVER

In this section, children are presented with the topic in the unit and encouraged to use what they already know to "discover" the new concepts to be learned.

### 2. THINK AND DO

This is the section where children are asked to use what they learned in the previous section in activities which promote developing thinking and language skills practice through exchanging activities that work on the 4 skills but lead students to analyze and reflect on what they are learning.

### 3. CREATE

Is the final step in each lesson, where children use their creative skills and apply what they have learned so far to build a subproduct in a collaborative way. At the end of the unit, the subproducts are joined and students build the final product of the unit.

Finally, Beats! offers constant assessment for students to see their progress as well as identify areas that may need more practice. A more formal evaluation tool per unit can be found at the end in the Teacher's book and are based on the learning outcomes in each unit.

As an extra tool to give your classes or. Such product is presented at the end of every unit which promotes interaction and cooperative learning.

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## ELT Glossary

**assessment:** evaluation based on learners' achievements.

**attention span:** how long a learner is able to concentrate at any one time

**brainstorming:** generating ideas based on a topic. Which may be used as the basis for another activity such as writing or discussion.

**CEFR:** Common European Framework of Reference for Languages.

**chunk:** words that are often understood or learned together as in fixed short phrases; e.g., thank you very much and acquired through redundant use, such as repetitive phrases in stories.

**classroom management:** means the strategies used by a teacher to organize the classroom, the learning and the learners, such as seating arrangements, different types of activities, teacher roles and interaction patterns.

**cooperative learning:** a teaching method in which learners are placed into small groups of different levels and given a task.

**eliciting:** a teaching technique for drawing out information from learners rather than simply providing all the information.

**evaluation:** is the process of collecting, analyzing and interpreting information to see how students achieve objectives. There are several types of evaluation tools, but mainly two are the ones we use: Formative, shows progress based on objectives or outcomes of a program or process. Summative, shows and ads the outcomes of some object.

**feedback:** telling learners how well they are doing. Teachers might give learners feedback at a certain point in the course, or after an exercise that learners have just completed. In addition, learners can give feedback to teachers and teacher trainers give feedback to trainee teachers.

**fillers:** learning activities and games similar to "warm ups" that fill time when a lesson ends before a class finishes.

**formative assessment:** when a teacher uses information on learners' progress during a course to adapt their teaching and/or to give learners feedback on their learning.

**guided practice:** section in a lesson that gives learners the chance to use what they have been taught.

**interaction patterns:** the different ways learners and the teacher work together in class, e.g. learner to learner, in pairs or groups or teacher to learner, in open class.

**kinaesthetic learners:** people who learn best through physical response and will find difficult to sit down for long periods of time.

**language skills:** listening, speaking, reading, writing. the four ways in which people use language These may be viewed as receptive ("input") / productive ("output"), and spoken / written.

**learning environment:** it's the way in which teachers set a learning context in the classroom to surround students with opportunities to learn and practice English in a social and real way. Objectives, achievements and success are easier to reach at setting learning environments.

**lesson plan:** a teacher's description of an individual lesson which includes title, language target and level, materials required, and a summary of the activities and practice that will take place.

**look and say:** also called the whole-word method, a method to teach reading to children, usually in their first language; has been adapted for second-language reading; words are taught in association with visuals or objects; students must always say the word so the teacher can monitor and correct pronunciation.

**mind map:** a diagram with lines and circles for organizing information so that it is easier to use or remember.

**peer-evaluation:** when students give feedback to other students; either in a written or spoken way.

**phonemic awareness:** awareness of the sounds of English and their correspondence to written forms.

**picture dictation:** a classroom activity where the teacher describes a scene or an object and learners draw what they hear.

**portfolio:** a method of collecting evidences that show and evaluate progress in learning.

**realia:** objects from the real world that learners can use to practice the language to make a classroom feel more like a real life setting.

**rubric:** is a way to evaluate a student's performance as it increases reliability of scoring. It offers a specific measurement scale and detailed description of the characteristics for each achievement to be evaluated and bases the result obtained on the quality of performance.

**scanning:** a way of reading quickly. scanning is looking for specific information, and is only really possible with things that really stand out such as numbers, long words, and words starting with capital letters.

**self-evaluation:** tool used for students to reflect on their own progress and evaluate themselves individually.

**sight vocabulary:** words that are commonly used in text and are the first ones that learners spot and recognize when developing reading skills.

**silent period:** a period of time in the initial phase of learning a language where learners should not be required to respond but rather encouraged to understand what is being taught.

**skimming:** a way of reading quickly. skimming is reading through a text very quickly, for example, so that you know what each paragraph is about before looking at the comprehension questions or checking something to be read.

**social practices:** the ability or skill to use and understand a language in different social situations.

**supplementary materials:** extra worksheets, games, books etc. based in the same theme that a teacher uses for teaching materials in addition to a core text.

**Total Physical Response (tpr):** A very powerful method that uses physical movements to teach a language. Playing the game "Simon Says", or having students pass around an object as they respond to your questions, are a few great TPR activities. Learners are encouraged to respond with actions before words.

**task:** an activity that learners complete that usually focuses on communication. For example, problem-solving activities or information gap activities are tasks.

**theme-based:** a whole language program or curriculum that is organized by themes or topics rather than skill e.g. animals; family; seasons

**model:** a clear example of the target language for learners to repeat or write down or save as a record. if a teacher is focusing on the target language of a lesson, s/he usually chooses a model sentence, which s/he writes on the board. the teacher often models the language as well, by saying it clearly before drilling the learners.

**visual learner:** people who learn best when teachers use body language, facial expression and pictures.

**warm up or warmer:** a short, fun activity that usually precedes a lesson and brings energy into the classroom.

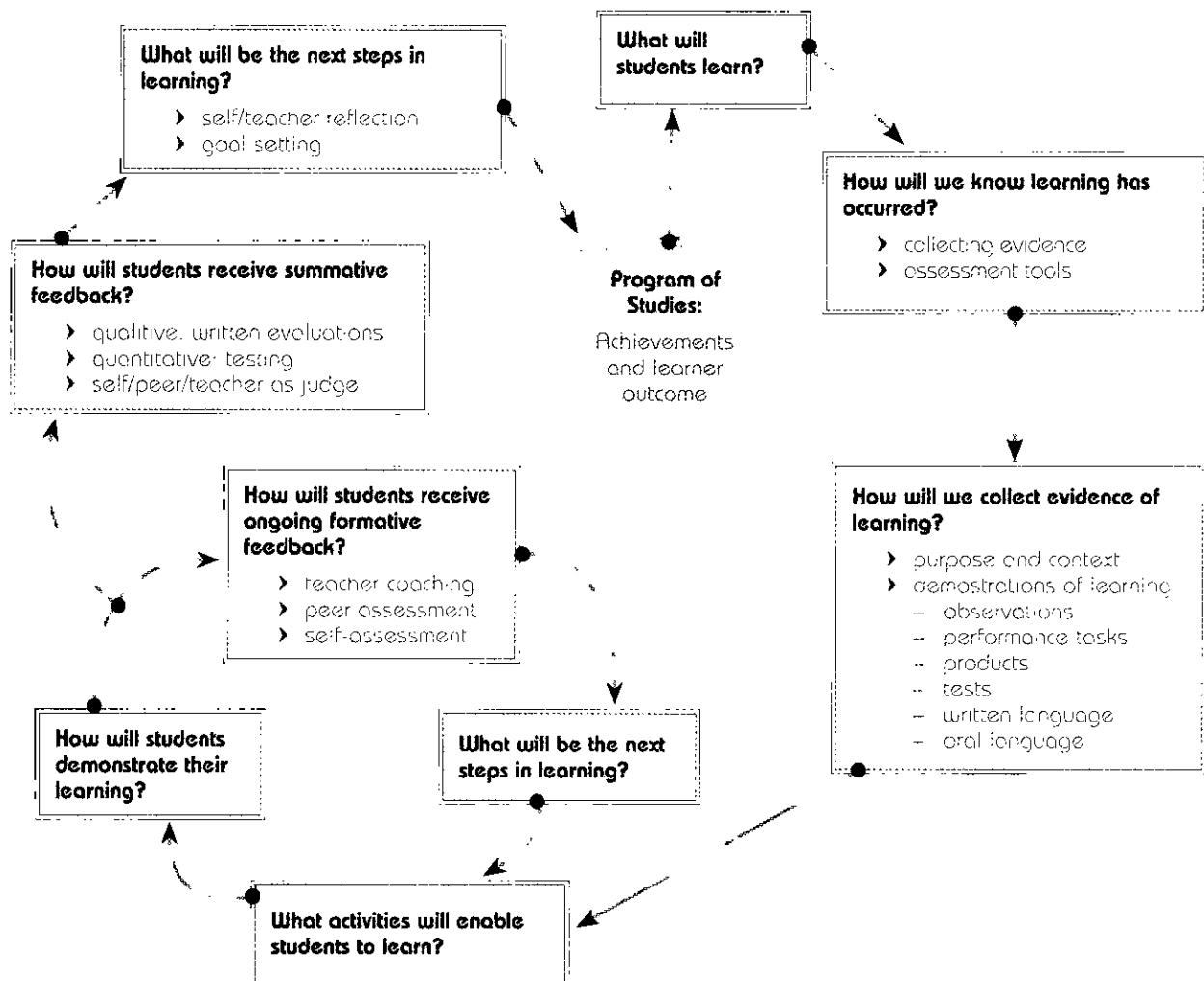


## Assessment Process

Assessment is usually perceived by students, as a way to test or evaluate what they know or should know. However, assessing should be aimed at facilitating student-learning and improving instruction. This is what we do in Beats!, we use assessment as a learning tool to support students' metacognitive skills and help them become lifelong learners. As students engage in peer and self-assessment, they learn to make sense of information, relate it to prior knowledge and use it for new learning. Students develop a sense of ownership and efficacy when they use assessment as a real learning tool.

**Beats! 5 Primary**, offers you the following process when assessing your students and includes 6 different types of assessments

which are adaptable to any kind of learning situation: large or small groups, multi-skilled groups, multi-level groups, among others. These assessments support the methodology followed in Beats! and can be easily adapted to evaluate the contents in the units. However, each unit suggests a type of assessment to evaluate students on what they've learned so far. The assessment templates can be found on pages x to xiv and, at the end of every unit, the corresponding assessment has been included. Finally, the following diagram shows the steps used in Beats! to assess students, just bear in mind we use assessment as a learning tool.



Name \_\_\_\_\_ LN \_\_\_\_\_  
 Date \_\_\_\_\_ Grade \_\_\_\_\_  
 Evaluation Instrument - Rubric \_\_\_\_\_ Final grade \_\_\_\_\_

1. Complete the rubrics with the aspects you want to evaluate in this unit. Then mark (✓) the columns according to the student's performance.

| Student's ability to | Excellent | Good with minor difficulties | Needs improvement | Not satisfactory |
|----------------------|-----------|------------------------------|-------------------|------------------|
| 1.                   |           |                              |                   |                  |
| 2.                   |           |                              |                   |                  |
| 3.                   |           |                              |                   |                  |
| 4.                   |           |                              |                   |                  |
| 5.                   |           |                              |                   |                  |
| 6.                   |           |                              |                   |                  |

2. Use the results to decide on and suggest remedial work strategies.



Name \_\_\_\_\_ LN \_\_\_\_\_  
 Date \_\_\_\_\_ Grade \_\_\_\_\_  
 Evaluation Instrument - Questionnaire \_\_\_\_\_ Final grade \_\_\_\_\_

Answer the questionnaire to evaluate your student's performance.

1. Complete the column on the left with the aspects you want to evaluate in this unit. Then mark (✓) the other columns according to the student's performance.

| The student is able to | Always | Usually | Sometimes | Never |
|------------------------|--------|---------|-----------|-------|
| 1.                     |        |         |           |       |
| 2.                     |        |         |           |       |
| 3.                     |        |         |           |       |
| 4.                     |        |         |           |       |
| 5.                     |        |         |           |       |
| 6.                     |        |         |           |       |

2. Use the results to decide on and suggest remedial work strategies.

Name \_\_\_\_\_

LN \_\_\_\_\_

Date \_\_\_\_\_

Grade \_\_\_\_\_

Evaluation Instrument - Value Scale \_\_\_\_\_

Final grade \_\_\_\_\_

1. Complete the column on the left with the aspects you want to evaluate in this unit. Then mark (✓) the other columns according to the student's performance.

|   | Outstanding | Good | Satisfactory | Poor |
|---|-------------|------|--------------|------|
| ▶ Participated actively and enthusiastically. |             |      |              |      |
| ▶ Was a good listener.                        |             |      |              |      |
| ▶ Expressed points of view clearly.           |             |      |              |      |
| ▶ Defended ideas with arguments.              |             |      |              |      |
| ▶ Used examples to clarify confusions.        |             |      |              |      |
| ▶ Questioned stands based on common sense.    |             |      |              |      |

2. Use the information above to help each other improve your weak areas.





Name \_\_\_\_\_

LN \_\_\_\_\_

Date \_\_\_\_\_

Grade \_\_\_\_\_

Evaluation Instrument - Self and Peer Evaluation

Final grade \_\_\_\_\_

1. Use the checklist to mark (✓) the student's abilities.

| The student can ... | Yes | No |
|---------------------|-----|----|
| 1.                  |     |    |
| 2.                  |     |    |
| 3.                  |     |    |
| 4.                  |     |    |
| 5.                  |     |    |
| 6.                  |     |    |
| 7.                  |     |    |
| 8.                  |     |    |

2. Use the results to decide on and suggest remedial work strategies.

Name \_\_\_\_\_

LN \_\_\_\_\_

Date \_\_\_\_\_

Grade \_\_\_\_\_

Evaluation Instrument - Check list \_\_\_\_\_

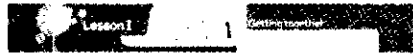
Final grade \_\_\_\_\_

**1. Observe and check as you register students' results.**


| Student's name | Concept observed | Outcome |
|----------------|------------------|---------|
| ▶ 1.           |                  |         |
| ▶ 2.           |                  |         |
| ▶ 3.           |                  |         |
| ▶ 4.           |                  |         |
| ▶ 5.           |                  |         |
| ▶ 6.           |                  |         |
| ▶ 7.           |                  |         |
| ▶ 8.           |                  |         |
| ▶ 9.           |                  |         |
| ▶ 10.          |                  |         |
| ▶ 11.          |                  |         |
| ▶ 12.          |                  |         |
| ▶ 13.          |                  |         |
| ▶ 14.          |                  |         |
| ▶ 15.          |                  |         |
| ▶ 16.          |                  |         |
| ▶ 17.          |                  |         |
| ▶ 18.          |                  |         |
| ▶ 19.          |                  |         |
| ▶ 20.          |                  |         |
| ▶ 21.          |                  |         |
| ▶ 22.          |                  |         |



# Activity Book



1. Look at the pictures and think of a story to tell. Write a story about the children in the pictures to answer the question: "What happened?"




2. Write a story about the children in the pictures. Use the pictures to help you. Write a story about the children in the pictures to answer the question: "What happened?"

3. Write a story about the children in the pictures. Use the pictures to help you. Write a story about the children in the pictures to answer the question: "What happened?"

## Discover

This section appears at the beginning of a lesson offering interesting and fun questions on different topics to awake students' curiosity and activate previous knowledge.

4. Write a story about the children in the pictures. Use the pictures to help you. Write a story about the children in the pictures to answer the question: "What happened?"



5. Write a story about the children in the pictures. Use the pictures to help you. Write a story about the children in the pictures to answer the question: "What happened?"

## Think and do

This section integrates what children already know with new concepts as they work on meaningful activities where language aspects and communication come together.

6. Write a story about the children in the pictures. Use the pictures to help you. Write a story about the children in the pictures to answer the question: "What happened?"

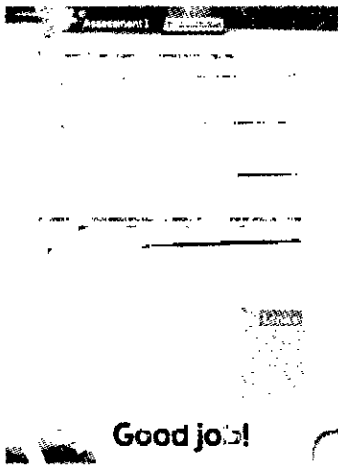
7. Write a story about the children in the pictures. Use the pictures to help you. Write a story about the children in the pictures to answer the question: "What happened?"

## Create

Each unit includes three "CREATE" sessions where children work on building the unit's product step-by-step developing and using their creative and social skills as learn and work in a collaborative way with others.

8. Write a story about the children in the pictures. Use the pictures to help you. Write a story about the children in the pictures to answer the question: "What happened?"

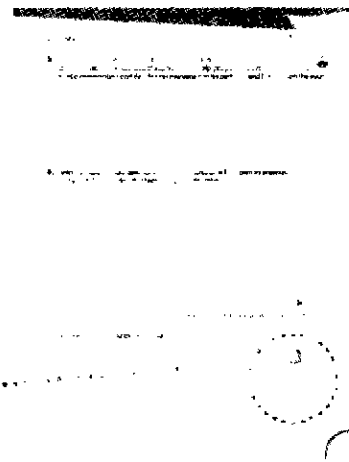
9. Write a story about the children in the pictures. Use the pictures to help you. Write a story about the children in the pictures to answer the question: "What happened?"



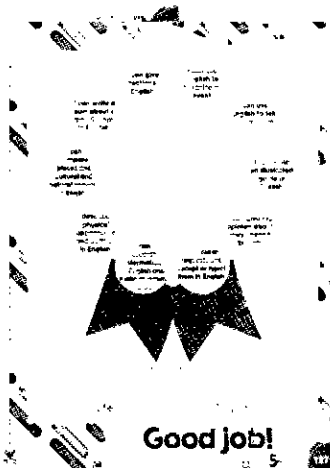
➤ **Assesment** is different to testing; therefore, what you'll find on this page is a specific evaluation that agrees with the contents and achievements students should reach in each unit. A great opportunity for students to see their own progress and identify with your help, areas where they may need help to improve.

There is also a final task in the Assessment page where students work in pairs to exchange and share points of view about what they learned in the unit and how they can apply their learning to their daily life. In this way, interaction, thinking skills and reflection are performed in a social way.

➤ **Reading time**, is the section students are invited to read specific pages in their Reader's book and enjoy a fact or a story that agrees with the topic and contents of the unit you are working on, in that moment, correlating each reading to a specific unit.



➤ A Picture Dictionary is also found at the end of the Activity book to help students understand vocabulary and expressions in a easier way. Each picture in this section illustrates the words in bold found in context in the corresponding unit. Besides offering the word, they include the page where you can locate the word in context. These words are considered as key words in the topic of the unit.



➤ An End-of School Year diploma is also found at the end of the Activity book for students to register their progress as they finish each unit and color the corresponding circle reflecting their achievement.

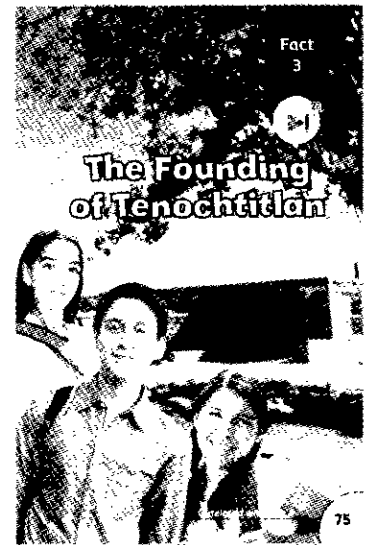
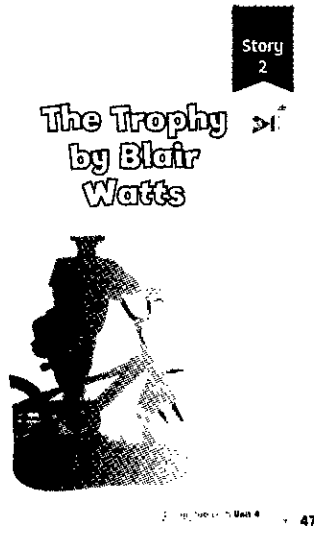
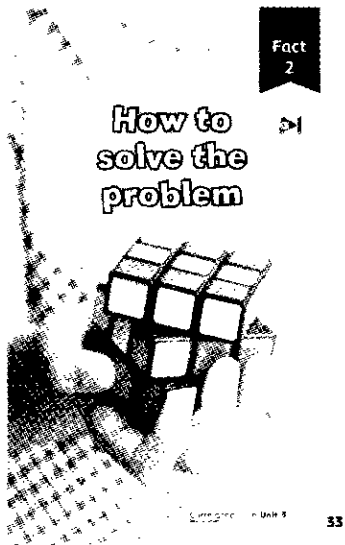
Color the whole circle = 100% achievement

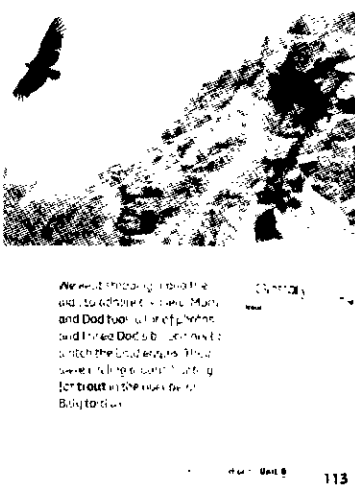
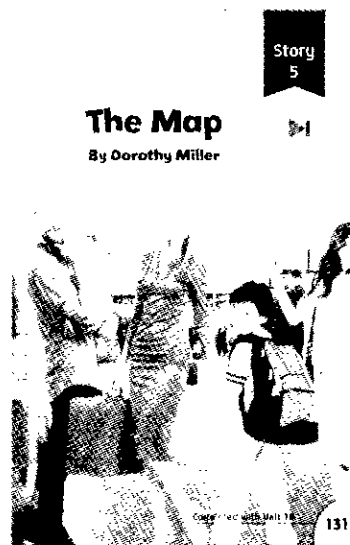
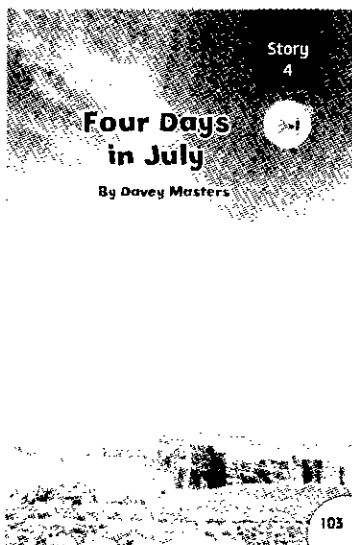
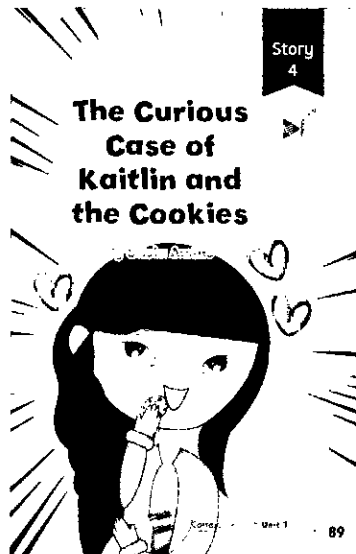
Color half of the circle= needs a little practice

Color less than half of the circle = needs help to understand and improve

The **Reader's Book** is a collection of fiction and non-fiction texts for students to enjoy and improve vocabulary, reading and listening skills. Each story and non fiction text, has been carefully chosen to correlate with the units in the Activity book.

The stories and non fiction texts are beautifully illustrated and offer a glossary which makes reading more interesting and fun!





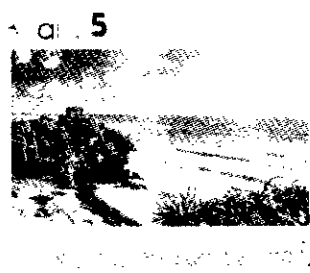
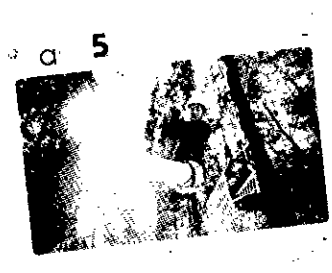
### > Glossary

Each reading includes glossary boxes with key words that will help students understand the lesson. The words included in the glossary box are found on the same page because they are presented in **bold** for easy identification. The glossary box shows the meaning according to the context where the word is presented in the lesson. A list of all the words in the glossary boxes can be found at the end of this Teacher's book for easy reference and to provide you with another teaching tool to facilitate clarifying meaning when working with the Reader's book or in situations where these words may be used.



The audio CD is meant for you the teacher, as a helping tool for your students to work on listening skills as they improve pronunciation, intonation and stress in the language. Every listening activity flagged with the listening icon has been recorded as well as every reading in the Reader's book.

The readings are accompanied by a ringing bell sound every time the page needs to change in the Reader's book. This facilitates students reading process besides keeping their attention in both skills.



The CD also includes a set of fixed images that you can use and project or print out to make your learning more meaningful and enjoyable.

Throughout the lessons, you will find the following icons which will tell your students what to do in the activities.



› **Group** and teamwork, where students work as a whole group or in small teams.



› **Listening activity**, where students work on communication, pronunciation, stress and intonation of the language.



› **Pair work**, where two students work together on specific activities such as dialogs, written messages, co-evaluations and other interesting and fun activities.



› **Product sessions**, where students work in small teams and build, in three different sessions, a final and specific product to enjoy and apply what they have learned so far in the unit and share it with the class in a Show & Tell Session.



› **Portfolio** is a collection of evidence that shows your skills and what your students are able to do with what they have learned. You can invite them to create a portfolio with written evidences of what can do with and in English every time this icon is shown on the page, or when ever you want to save an evidence of their work.



› **Review**, a specific page where students revisit the contents in the unit and reinforce what has been learned so far through activities that foster reflection on what they know and on what you may identify children to need more practice.

**ACHIEVEMENTS**

- Explores and listens to exchanges to organize reunions
- Interprets expressions used by speakers
- Becomes a speaker in a conversation

**Warm Up**

Before you begin today's lesson, take some time to introduce yourself to the class and to learn the names of your students. You can choose a simple activity such as stating your name and something you like that begins with the same letter and then prompting your students to do the same, e.g. Hello. My name is Ceci and I like celebrations.

Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book.

**Discover**

1. **Listen, what are Sara and Harry talking about? How can you tell? Write some ideas or words on the lines below to answer the question and share with a partner. How can you tell what event it is?** ▶ 2

Tell students you will now listen to and read a conversation and they have to think about what the kids are talking about and how they can tell. Play track 2 as many times as you consider necessary and then invite students write their answers and share them aloud.

2. **Work with a partner and share ideas on the event the kids are organizing. Make notes using the questions below to gather information on the event.** ▶ 3


Read the instructions along with students. Make sure everyone understands what needs to be done. Go over the questions and clarify any doubts. Form pairs. Play track 3 as many times as you consider necessary for your students to complete the activity. Then, ask students to discuss with their partners if they can organize a similar event using the notes. Next, have each pair get together with another pair and exchange their ideas. You can invite volunteers to share their ideas with the rest of the class.

Lesson 1 Unit 1 Getting together

Disco

How do you organize events?

1. Listen what are Sara and Harry talking about? How can you tell? Write some ideas or words on the lines below to answer the question and share with a partner. ▶ 2



2. Work with a partner. Listen to the conversation and share ideas on the event the kids are organizing. Make notes using the questions below to gather information on the event. Can you organize a similar event using the notes? Exchange ideas with other pairs. ▶ 3

3. In teams, share ideas on the two events you heard about in this part of the lesson. Are both events planned in the same way? Are the kids together or at a distance? How do you know? Can you plan events at a distance and have good results? ▶ 4

3. **In teams, share ideas on the two events you heard about in this part of the lesson. Are both events planned in the same way? Are the kids together or at a distance? How do you know? Can you plan events at a distance and have good results?**

4. **How are Charlie and Tanya communicating? Are they talking in person or by any other means of communication? How can you tell? Ask others and discuss your guess.**

Ask a volunteer to read the instructions aloud. Clarify any doubts. Explain to students that they have to think about the conversation they heard in the previous activity and ask and answer the questions with their classmates. You can form groups, pairs or just allow students to mingle for a set amount of time and then, have volunteers share their ideas with the rest of the class. Encourage everyone to participate and discuss their guesses, which could be: the children are in different places. In activity 1 they are together and in activity 2 on the phone/I know or can tell because of the sounds in the recording/I think some events can be organized at a distance but others, not. And other possible answers.

**\*Note: the clue words found in bold and orange color for this unit are: skating rink, celebration, conversation, event, party, barbecue, costume and board games. Remember, you can also find them in the Picture dictionary section at the end of your Teacher's book and in your students' Activity book.**

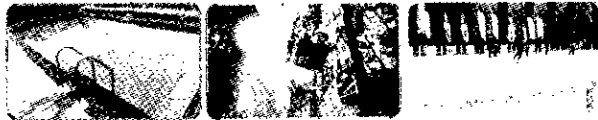


**Think**

4. Read these expressions. In which situations do we hear or use them? How do you know? Share ideas with your partner.

- Sounds good.
- What time?
- Where shall we meet?
- See you on Saturday
- Great. Thanks!

5. Work in teams. Look at the pictures. Can you organize an event in any of these places? What kind of event would you do? Exchange ideas and write a plan on the lines below. Look back in the lesson for words or expressions that can help you organize the event. Exchange information with others teams.



**Create**

Exchanges to organize an event


What about organizing an event with your classmates? Let's start! In this unit you will work in small groups and create a dialog where you will exchange ideas to organize an event.

Reading Time


Let's celebrate!

Unit 1

**Think and do**

5.  Read these expressions. In which situations do we hear or use them? How do you know? Share ideas with your partner.

You can ask volunteers to take turns to read the instructions and the expressions aloud. Form pairs and ask students to discuss what the expressions are for and how they can tell. You may ask them to write notes in their notebooks. Then, invite volunteers to share their ideas and see if everyone agrees.

6.  Work in pairs. Look at the pictures. Can you organize an event in any of these places? What kind of event would you do? Exchange ideas and write a plan on the lines below. Look back in the lesson for words or expressions that can help you organize the event. Exchange information with others teams.

Direct students' attention to the pictures and elicit what's pictured. Read the instructions along with students. Make sure everyone understands what needs to be done.

**Create**

Product: Exchanges to organize an event

Step 1

Take the time you may need to explain to students what the product in this unit is: they will work on building a dialog (exchange) to organize an event; any event they may wish to work on from a birthday celebration to even think on a farewell event for the 6th graders. Tell students that every unit has a different, final product. These products are aimed at students see their progress, work in a collaborative way and have fun at the same time they show everyone how much they can do with and in English.

Tell students that each final product is built in three steps/sessions called Create. In each Create session, they will build a part of the final product and at the very end of the unit, they will find a session called Show & Tell where each team presents their product, shares and exchanges opinions and suggestion to improve skills and language.

Besides the Assess your progress section, the Think & Reflect evaluation found at the end of each unit, you may also wish to use the product as an evaluation, too. So feel at ease to apply it to whatever your teaching need may be. And now, let's start with this Step 1 in guiding children to develop an exchange to organize an event. Students will now begin to work on their product for this unit. Students work in teams. They will work with the same team for the duration of this unit to develop their product. You may allow them to decide how many members to have in each team or determine this yourself. You may go over the text along with them and clarify any doubts. You can ask students to follow the, events they would like to organize and make notes about the different things they can do in the event, make a list of the expressions they'll need to prepare the outing, in order to complete the first part of their product. Monitor and provide any needed assistance. Remind them to keep their notes and lists in a safe place for future use.

**Reading Time!**

Reader's Fact Let's celebrate!

Track 23

This could be a good moment to use the Reader's book. This unit's reading will present students with facts about events that are often celebrated with parties or other types of reunions. This reading will help students expand their vocabulary and their knowledge about some celebrations and events. Ask students to read pages 6 to 10. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. Encourage students to mention what they think are important elements when extending an invitation and what you can do if you cannot attend to an event. You can also ask the questions *When do you get together with others to celebrate? What is important when you want to celebrate something? How do you celebrate Independence Day?* and invite volunteers to share their answers.

### Warm Up

You can form groups and encourage students to talk about events or celebrations they've been to recently. Then, invite volunteers to share some of these events and write them on the board. See what events your students enjoy or are invited to.

Remember that before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book.

### Discover

- 1. Look at what the kids are saying. Is the event they are planning important? How do you know?**

Direct students' attention to the activity. Have volunteers read the instructions and the speech bubbles aloud. Then, encourage students to participate and share their ideas with the rest of the class. Possible answers: Planning a birthday party for Mrs. Jenkins/Planning a surprise / Giving the teacher a present because of words like party, birthday, cake/Because phrases show Mrs. Jenkins, classroom, etc.

- 2. With a partner read the following activities. Check the ones you think the kids will do to plan the event. Why did you choose them?**

Form pairs and go over the instructions along with students. You can read the activities aloud along with students if you consider it necessary. Clarify any doubts. Ask students to complete the activity with their partners. You can invite volunteers to share their answers with the rest of the class. Answers may be: Because we like to play different games. / We like to eat cake. / Because we want to give her a present, etc.

- 3. Listen and check your answers for activity 2. Did you hear any words or expression in the conversation kids used to talk about organizing an event? Write them and exchange your notes with a partner. Do you use the same expressions in your native tongue? ▶ 4**

You can ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Students should continue working with their partners from the previous activity. Play track 4 as many times as you consider necessary for students to complete the activity. You can have volunteers write expressions they heard in the conversation on the board and see if everyone agrees.

### Lesson 2

**Discover** What do you need to make an event fun for everyone?

**1.** Look at what the kids are saying. What event are they planning? How do you know?

Let's organize a party.

Let's have games in the classroom.

We should give her a present.

**2.** With a partner read the following activities. Check the ones you think the kids will do to plan the event. Why did you choose them?

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Decorate the classroom</li> <li><input type="checkbox"/> Bring a cake</li> <li><input type="checkbox"/> Organize races</li> <li><input type="checkbox"/> Play board games</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Bring sandwiches and cookies</li> <li><input type="checkbox"/> Buy a purse</li> <li><input type="checkbox"/> Buy a necklace</li> </ul> |
|--|--|

**3.** Listen and check your answers for activity 2. Did you hear any words or expression in the conversation kids used to talk about organizing an event? Write them and exchange your notes with a partner. Do you use the same expressions in your native tongue?

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**Think**

4. Work in pairs. Read the following expressions and with your partner, build a dialog to organize a birthday event. Share with others. Did you do the same dialog?

5. You're planning a beginning of the school year party in your classroom. Get in teams of four and make a list of suggestions to share with others. Then, write a message or email on a piece of paper asking the rest of your classmates to share their ideas.

6. Exchange emails with another team. Finally, decide which ideas are good for the event you are all planning. Did all teams use the same expressions at giving suggestions? Share your final list of ideas with the rest of the group and have fun at planning the event.

**Step**  
Exchanges to organize an event

Let's continue creating a dialog to organize an event with your teammates.

**Reading**

6. Exchange emails with another team. Finally, with your team decide which ideas are good for the event you are all planning. Did all teams use the same expressions at giving suggestions? Share your final list of ideas with the rest of the group and have fun at planning the event.

Have each team exchange their emails with another team. Ask them to work together to decide which ideas are good for the event they are planning and have them write a final list of ideas in their notebooks. Then, have a volunteer from each group read the ideas aloud for the rest of the class. Encourage students to say if they agree or not and why.

## Create

Product: Exchanges to organize an event

### Step 2

Students can now continue working on their product for this unit. You can go over the text along with students and clarify any doubts. Ask them to get together with their teams and take out their notes from the previous session. Tell students to take out the list of expressions they made in the previous session and add the expressions they learned in this lesson. Have students work with their team and ask questions using the expressions and take turns to start organizing their event. You can ask them to write all their answers and ideas in their notebooks and remind them to keep all the information in a safe place for the next session.

## Reading Time!

Reader's Fact Let's celebrate!

Track 23

This could be a good moment to use the Reader's book. Ask students to continue reading pages 11 to 14. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You could also ask students to first retell what they remember from the previous reading session. Encourage students to mention what they learned about the celebration they read about and to try to think if there is a similar (local) celebration that they know of. You can also ask the questions included in their Activity Book (*In which celebrations do you decorate your house? What do you do when you can't accept an invitation?*) and have students discuss them in pairs or groups and then invite volunteers to share their ideas with the rest of the class.

## Teaching SOS

A challenge you might face in this lesson is that some students might not be familiar with certain activities, celebrations or objects; one thing you can do to deal with this problem is to bring pictures to present and talk about the vocabulary. If your school has the resources, you could also find a video or movie where people are celebrating and you could show it to your class. Another thing you can do is to encourage students to share how they celebrate parties (of any kind).

## Warm up

### Think and do

4. **Work in pairs. Read the following expressions and with your partner, build a dialog to organize a birthday event. Share with others. Did you do the same dialog?**

Form pairs. Invite a volunteer to read the instructions aloud. Go over the example along with students and make sure everyone understands it. Then, ask students to complete the activity with their partners. Monitor. To check, you can have different students share their answers aloud or written on the board. Encourage students to say why and when the expressions are used. Possible answers: Why don't we bring a cake / play games/ bring a present. And they children can also say the same but using What about a gift/a board game, etc.

5. **You're planning a beginning of the school year party in your classroom. Get in teams of four and make a list of suggestions to share with others. Then, write a message or email on a piece of paper asking the rest of your classmates to share their ideas.**

Read the instructions along with students. Clarify any doubts. Form teams of four and ask students to follow the instructions to complete the activity. Have them write their lists of suggestions in their books and then ask them to write the message or email in their notebooks or on a separate sheet of paper. Monitor. Possible answers: Hi, we are organizing a party. What about a cake/balloons/ decoration.....Why don't you bring sandwiches, sodas, etc.

### Warm Up

As a group, talk about important celebrations in your town or city. Why are these important celebrations? What makes them important? Do they like these celebrations? Why?

Remember that before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book.

### Discover

- 1. Which celebrations do you enjoy most? Ask 3 classmates and find out which event is their favorite one and how they organize it. What did you ask to find out? Write your questions and answers on the lines below.**

You can read the instructions along with students and make sure everyone understands what needs to be done. You may choose to go over the celebrations just to make sure that everyone knows what they are. Ask students to complete the activity individually. Then, to write their questions and answers on the lines and finally, to ask 3 classmates. Invite children to share their Possible answers: What do you like to celebrate? / What is your favorite celebration? / Which celebration do you enjoy most? / etc.

- 2. Work in pairs. Share and compare your notes in Activity 1.**

Now, exchange ideas on what you did to find out the information from your classmates; who started the conversation with each one? Who finished it? How did you know when to speak or to listen? Ask students to share ideas on what they did to find out answers in activity 1 and to identify who starts and ends a conversation.

- 3. Work with a partner. One of you pretends to be Daisy and the other one Jack. Can you guess what they are talking about and complete the conversation? Try out and have fun!**

Students can work in pairs. You can first direct their attention to the picture and encourage them to describe what they see. Next, ask them to choose a role to play and then work together to guess what the characters are talking about and complete the conversation. Set a time limit. Monitor and provide any needed assistance. Then, you can ask pairs to share their conversations with other pairs.


- 4. Now, listen and check your guesses. Were you correct? What is different from the dialog you created? Who started and who finished the**

### Lesson 3

Disco *What kind of events do you prefer?*

1. Which celebrations do you enjoy most? Ask 3 classmates and find out which event is their favorite one and how they organize it. What did you ask to find out? Write your questions and answers on the lines below.
2. Work in pairs. Share and compare your notes in Activity 1. Now exchange ideas on what you did to find out the information from your classmates; who started the conversation with each one? Who finished it? How did you know when to speak or to listen?
3. With your partner work on the following conversation. One of you pretends to be Daisy and the other one Jack. Can you guess what they are talking about and complete the conversation? Try out and have fun!

*[Faded text from the original image, likely a conversation script]*



4. Now listen and check your guesses. Were you correct? What is different from the dialog you created? Who started and who finished the conversation? Share with others and have fun!

### conversation? Share with others and have fun! ▶ 5

Tell students that now you will listen to the conversation they just completed and they will find out the differences between the original conversation and the one they came up with. Play track 5 as many times as you consider necessary. Then, ask students to discuss the differences they found in both conversations. Next, have the pairs take turns to act out the conversations they wrote to the rest of the class. Did they come up with very different conversations? Encourage them to think why this happened.

### Teaching SOS

Sometimes our students don't do what we expect them to do, either because they don't have the knowledge or because they might be used to different teaching methods. As you begin the school year, it is important that you demonstrate the behavior you expect to see, for example use polite language, maintain eye contact, do not allow phones, don't interrupt while someone is speaking, ask questions respectfully, etc. Establish guidelines for your classroom, you can include your students in a short discussion where you determine what will be acceptable and what won't and how you will deal with it. Allow students to take the initiative. Remember to use non-verbal communication to aid students with understanding. Pay attention to your students and make sure you begin to identify any problems so that you can tackle them and assist them in their learning. Make sure you present any unknown vocabulary before you begin challenging activities. Remember that if you see your students struggling, you can choose to form pairs or groups to encourage their peers to work together and help

**Think**

5. Work in groups of 4. Discuss with your group the following events and choose one to organize. Now you know several expressions to help you plan the event. But this time, build a conversation and decide how everyone can be part of it and help to plan the event.

6. With your teammates, take turns and make notes on a final plan to organize your event. Then, invite other teams to your celebration.

**Step**

**Create** Exchanges to organize an event

Let's keep on building this exchange: our product

each other before you assist them.

**Think and do**

5. **Work in groups of 4. Discuss with your group the following events and choose one to organize. Now you know several expressions to help you plan the event. But this time, build a conversation and decide how everyone can be part of it and help to plan the event.**
- Students can work in groups of four. Ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. You could choose to go over the events along with students and clarify any doubts. Have students choose one take turns to ask their teammates what they need for the event and where and when they can do it. Ask them to write their ideas in their notebooks. Monitor.
6. **With your teammates, take turns and make notes on a final plan to organize your event. Then, invite other teams to your celebration.**
- Students may continue working with the same group as in the previous activity. Ask them to use the notes they made to create a dialog based on the conversation they had. They can use the dialog in activity 2 as a model if they want to or they can write their own. Monitor and provide any needed assistance. Then, have the teams take turns to act out their dialogs for the rest of the class. Remind them to invite their classmates to the event they organized.

**Create**

**Product: Exchanges to organize an event**

**Step 3**

Students will now continue working on their product for this unit. You can go over the steps along with students and clarify any doubts. Ask them to take out their notes from the previous session and organize a final list with all the elements and final details they'll need for their event. Have students order their notes so that they can write their own conversation organizing the event. Next, ask them to take turns to read the conversation and check the order, intonation and tone everyone uses as they speak. Just keep in mind that they must be polite (using a normal volume) but show joy and happiness so their tone should be of that of a happy and excited person. Monitor and provide any needed assistance. Remind students they need to keep everything in a safe place for the final session.

**Reading Time!**

**Reader's Fact Let's celebrate!**  
Track 23

This could be a good moment to use the Reader's book. Ask students to continue reading pages 15 to 18. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You could also ask students to first retell what they remember from the previous reading session. Encourage students to mention what they learned about the celebration they read about and to try to think if there is a similar (local) celebration that they know of. Then, ask them to share what celebrations are important for their culture and encourage them to talk about the next celebration that is coming up for them and what they will do to celebrate.


You can also call their attention to the questions in their Activity Books in the Reading Time section and have a short class discussion to share their answers to these questions.

**Teaching SOS**


Some students might not be familiar with some celebrations, make sure you prepare pictures, books, magazines or other materials where students can look at images of celebrations or read and listen to information about them to familiarize themselves with them. You could also talk about local celebrations or even celebrations that they have had at school. The same idea can be used to talk about other events they might not be familiar with, e.g. the trip to the movies.

Review


Warm Up

1.  What do you do when planning an event? How do you organize it? How do you ask others for help? Exchange answers with a partner. Revisit the unit to look for expressions and clue words that you can use in your exchange and write them on the lines below. Did your partner use the same expressions? Compare.

You can form pairs and go over the instructions along with students. Make sure everyone understands what needs to be done. Ask students to complete the activity with their partner. Monitor and provide any needed assistance. Invite some volunteers to share ideas with the rest of the class. Answers should include the expressions and questions learned in the unit (How about, what about, bring, party, celebration, etc.)




2.  Work in pairs. Order the conversation and add some questions and answers about what Nancy may need for this event. Your questions and answers are part of the ordering, too.

Students can work in pairs. You can ask them to switch partners or have them work with a different partner. Have a volunteer read the instructions aloud and ask them to complete the activity. You can guide students if you consider it necessary, for example, ask them to first order the conversation and then complete it. Monitor.

3.  Share your conversation in activity 2 with another pair. Compare the expressions and ideas they added to their conversation. How different are the dialogs? Discuss these differences or similarities with them.

Have each pair get together with another pair and share their conversations. Ask them to compare the expressions and ideas they added to their conversation and to discuss the differences and similarities between them. Monitor. Invite volunteers to share their conversations and what they discussed with the rest of the class.

Review

1. What do you do when planning an event? How do you organize it? How do you ask others for help? Exchange answers with a partner. Revisit the unit to look for expressions and clue words that you can use in your exchange and write them on the lines below. Did your partner use the same expressions? Compare. 
  
2. Work in pairs. Order the conversation and add some questions and answers about what Nancy may need for this event. Your questions and answers are part of the ordering, too. 
  
3. Share your conversation in activity 2 with another pair. Compare the expressions and ideas they added to their conversation. How different are the dialogs? Discuss these differences or similarities with them. 



**Product: organize an event**

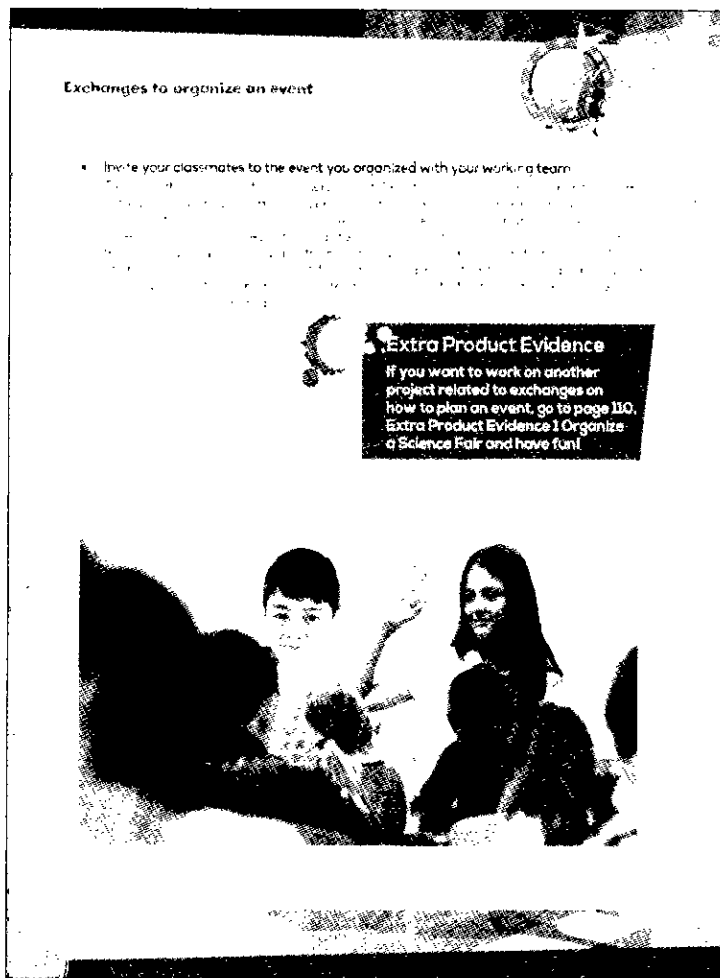
In this section of the unit, students will present the product they have been working on throughout the unit. You can have students open their books on page 18 and ask them to look at the image and encourage them to describe what they see.

Tell students they will now present their product. You can read the paragraph aloud or invite volunteers to read them aloud. Make sure everyone understands what to do. Then, you can have students get together with their teams and encourage them to have their conversation while their classmates' listen to them. Encourage the listeners to ask questions to the ones that are presenting their suggestions. Once everyone has presented their suggestions, as a group, you can choose one event that you can organize at school and invite family and friends to come to that event so that they can see how students communicate in English.

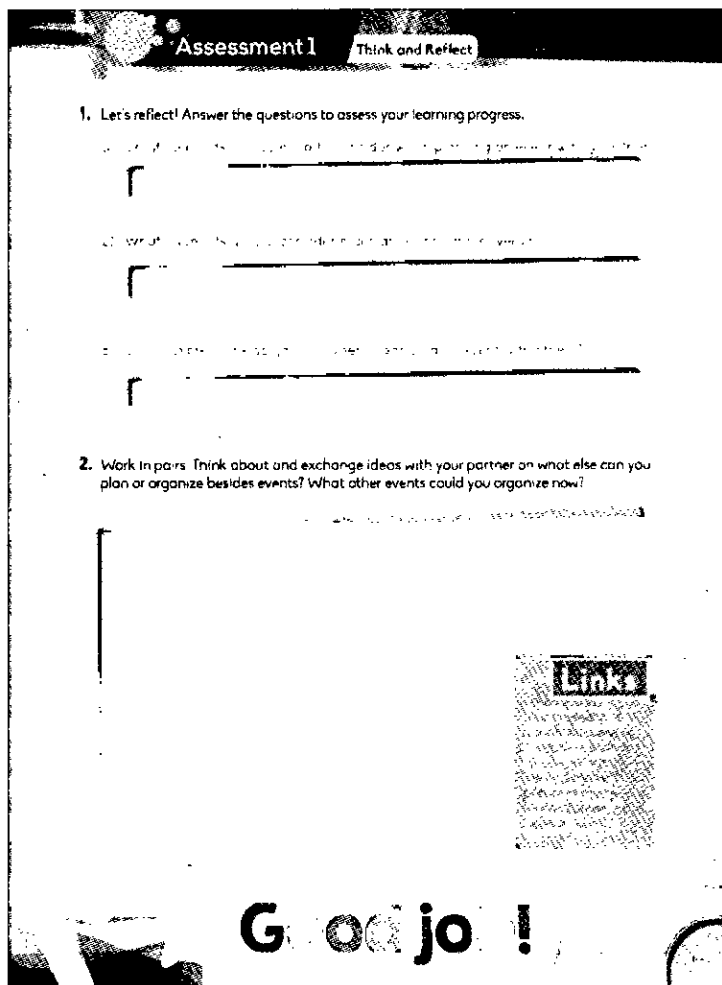
**Extra Product Evidence 1**

At the end of your Teacher's book, you will find a list of Extra Product Evidence which gives you an alternative product to chose instead of the one you've worked throughout the unit if it applies best to your teaching needs, as well as use it as an extra activity to evaluate children and to encourage collaborative work. In this unit the Extra Evidence offered is Organize a Science Fair.

There is an Extra Product Evidence for each unit and always placed in the Show & Tell page.







## Assessment 1

### Think and Reflect

Ask your students to open their books on page 19. Direct their attention to the assessment. Tell them that this assessment is a way in which they will be able to see how well they understood what they learned and practiced during the unit. Encourage them to be honest while completing the assessment because it will help them notice what they need to do to improve. Just have children bear in mind that this Assessment is for their well being and for them to really identify where they may be needing help without fearing results. Let them know that some of the questions in task 1 are to be dealt for reflection and on their own, while task 2 is always performed with a partner so that both can see how much they've progressed and provide feedback as peer-tutoring which is a way of getting students to participate together and help each other improve their areas of opportunity.

You can direct students' attention to the first part of the assessment and read the instructions aloud along with students. Go over each question and clarify any doubts. Ask students to complete the assessment individually. Monitor and provide any needed assistance. Then, direct students' attention to the second part of the assessment. Go over the instructions along with students. Form pairs and ask them to follow the instructions to complete the assessment. Monitor. Remind students to speak in English. Possible answers can be the following, but remember that as long as your students understand and can show their outcome, that will make them feel proud and you will see how well they can perform without pressure.

1. People, place, time, elements you want to bring to the event.
  2. Answers may vary but could be: playing games, music, a cake, playing races, etc.
  3. What about having.../What do you think we could.../ how about.../ Why don't you bring...etc.
- Task 2 answers will depend on the real context of students but they should show understanding of the task.

A website link is offered in this page for extra information on games children can play in an event. You can ask them to visit this website (if Internet is available) to increase vocabulary, work on technological skills and to share with others what they saw and found interesting in this website. If Internet is not available for everyone, you can ask someone in particular who has Internet at home to visit the website and bring information to share with the group. If you find the information fun you can play some of the games mentioned in the site.

**ACHIEVEMENTS**

- Explores fun and personal anecdotes
- Analyzes how to talk about anecdotes
- Tells anecdotes

**Warm Up**

You can begin today's lesson by sharing with your students a funny short experience, anecdote or story. After you share your story, you can invite students to share if they've had similar experiences.

Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book.

In this unit you will be guiding your students to identify and learn what an anecdote is. Therefore, it is important to make a clear difference between this genre and other types of short, literary genres such as fables, parables, metaphors and even, jokes.

An anecdote is

- a short story that tells an interesting or entertaining incident that seems to be based on real events,
- a short narrative of a funny, weird, sad or surprising event that attracts immediate interest of the listeners,
- an incident that happened to someone or to oneself


An anecdote sometimes can be confused with a joke because of being funny, but it isn't. The main difference is that an anecdote is used much more to express a reality, even if it is fictional, it leaves a message and is based on practical real, daily life situations. A joke is totally funny, and it usually doesn't give a message.

An anecdote can also be more confused with a fable because of the length and contents; anecdotes don't include a moral.

Another category with which an anecdote can be compare is a parable but though they may be similar, the parable has a different historical context besides, and just as in the fable, the parable offers a moral and an anecdote will never leave a moral as a message and it rarely includes a combination of animal and human characters.

Last, but not least important, an anecdote usually starts with...*once I was walking on the street when suddenly, I tripped over...* and from there on, you captivate the attention and laughter of the people who are listening to you.

**Discover**


1.  **Look at the pictures and discuss with your class what you think about each one. What does each one tell you? Are they funny or strange? Why?**

Explores fun and personal anecdotes.


Lesson 1 Unit 2 Fantastic, short stories!

**Disco** How fun you think dancing is... funny?

1. Look at the pictures and discuss with your class what you think about each one. What does each one tell you? Are they funny or strange? Why?




2. Work with a partner. Read and listen. Which of the pictures above is the anecdote about? How can you tell?




3. An anecdote is a short story about a person or incident that usually makes people laugh. Think and share an anecdote about you or someone you know with your group. Listen to others and check if all anecdotes are funny.

You may begin by directing students' attention to the pictures and encouraging them to describe what they see. Then, read the instructions aloud along with students. Discuss the questions with the whole class. Encourage everyone to participate. You can invite volunteers to state the reasons for their answers. Some possible answers could be based on words like: hair was caught in the mixer / the man fell and tripped over, etc.

2.  **Work with a partner. Read and listen. Which of the pictures above is the anecdote How can you tell? ▶ 06**

Tell students you will now listen to and read a conversation and they have to pay attention so that they are able to identify which picture represents the recording they hear. Form pairs. Play track 6 as many times as you consider necessary and then ask students to discuss and determine which is the correct picture. Encourage them to say why. You can invite volunteers to share their ideas with the rest of the class. Answer: The lady with the mixer.

3.  **An anecdote is a short story about a person or incident that usually makes people laugh. Think and share an anecdote about you or someone you know with your group. Listen to others and check if all anecdotes are funny.**

Go over the definition of anecdote with students and invite them to think about something funny they have experienced. Invite volunteers to share some anecdote aloud and then have pairs work together. Monitor and provide any needed assistance. Elicit answers from volunteers. Check and correct as needed. Though students may not have many anecdotes or may not recall, they usually know about someone in their family who has told an anecdote. Encourage them to share.

\*Note: the clue words found in bold and orange color for this unit are: mixer, pancakes, upset, funny, scene, spoke, vase, hiking. Remember, you can also find them in the Picture dictionary section at the end of your Teacher's book and in your students' Activity book.

**Think**

4. Work in small groups. Read about what you need to tell an anecdote. Look at the words and expressions in bold and complete the statements with your own ideas. Check with other groups in your class.

Guess what happened?

scene: kitchen pancakes

hair got stuck in the mixer!

never making

5. Listen to the anecdote and write notes under the headings. Then think about the anecdotes: Do you find them funny? Do you or someone you know has had an experience like this? Share and discuss your experiences with your group.

**Step**

**Create** Suggestions to record or tell an anecdote

- Recording an anecdote, when possible, or telling it is a fun way to let others know something interesting or funny that happened to you. So let's start!

## Create

Product: Suggestions to record or tell an anecdote

### Step 1

Students can now begin to work on their product for this unit. Students can work in teams. They will work with the same team for the duration of this unit to develop their product. You may allow them to decide how many members to have in each team or determine this yourself. You may go over the text along with students and clarify any doubts. You can ask students to browse through the lesson and talk about the expressions and phrases that they can use to express surprise. Students make notes about these expressions in their notebooks. Monitor and provide any needed assistance. Remind them to keep their notes in a safe place for future use.

### Reading Time!

Reader's Storyt You'll never believe what happened


Track 24

This could be a good moment to use the Reader's book. This unit's reading will present students with a sweet and interesting narrative story. This reading will help students expand their vocabulary and their knowledge. Ask students to read pages 19 to 23. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You may also use the questions included in their Activity Books to have a short class discussion where students get to share if they've experienced something similar as well as their predictions about the story.

### Teaching SOS

Some students might not be as successful as we expect them to when reading. If you can identify the area in which your student is struggling then you can create strategies to help him or her. Students might struggle with different things such as phonemic awareness, fluency, comprehension and even motivation. If you have a struggling reader, identify what the problem is and find ways to assist him or her.

## Think and do

4.  Work in small groups. Read about what you need to tell an anecdote. Look at the words and expressions in bold and complete the statements with your own ideas. Check with other groups in your class.

You can read the instructions along with students and make sure they understand what needs to be done. Ask them to identify the words and expressions in bold first. Then, form groups and have students complete the activity. Possible answers: me/ I was/ making/my/I'm pancakes.

5. Listen to the anecdote and write notes under the headings. Then, think about the anecdotes: Do you find them funny? Do you or someone you know has had an experience like this? Share and discuss your experiences with your group. ▶ 07

Tell students you are going to listen to a recording and they have to write notes under the headings. Read the headings along with students and make sure everyone understands them. Play Track 7 as many times as you consider necessary for students to complete the activity. Then, you can ask the questions or write them on the board and discuss them as a class. Encourage everyone to participate. You can also invite students to share their notes with the rest of the class. As children share their notes, have them practice the main vocabulary in this unit and invite them to think about any anecdotes related to events and if any, invite them to share them. You can ask them to think or go back to unit 1 and chose some of the words to practice telling anecdotes related to events.



**Think**

4. What really makes an anecdote interesting for you when listening to it? Number the following characteristics from 1 (least) to 4 (most) according to how important each one is for you. Then, exchange points of view with your group stating your reasons. What do others think?

1. What makes the anecdote interesting is the way it is told.

2. What makes the anecdote interesting is the person who told it.

3. What makes the anecdote interesting is the situation in which it happened.

4. What makes the anecdote interesting is the character of the person who told it.

5. Work in teams of 4. Exchange ideas on what an interesting anecdote is for each one of you. Think of an anecdote about you or someone else to tell your team and make it as interesting as possible and remember to consider the elements in activity 4. Listen to each member in your team and when finished, write his/her name and what characteristic made the anecdote interesting. Share your opinion with your team, does everyone think alike?

| NAME | CHARACTERISTIC |
|------|----------------|
|      |                |
|      |                |
|      |                |

**Step 2**  
Suggestions to record or tell an anecdote

Let's keep working on telling or recording an anecdote.

Unit 2

Read the instructions along with students. Clarify any doubts. Students should narrate anecdotes while everyone writes the name of who told the anecdote and which characteristic made it different or more interesting than the rest.

## Create

Product: Suggestions to record or tell an anecdote

### Step 2

Students will now continue working on their product for this unit. You can go over the text along with students and clarify any doubts. You can ask them to get together with their teams and take out their notes from the previous session. Tell students to take turns to share a personal anecdote. Have students work with their team and choose one personal anecdote and make a detailed description of it. Students think about ways to make it more interesting. Ask them to write all their ideas in their notebooks and remind them to keep all the information in a safe place for the next session.

## Reading Time!

Reader's Story You'll never believe what happened

### Track 24

This could be a good moment to use the Reader's book. Ask students to continue reading pages 24 to 27. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. If you assign the reading as homework, you might want to go over the questions in their Activity Books so that they can think about them as they read. If you read during class, you can first read and then ask each question aloud and see what students think, encourage them to share the reasons for their answers, e.g. *I think Liam feels worried because Luna is a bad dog.*

## Teaching SOS

To help students using the reader in a more productive way, ask them to focus on particular passages of the story or to deal with specific problems in it. This way you are triggering comprehension and language practice at the same time. Importantly, discuss the learner's response to the text.

## Think and do

4. **What really makes an anecdote interesting for you when listening to it? Number the following characteristics from 1 (least) to 4 (most) according to how important each one is for you. Then, exchange points of view with your group stating your reasons. What do others think?**

You can go over the statements along with students and clarify any doubts. Form groups and ask them to number the statements in order of importance. Monitor and help as needed. Remind students to speak in English. Encourage volunteers from each group to share their ideas with the rest of the class and give. As usual encourage children to participate and to backup reasons for stating their opinions. Possible answers: because he/she was intelligent in the situation/ because it makes me laugh a lot, etc.

5. **Work in teams of 4. Exchange ideas on what an interesting anecdote is for each one of you. Think of an anecdote about you or someone else to tell your team and make it as interesting as possible and remember to consider the elements in activity 4. Listen to each member in your team and when finished, write his/her name and what characteristic made the anecdote interesting. Share your opinion with your team, does everyone think alike?**

**Warm Up**

As a group, talk about important celebrations in your town or city. Why are these important celebrations? What makes them important? Do they like these celebrations? Why?

Remember that before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book.

**Discover**

1. Listen and number the pictures in the correct order. Then, check and compare with your classmates. Which picture is the funniest for you? ▶ 09

You can go over the instructions along with students. Make sure everyone understands what needs to be done. Play Track 9 as many times as you consider necessary for students to complete the activity individually. Elicit answers and check. Invite volunteers to mention which picture they find funny. As you listen to different children participate, remind them of the characteristics of an anecdote and be precise at telling them that being funny doesn't mean to be gross or rude. Take advantage of this possibilities to go deeper into what a moral is (fable) and the essence of a message in an anecdote: something that a person experiences in a funny way but that leaves a lesson of life.


2. Listen again and pay close attention to the words in the anecdote. Which words tell you the sequence of actions in the anecdote? What words express surprise? Write them on the lines below. Are there any other words that attracted your attention in the anecdote? Does the speaker change the tone or volume when using these words? Share your ideas and words with a partner.

Go over the instructions with students making sure they understand. Have volunteers give answers to the questions and finally, ask students to write their answers on the lines and share their ideas and the words they wrote.

Lesson 3

How can you attract people's attention? Can you tell an anecdote?

1. Listen and number the pictures in the correct order. Then, check and compare with your classmates. Which picture is the funniest for you? Why? ▶




2. Listen again and pay close attention to the words in the anecdote. Which words tell you the sequence of actions in the anecdote? What words express surprise? Write them on the lines below. Are there any other words that attracted your attention in the anecdote? Does the speaker change the tone or volume when using these words? Share your ideas and words with a partner. ▶

.....

.....

.....

3. Work in pairs and use the pictures in activity 1 to tell the anecdote. Remember the elements that you need to make it really interesting for others. Have fun! 🗣️



3. Work in pairs and use the pictures in activity 1 to tell the anecdote. Remember the elements that you need to make it really interesting for others. Have fun!

Now, you can form pairs and ask students to use the pictures in activity 2 to tell the story. They can make some notes in their notebooks if they want to. Monitor and provide any needed assistance. Invite the pairs to share the story with the rest of the class. Did they all tell the same story? Why?

**Think**

4. When telling an anecdote, do we refer to present or to past experiences? Read the following sentences and continue the anecdote but give it a different ending. Go back to the previous page and look at the pictures in activity 1 for help. Exchange with a partner and compare your anecdotes.

5. In small groups, agree on a topic from the box. Taking turns, organize what you're going to say and who is going to say what. Make notes in your notebook and tell the anecdote to each other.

6. Share the anecdote you and your group chose in activity 5 and retell it to the rest of the class.

**Step**

**Create** Suggestions to record or tell an anecdote.

Let's keep working on telling or recording an anecdote.

**Links**

Unit 2

**6. Share the anecdote you and your group chose in activity 5 and retell it to the rest of the class.**

You can invite each group to come to the front of the class and take turns to read their anecdote for their classmates. Ask students to be respectful and to write down the things they found most interesting about each anecdote.

**Create**

**Product:** Suggestions to record or tell an anecdote


**Step 3**

Students will now continue working on their product for this unit. You can go over the text along with students and clarify any doubts. Ask them to take out their notes from the previous session and organize their notes so they know what they will say. Ask them to rehearse their anecdote and remind them that they have to make it interesting. If the technology is available, you could ask them to record their anecdote. Monitor and provide any needed assistance. Remind students they need to keep everything in a safe place for the final session. Decide on when their final presentation will be.


**Links**

You can ask your students to access the web page to find some stories that could give them ideas for when they are telling anecdotes. If you have the resources available, you could do this during class or just assign it as an activity they can do to prepare their telling or recording of an anecdote.

**Think and do**

4.  **When telling an anecdote, do we refer to present or to past experiences? Read the following sentences and continue the anecdote but give it a different ending. Go back to the previous page and look at the pictures in activity 1 for help. Exchange with a partner and compare your anecdotes.**

You can ask a volunteer to read the instructions aloud. Then, you can ask another student to read the sentences aloud. Next, form pairs and ask students to continue the anecdote as the task requires. Monitor and make sure all students are on task. Elicit ideas from. Encourage children to use the phrases and remind them that not all anecdotes are funny; some could be sad, too but that telling nice and funny anecdotes can make a difference in the audience.

5.  **In small groups, agree on a topic from the box. Taking turns organize what you're going to say and who is going to say what. Make notes in your notebook and tell the anecdote to each other.**

You can first read the instructions along with students and then go over the information in the box. Make sure everyone understands what needs to be done. Set a time limit and monitor while students work. Help if needed. Remind them to make notes and to take turns to tell the anecdote to each other.

**Reading Time!**

**Reader's Storyt** You'll never believe what happened

Track 24

This could be a good moment to use the Reader's book. Ask students to continue reading pages 28 to 32. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You could also ask students to first retell what they remember from the previous reading session. Encourage students to share their opinion about the story. You can ask students the first question in their Activity Books and encourage them to share their ideas: Were you expecting the ending? Then you could form groups and encourage students to come up with their own unexpected ending.

The link to the website suggested on this page is for you and your students to enjoy the ideas offered in the site and have a variety of activities to practice on this topic: telling anecdotes and creating them.

**Review**

**Warm Up**

1. **Imagine you want to become a professional anecdote teller. What would you do to make people laugh or be interested in your anecdote? Exchange your ideas with a partner.**

You can form pairs and go over the instructions along with students. Make sure everyone understands what needs to be done. Invite some volunteers to share ideas with the rest of the class. Even after reviewing with the children you may come up with an idea of having an anecdote show & tell event. This could make children feel assure and motivated to participate without fear since everything could be done on the fun and funny side.


2. **Work in teams. Read and try to complete this anecdote with your own words. Write them on the blanks and check with your class as you take turns to read it aloud.**

Students can work in pairs. Have a volunteer read the instructions aloud and ask them to complete the activity. You can guide students if you consider it necessary, for example, ask them to first read the incomplete story. You could elicit some words that they could possibly use and write them on the board. Then, ask them work in pairs and complete the anecdote. Then, have them take turns to read their anecdote for the rest of the class. Answers can be found on page T161.


**Review**

1. Imagine you want to become a professional anecdote teller. What would you do to make people laugh or be interested in your anecdote? Exchange your ideas with a partner.
2. Work in teams. Read and try to complete this anecdote with your own words. Write them on the blanks and check with your class as you take turns to read it aloud.


I was sitting at the table with my friend when I saw a man in a suit walking towards me. He was carrying a briefcase and looking very nervous. I noticed that he was sweating and his hands were shaking. I thought, "What is wrong with him? He looks like he's in a hurry." I decided to ask him what was going on. He looked at me and said, "I'm sorry, but I've just realized that I've left my briefcase at home. I need to go back and get it. Can you please hold my place for a moment?" I said, "Of course, no problem." He thanked me and ran off. I waited for a few minutes but he didn't come back. I looked at my watch and saw that it was 10:00. I decided to go home. As I was walking home, I saw a dog running towards me. I stopped and looked at it. The dog was very friendly and wagged its tail. I thought, "That's a nice dog. I wonder who it belongs to." I decided to follow it. The dog ran to a house and I saw a man standing there. I went up to him and said, "Hi, I saw your dog running towards me. It's very nice." The man smiled and said, "Yes, it is. My name is Mr. Smith. I'm glad you like it." I said, "I do. It's very friendly." Mr. Smith said, "I'm glad to hear that. I'll be in touch with you if I hear anything more about the dog." I said, "Thank you very much. Goodbye." I walked home and thought about the man in the suit. I wondered what happened to him. I decided to write him a letter and tell him what happened. I wrote the letter and put it in the post. I hope he'll get it and be happy to hear that his dog is safe.







**3. Number the sentences in the correct order. Check with a partner and retell the anecdote in the correct order.** 

..... who were in a crowded room, I noticed my friend's arm  
 ..... the door and I asked what had happened to the gentleman.  
 ..... I felt a little nervous, but I decided to take a chance and I asked  
 ..... the man what was wrong. He told me that he had a headache  
 ..... and that he was going to the doctor.  
 ..... Then he said, "I'm sorry, but I don't know what the doctor said."

**4. Work in teams. Agree on a topic and write the funniest anecdote you can create in your notebook. Organize the team for everyone to participate at telling the anecdote to your class. Which anecdote was the funniest? Write it on the lines below.** 

Unit 2 

**3.  Number the sentences in the correct order. Check with a partner and retell the anecdote in the correct order.**

You can form pairs and go over the instructions along with students. Make sure everyone understands what needs to be done. Ask students to complete the activity with their partner. Monitor and provide any needed assistance. Invite some volunteers to share ideas with the rest of the class. Encourage them to share their strategies. Answers are found on page T161.

**4. Work in teams. Agree on a topic and write the funniest anecdote you can create in your notebook. Organize the team for everyone to participate at telling the anecdote to your class. Which anecdote was the funniest? Write it on the lines below.**

You can ask students to agree on a topic and to create a very funny anecdote. Then, invite them to present it in front of the group. Finally, have them write it in the provided space. Monitor and make sure everyone is on task.

**Teaching SOS**

You can find that some of your students are always eager and ready to participate while others do their best to try to disappear. It is important that you find a balance in your classroom. Do not stop the eager student from participating but do let him or her know that first you want to listen to someone else. Invite shy students to participate. The ultimate goal is that you make your students feel empowered so that they use the language and share their knowledge.

**Product: Suggestions to record or tell an anecdote**

In this section of the unit, students will present the product they have been working on throughout the unit. You can have students open their books on page 28.

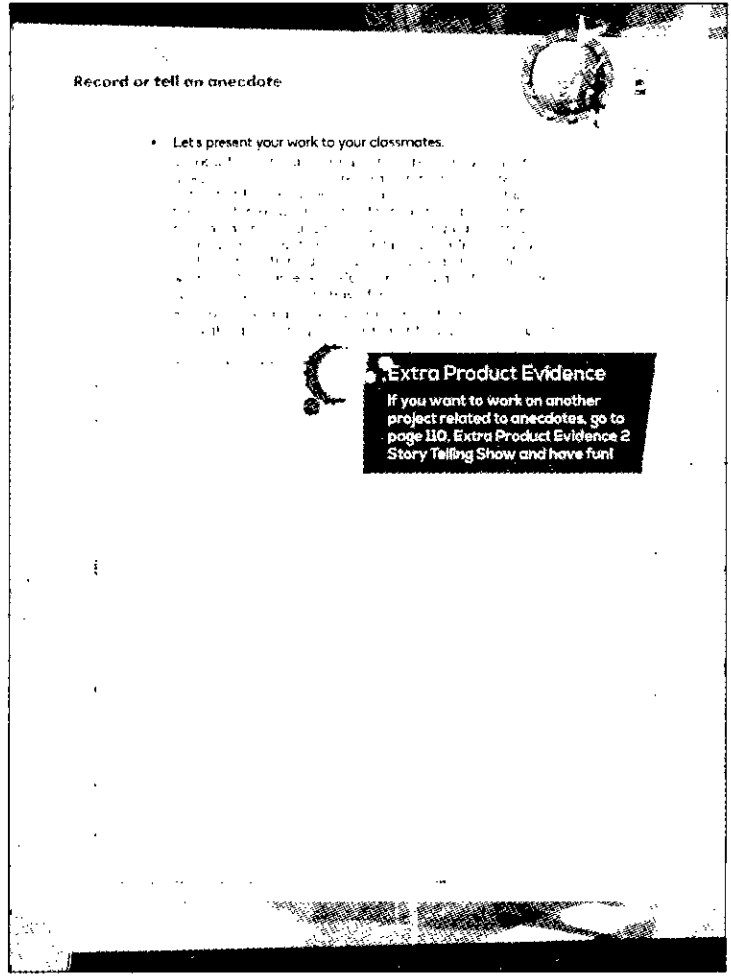
You can tell students they will now present their product.

You can read the information aloud or invite volunteers to read it aloud. Make sure everyone understands what to do. Then, you can have students get together with their teams and encourage them to present the anecdotes while their classmates' listen to them. Encourage the listeners to be respectful. If students recorder their anecdotes, you might want to make sure you have the required equipment available for them to play them for the rest of the class. Once everyone has presented their anecdote, encourage them to draw or paste a picture of something that represents the anecdote they shared with their classmates. You can invite volunteers to share their drawing with the rest of the class.

Tell students to share their anecdotes with people outside of school and have others tell them their own anecdotes.

**Extra Product Evidence 2**

As mentioned in Unit 1, here you will find another option to build an extra product if you think you prefer to have students work on this option or use it for other teaching needs such as evaluation, open classes, Show & Tell presentations. Or save it for whenever you may find it useful. This time the Extra Product Evidence is inviting children to participate in a Story Telling Show where anecdotes are the principal element to present accompanied by fun, of course!



**Assessment 2** **Think and Reflect**

1. Let's reflect! Answer the questions to assess your learning progress.

1. How do you think you did in this unit? What did you learn?

2. What do you think you did well at? What did you enjoy doing?

3. What do you think you need to improve on? What do you need to do?

4. How do you think you can use what you have learned in your daily life?

5. How do you think you can use what you have learned in your future studies?

6. How do you think you can use what you have learned in your future career?

7. How do you think you can use what you have learned in your future life?

8. How do you think you can use what you have learned in your future work?

9. How do you think you can use what you have learned in your future relationships?

10. How do you think you can use what you have learned in your future health?

11. How do you think you can use what you have learned in your future happiness?

12. How do you think you can use what you have learned in your future success?

13. How do you think you can use what you have learned in your future achievements?

14. How do you think you can use what you have learned in your future goals?

15. How do you think you can use what you have learned in your future dreams?

16. How do you think you can use what you have learned in your future aspirations?

17. How do you think you can use what you have learned in your future ambitions?

18. How do you think you can use what you have learned in your future hopes?

19. How do you think you can use what you have learned in your future wishes?

20. How do you think you can use what you have learned in your future desires?

21. How do you think you can use what you have learned in your future needs?

22. How do you think you can use what you have learned in your future wants?

23. How do you think you can use what you have learned in your future requirements?

24. How do you think you can use what you have learned in your future expectations?

25. How do you think you can use what you have learned in your future demands?

26. How do you think you can use what you have learned in your future necessities?

27. How do you think you can use what you have learned in your future essentials?

28. How do you think you can use what you have learned in your future fundamentals?

29. How do you think you can use what you have learned in your future basics?

30. How do you think you can use what you have learned in your future principles?

31. How do you think you can use what you have learned in your future concepts?

32. How do you think you can use what you have learned in your future ideas?

33. How do you think you can use what you have learned in your future thoughts?

34. How do you think you can use what you have learned in your future feelings?

35. How do you think you can use what you have learned in your future emotions?

36. How do you think you can use what you have learned in your future moods?

37. How do you think you can use what you have learned in your future attitudes?

38. How do you think you can use what you have learned in your future behaviors?

39. How do you think you can use what you have learned in your future actions?

40. How do you think you can use what you have learned in your future responses?

41. How do you think you can use what you have learned in your future reactions?

42. How do you think you can use what you have learned in your future expressions?

43. How do you think you can use what you have learned in your future communications?

44. How do you think you can use what you have learned in your future interactions?

45. How do you think you can use what you have learned in your future relationships?

46. How do you think you can use what you have learned in your future connections?

47. How do you think you can use what you have learned in your future networks?

48. How do you think you can use what you have learned in your future communities?

49. How do you think you can use what you have learned in your future societies?

50. How do you think you can use what you have learned in your future cultures?

51. How do you think you can use what you have learned in your future traditions?

52. How do you think you can use what you have learned in your future customs?

53. How do you think you can use what you have learned in your future practices?

54. How do you think you can use what you have learned in your future rituals?

55. How do you think you can use what you have learned in your future ceremonies?

56. How do you think you can use what you have learned in your future events?

57. How do you think you can use what you have learned in your future occasions?

58. How do you think you can use what you have learned in your future moments?

59. How do you think you can use what you have learned in your future times?

60. How do you think you can use what you have learned in your future periods?

61. How do you think you can use what you have learned in your future eras?

62. How do you think you can use what you have learned in your future ages?

63. How do you think you can use what you have learned in your future generations?

64. How do you think you can use what you have learned in your future dynasties?

65. How do you think you can use what you have learned in your future lineages?

66. How do you think you can use what you have learned in your future families?

67. How do you think you can use what you have learned in your future households?

68. How do you think you can use what you have learned in your future clans?

69. How do you think you can use what you have learned in your future tribes?

70. How do you think you can use what you have learned in your future nations?

71. How do you think you can use what you have learned in your future countries?

72. How do you think you can use what you have learned in your future states?

73. How do you think you can use what you have learned in your future provinces?

74. How do you think you can use what you have learned in your future regions?

75. How do you think you can use what you have learned in your future territories?

76. How do you think you can use what you have learned in your future domains?

77. How do you think you can use what you have learned in your future kingdoms?

78. How do you think you can use what you have learned in your future empires?

79. How do you think you can use what you have learned in your future realms?

80. How do you think you can use what you have learned in your future worlds?

81. How do you think you can use what you have learned in your future universes?

82. How do you think you can use what you have learned in your future galaxies?

83. How do you think you can use what you have learned in your future planets?

84. How do you think you can use what you have learned in your future moons?

85. How do you think you can use what you have learned in your future stars?

86. How do you think you can use what you have learned in your future comets?

87. How do you think you can use what you have learned in your future meteors?

88. How do you think you can use what you have learned in your future asteroids?

89. How do you think you can use what you have learned in your future planets?

90. How do you think you can use what you have learned in your future moons?

91. How do you think you can use what you have learned in your future stars?

92. How do you think you can use what you have learned in your future comets?

93. How do you think you can use what you have learned in your future meteors?

94. How do you think you can use what you have learned in your future asteroids?

95. How do you think you can use what you have learned in your future planets?

96. How do you think you can use what you have learned in your future moons?

97. How do you think you can use what you have learned in your future stars?

98. How do you think you can use what you have learned in your future comets?

99. How do you think you can use what you have learned in your future meteors?

100. How do you think you can use what you have learned in your future asteroids?

**Go on!**

## Assessment 2

### Think and Reflect

Ask your students to open their books on page 29. Direct their attention to the assessment. Tell them that this assessment is a way in which they will be able to see how well they understood what they learned and practiced during the unit. Encourage them to be honest while completing the assessment because it will help them notice what they need to do to improve. Direct students' attention to the first part of the assessment and read the instructions aloud along with students. Go over each statement and clarify any doubts. Ask students to complete the assessment individually. Monitor and provide any needed assistance. Then, direct students' attention to the second part of the assessment. Go over the instructions along with students. Form pairs and ask them to follow the instructions to complete the assessment. Monitor. Remind students to speak in English.

## ACHIEVEMENTS

- Explore illustrated guides
- Understand information to follow steps
- Write instructions

## Warm Up

Before you begin today's lesson, use some time to review in a fun way the months of the year. Invite students to find two classmates whose birthday is the month before and the month after his/hers, and ask them to line up in the order of the months, i.e. My birthday is in October and mine is in November and mine is in December.

Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book, **How can the pictures that come with instructions help you understand them?**

Before we start this unit, it would make good to know a little more about what an illustrated guide is and how many things we could do with one of these. The aim of an illustrated guide is to explain in a graphic way a text, as simple as this. But also, this guide has to take you by the hand to solve a problem, even if it is a simple problem such as setting channels on a TV, assembling a bookshelf, using a gadget, playing with a game station, and even a map in a traveler's guide is an illustrated guide. If we analyze the examples, we will clearly see that each one solves a problem. Therefore, as a summary, any illustrated guide must have 3 main elements: guiding text which we normally know as instructions; illustrations to ease understanding and be good enough, to solve the problem or situation why we are consulting that illustrated guide.

## Discover

1. **What can you do when you need to do something but you don't know how to do it? Think of all the alternatives and discuss your ideas with the whole class.**

You may begin the discussion by asking students to think about a situation when they needed to do something but they didn't know how to do it. You may use a personal example such as baking a cake or making a sweater. Tell them it can be related to school or home and list some of those situations on the board. Then, ask the question aloud and encourage students to share their answers with the class as well as many alternatives as possible.

2. **Imagine you're taking a gift to a party, but your Mom doesn't have time to wrap it. Read the guide. Is it easy to follow? Why? Why not? Do you know another way to do it? How? Share your ideas with a partner.**

Lesson 1 Unit 3 Solving problems

**Discover** How can the pictures that illustrate instructions help you understand them?

1. What can you do when you need to do something but you don't know how to do it? Think of all the alternatives and discuss your ideas with the whole class.
2. Imagine you're taking a gift to a party, but your Mom doesn't have time to wrap it. Read the guide. Is it easy to follow? Why? Why not? Do you know another way to do it? How? Share your ideas with a partner.

**How to wrap a gift**

3. In groups, discuss and answer the questions.

Ask students what type of presents they usually take to a party. You could take a few extra minutes to discuss how popular, how expensive, etc. those gifts are and this help students contextualize the activity. Tell students to imagine that their mom doesn't have time to wrap that gift they are taking to a party and ask them to read the guide 'how to wrap a gift'. You may want to write the new vocabulary on the board and ask students to answer the questions individually. Then, invite them to share their ideas with a partner. If time allows, have some volunteers show the class another way to wrap a gift using a piece of paper.

3. **In groups discuss and answer the questions.**

After students finish reading the guide, ask them to form groups of 3 or 4 to answer the questions. You could read the questions aloud and help with vocabulary as needed and set an amount of time for students to work with the six questions. Invite the different groups to share their answers and discuss as a class the answer to question six.

## Teaching SOS

There are many group activities in the unit planned to fulfill one simple objective, classroom interaction. You will see that some of the students are reluctant to work in groups and it is difficult for them to participate. One way to help them is to present a clear outcome to the task. If students do not understand what they are doing or why they are doing it, it will be even more difficult for them to participate. Start with the size of the group. The best size recommended is probably from three to five learners. If the group is bigger it is probable that not all the members will contribute to the task. We invite you to talk to students about the benefits of working in groups when they are making decisions, producing a text or a product and the opportunities they have learning with their classmates.





\*Note: the clue words found in bold and orange color for this unit are: water, wrap, flick, fold, guide, crouch, edge, dig. Remember, you can also find them in the Picture dictionary section at the end of your Teacher's book and in your students' Activity book.

Follow an illustrated guide to solve a problem.

**Think**

4. An illustrated guide shows you how to do something. Look at the underlined words. What do they tell you? Share your ideas in pairs. Look at the illustrated guide in the previous page and see if you can find words with similar function.

5. Look at the illustrated guide. What problem does it solve? Write a title. Then, exchange

|   |   |   |   |
|---|---|---|---|
|  | First, arrange 3 slices of toasted bread in a tray and spread mayonnaise over the side of each slice. |  | Secondly, cut some lettuce and two slices of tomato and some piece of chicken on top of the slice of toast. |
|  | Put a slice of toast on top and add more lettuce, tomato and some bacon.                              |  | Add salt and pepper and put the last slice of toast on top. Press down!                                     |

6. In pairs, compare the two illustrated guides in this lesson. Think about:

|   |                           |  |                                |
|---|---------------------------|--|--------------------------------|
| What elements are present in both guides. | The situation they solve. | How you can identify the sequence in each guide. | The differences in each guide. |
|---|---------------------------|--|--------------------------------|

7. Talk about what you found with the rest of the class and how these elements in an illustrated guide help you solve a situation.


**Step**

**Create**

Product: Short Illustrated Guide

Step 1

Remind students what the aim of an illustrated guide is and have volunteers tell you: solve a problem, guide the user to solve it and use illustrations to make it easier to understand. Also remind them of the elements they should include as a general overview: illustrations and instructions to solve a particular problem. Students can now begin to work on their product for this unit. Tell students to work in teams of three. Once they are grouped they will work with the same team in the development of the product along the unit. You may go over the text and clarify any doubts. Ask students to look at the lesson and write down the elements of a guide and the words that are commonly used in them. You may want to encourage them to discuss interesting topics and write them down so that they have options for their product. Monitor and provide any needed assistance. Remind them to keep their notes and lists in a safe place for future use.

6.  In pairs, compare the two illustrated guide in this lesson. Read the instructions aloud and make sure students understand they are going to compare so invite them to tell you what both guides have in common. You may want to also read each one of the speech bubbles and their content to guide them in the comparison and if necessary suggest they may write their answers to report. Find answers page T161.

7. **Talk about what you found with the rest of the class and how these elements in an illustrated guide help you solve a situation.** When students finish the comparison, ask them to share what they found with the class. You may have some volunteers give their answers first and then invite the rest of the students confirm such answers. It is better if students discuss as a class and you only monitor.


**Create**

Product: Short Illustrated Guide

Step 1

Remind students what the aim of an illustrated guide is and have volunteers tell you: solve a problem, guide the user to solve it and use illustrations to make it easier to understand. Also remind them of the elements they should include as a general overview: illustrations and instructions to solve a particular problem. Students can now begin to work on their product for this unit. Tell students to work in teams of three. Once they are grouped they will work with the same team in the development of the product along the unit. You may go over the text and clarify any doubts. Ask students to look at the lesson and write down the elements of a guide and the words that are commonly used in them. You may want to encourage them to discuss interesting topics and write them down so that they have options for their product. Monitor and provide any needed assistance. Remind them to keep their notes and lists in a safe place for future use.

**Think and do**

4.  An illustrated guide shows you how to do something. Look at the underlined words. What do you notice? Share your ideas in pairs. Look at the illustrated guide in the previous page and see if you notice anything similar.

Direct students' attention to the underlined words in the three sentences and if you consider it necessary guide them through the activity by saying they have something in common and they have to discover it. Read the question and invite students to share their answers with another classmate. You can also invite students to find another pair of students and compare answers before confirming with you. Then, tell students to go back to the guide on how to wrap a gift and take a close look to find similarities. You may want to have some volunteers share their answers with the class.

5. **Look at the illustrated guide. What problem does it solve? Write a title. Then, exchange.**

Direct students' attention to the illustrated guide in four steps. You could make a list of the new vocabulary on the board before asking them the question. Then, invite students to tell you what problem the guide solves and wait for reactions. Make sure everyone understands what needs to be done and check answers with the class.

**Reading Time!**

Reader's Fact How to solve the problem Track 25

This could be a good moment to use the Reader's book. This unit's reading will present students with suggestions and recommendations on staying healthy. This reading will help students expand their vocabulary and their knowledge about guides on how to do something. Ask students to read pages 33-37. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You can also ask the questions included in their Activity Book so that students share their opinions after reading. You could also share how you protect the environment as an example.

### Warm up

You can form groups of three and ask students to talk about how to find and download an app for their cell phone. Tell them they have to explain it using three sentences only, one each member of the team. Then, invite some volunteers share their guide with the class and see how similar they are.

Remember that before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book: **What is the importance of following steps?**

### What is the importance of following steps?

#### Discover

1. **Have you ever played this game?**  
How do you know the order of squares you have to jump to?  
Do you like this game?  
Share your experiences with the class.

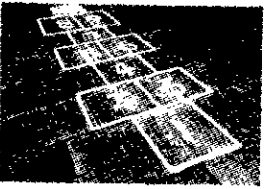
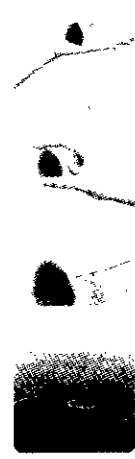
Direct students' attention to the picture and present the expression. Then, ask the question. Encourage students to participate and share their answers with the class. If some of the students said they were not good at skipping stones you may ask what makes it difficult. Find out from your students how they feel when they lose a game and if they think there are illustrated guides to play better.

2. **Work in pairs. Read the illustrated guide and discuss and then determine the most important things to consider when you want to skip a stone.**

Form pairs and read the instructions aloud. If you consider it would help students with the activity, read the steps of the illustrated guide aloud along with them. Offer help with new vocabulary and give students time to answer the question. Then, invite volunteers to share their answers and ask the rest of the class to listen and give their opinion on their answers. Some possible answers are: using numbers, or sequence words such as first, next, then, last, etc.

### Lesson 2

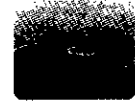
**Discover** *What is the importance of following steps?*

1. Have you ever played this game? How do you know the order of squares you have to jump to? Do you like this game? Share your experiences with the class.
 
2. Work in pairs. Read the illustrated guide and determine the most important things to consider when you want to skip a stone.
 

First, you should hold the stone in your hand and throw it with a flick of your wrist.

Next, you should throw the stone so that it hits the water in the middle of the water.

Then, you should throw the stone so that it hits the water in the middle of the water.

Finally, you should throw the stone so that it hits the water in the middle of the water.
3. Discuss the questions below in groups.
 

3. **Discuss the questions below in groups.**

Ask students to form groups of four for this activity. You could recommend them to work with different students as many times as possible and not to choose the same classmates all the time so they have different experiences in the classroom. Read the question aloud and suggest students to give clear reasons. You can help with vocabulary while expressing their reasons so they gain more confidence explaining why.

**Think**

4. This illustrated guide is not in order. Number it in the correct order. Then compare with a classmate. If your answers are different, discuss and determine which is the correct order. Finally, listen and check.

1. Cut out the paper. 2. Fold the paper in half. 3. Fold the paper in half again. 4. Fold the paper in half again. 5. Fold the paper in half again. 6. Fold the paper in half again. 7. Fold the paper in half again. 8. Fold the paper in half again. 9. Fold the paper in half again. 10. Fold the paper in half again.

5. In groups, write five questions about how to make a paper plane in your notebook. Then ask another group your questions.

6. With a partner, try making the plane following the guide with no order. Did it work? Now, follow the correct steps and test it out! What makes the difference?

**Step**

**Create**

Product: Short Illustrated Guide

Let's continue making the illustrated guide.

**Reading Time**

How to solve the problem  
Track 25

What? I don't know how to solve the problem. I don't know how to solve the problem. I don't know how to solve the problem.

6. With a partner, try making the plane following the guide with no order. Did it work? Now, follow the correct steps and test it out! What makes the difference?

After practicing with another group, tell students it is time to make the airplane following the guide with no order and inviting them to test their paper plane. Have volunteers share what happened. Then, have students make it following the guide in order. And encourage them to tell you what made the difference. Have fun along with your students!

**Create**

Product: Short Illustrated Guide

**Step 2**

Students can now work on the second step of their product. You can go over the text along with students and clarify any doubts. Ask them to get together with their teams and bring out their material from last time. Tell students to continue working by writing a list of sequencing words learned in this lesson. Once they have them, students can have a final discussion on the topic for the illustrated guide indicating who they are writing it for. Recommend students to research some information they may need for the activity. Finally, ask students to describe the steps they may need for their guide in their notebook and remind them to keep all the information in a safe place for the next session.

**Reading Time!**

Reader's Fact How to solve the problem Track 25

This could be a good moment to use the Reader's book. Ask students to continue reading pages 38 to 42 but before you could use the pictures in the reader and ask students to retell what they remember from the previous reading session.

You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You can also write the questions from their Activity Books (*Which of the things mentioned in the reading do you do? What steps do you consider to be the most important?*) on the board and have a short class discussion where students share what they do and what they consider to be the most important things to do.

**Teaching SOS**

When you assign reading from the reader for homework, take into consideration the nature of homework itself, it is out-of-class work and extensive reading at the same time. Consider that some students may find it difficult to do since you are not around to help. Students will learn vocabulary and acquire good and healthy habits of reading so we recommend you work with comprehension questions to check general understanding rather than asking for every single detail that could make students anxious.

**Think and do**

4. This illustrated guide is not in order. Number it in the correct order. Then, compare with a classmate. If your answers are different, discuss and determine which is the correct order. Finally, listen and check. ▶ 10

Direct students' attention to the picture in the guide and ask them to tell you what this is about. Ask them if they are good at making paper airplanes. You may even ask them to show you their technique. Then, invite a volunteer to read the instructions aloud. Make sure they understand they are going to number the steps and suggest to pay close attention to the first words in each sentence to help them in making the sequence. Play track 10 as many times as you consider necessary for students to complete the activity and help with vocabulary as needed. Monitor they are comparing answers and encourage them to discuss them.

5. **Group** In groups, write five questions about how to make a paper plane in your notebook. Then ask another group your questions.

Invite students to form groups. You could suggest of 5 members since they need to write 5 questions and this could help students in organizing the activity better, one question, one student. Read the instruction aloud and offer help with vocabulary as needed. Monitor they are asking and answering the questions with another group.

### Warm up

Before you start the lesson, keep practicing following instructions with students with the example given, the paper airplane. Write on the board the sequencing words first, second, then, next, after that and finally and ask students to write six steps to go with them to make a ham and cheese sandwich.


Remember that before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book, **What are the characteristics of instructions? Where do you find instructions?**

### What are the characteristics of instructions? Where do you find instructions?

#### Discover

1. Sometimes communities suffer from environmental problems and planting trees can be part of the solution. What environmental problem do trees help solve? Share your ideas with the class.

Tell students that planting trees is a very common practice in many communities or cities. People are worried about environmental problems and want to help so they get together on given dates and plant trees. You could ask students the questions and ask them to think about their answers individually, then, discuss them with a classmate and have final round of discussion sharing their ideas with the entire class.

2.  **What do you need to plant a tree? Work in small teams and complete a simple illustrated guide on how to plant a tree. Read the information below. Which steps can be useful for your guide? Why? Circle the letter and tell your reasons to your team.**

For this activity, ask students to form groups of three or four. Invite a volunteer to read the instructions aloud and clarify the activity. Ask students to complete the activity with their partners and offer help with vocabulary as needed. To check, you can have students give you their answers and ask the rest of the class to confirm, right or wrong. Whatever the answers may be, encourage students to give reasons using words and expressions they already know, e.g.: stating an order using sequence words: First, I think that....Then, I followed....Finally, I did....

Lesson 3

### Discover

How can you tell instructions are easy to follow?

1. Sometimes communities suffer from environmental problems and planting trees can be part of the solution. What environmental problem do trees help solve? Share your ideas with the class.
2. What do you need to plant a tree? Work in small teams and complete a simple illustrated guide on how to plant a tree. Read the information below. Which steps can be useful for your guide? Why? Circle the letter and tell your reasons to your team.
  - a. Dig a hole and fill it with water.
  - b. Dig a hole that is 30 cm deep and 30 cm wide.
  - c. Dig a hole that is 30 cm deep and 30 cm wide.
  - d. Dig a hole that is 30 cm deep and 30 cm wide.
  - e. Dig a hole that is 30 cm deep and 30 cm wide.
  - f. Dig a hole that is 30 cm deep and 30 cm wide.
  - g. Dig a hole that is 30 cm deep and 30 cm wide.
3. Now, work with a partner and order the steps. Write the number in the box next to the step.
  - a. Dig a hole that is 30 cm deep and 30 cm wide.
  - b. Dig a hole that is 30 cm deep and 30 cm wide.
  - c. Dig a hole that is 30 cm deep and 30 cm wide.
  - d. Dig a hole that is 30 cm deep and 30 cm wide.
  - e. Dig a hole that is 30 cm deep and 30 cm wide.
  - f. Dig a hole that is 30 cm deep and 30 cm wide.
  - g. Dig a hole that is 30 cm deep and 30 cm wide.


3.  **Now, work with a partner and order the steps. Write the number in the box next to the step.**

Tell students they are going to complete the activity on how to plan a tree with a partner. Give them time to find a classmate to work with. You may want to read along with them the steps chosen for the guide and ask them to order them so we can have a guide. Monitor and make sure they are discussing the steps and agreeing on them.



**Think**

4. Look at these drawings. They are the two missing steps of how to plant a tree. In small groups write the text to go with the drawings.



5. In pairs write out all the steps in your notebook in the correct order. Draw pictures to go with the steps.

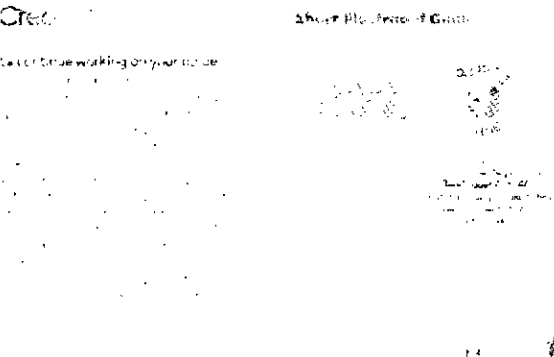
6. Read the checklist. Does your finished guide have everything it should have? If not, add what's missing.

**Checklist**

**Step**

**Create**

Let's see if we walking any, or to see



The link included on this page, offers several interesting activities and information on how to plant and take care of trees.

**6. Read the checklist. Does your finished guide have everything it should have? If not, add what's missing.**

Explain what a checklist is and point at the box. You could read the questions aloud using the appropriate intonation to show confirmation. Invite students to read it again and actually confirm if their guide is now complete based on the given questions. You may want to guide them through the activity by asking students to tell you if their friends or parents could use such guide with no problems. Encourage students to discuss their answers with the class.

**Create**

Product: Short Illustrated Guide

**Step 3**

Students can now work on the third and final step of their product. You may want to go over the text along with students and clarify any doubts. Ask them to start working by discussing the number of steps in the guide and how to present them (using bullet points, numbers or sequencing words). Recommend students to share their ideas with the members of the group so they can agree on one single format. Then, ask them to write the steps and choose illustrations to go with them. Offer help with checking the steps for accuracy and then, invite them to do the final version of the guide on a piece of construction paper. Remind students how useful the checklist is and use it to make sure they have written a good guide.

**Links**

The link included on this page, offers several interesting activities and information on how to plant and take care of trees

**Think and do**

**4. Look at these drawings. They are the two missing steps of how to plant a tree. In small groups write the text to go with the drawings.**

You may want to start by asking students if they have ever planted a tree and if they know how to plant a tree. You could invite them to say how. You can ask them if they think that the order of steps when planting a tree is important and why. Then, you can call their attention to the pictures and read the instructions along with them. Encourage them to say what steps are missing. Then, you can form groups and ask them to write the instructions that they think go with the pictures. You can invite a volunteer from each group to write their two steps on the board so that you can compare them and so that you can check and correct them if necessary.

**5. In pairs write out all the steps in your notebook in the correct order. Draw pictures to go with the steps.**

You could start the activity by telling students that now they have all the steps ready for the guide. However, there's something they need to do with it. Invite some volunteers to read such steps and then ask students to work in pairs. Recommend they choose a different classmate to work with so they have more interaction with the whole class. Then, ask students to complete the activity in their notebook. Monitor. If time allows, you could consider students to exchange guides with other pairs and comment on them.

**Reading Time!**

Reader's Fact How to solve the problem Track 25

This could be a good moment to use the Reader's book. Ask students to continue reading pages 43 to 46. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You can ask the questions in their Activity Books and encourage students to share their ideas in pairs or groups before sharing with the rest of the class.


**Teaching SOS**

Not all your students will get along. If there is a conflict between your students, separate them and don't make them work together. It won't be productive and your students will not be benefited from this type of dynamic.

Review

1. Which of these texts goes with the picture?

Direct students' attention to the incomplete picture and ask them if they can guess what animal that is. Then, guide them through the three sentences and ask them to order them to go with the picture. Recommend students to pay close attention to the sequencing words in the text. Check answers with the class. Answer can be found on T161, but it is the first statement.

2.  **Work in groups. Look at the pictures. Write instructions to set the time on your watch. You can use the words to help you. Then, share your instructions with the rest of the class.**

Point at the picture of the watch and tell students they are going to set the instructions to set the time. You could pre-teach vocabulary and this way help students work faster with the activity, turn, pull out, unwind, push, rotate time, etc. Then, give them time to organize the activity and think about the five sentences to write to go with the setting of the watch. Monitor. Offer help as needed and make students feel that this activity will help them when they have to give instructions for anything.

Review


1. Which of these texts goes with the picture?

After that, ask the class to read the three statements and order them.

1. Turn the watch face so that the numbers are in the right order.

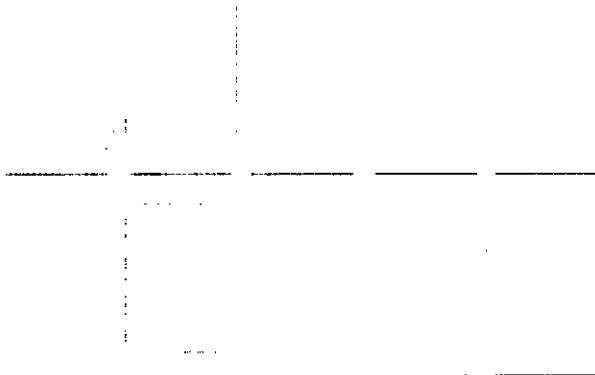
2. Push the watch face so that the numbers are in the right order.

3. Pull out the watch face so that the numbers are in the right order.




2. Work in groups. Write instructions to set the time on your watch. You can use the words to help you. Illustrate the instructions. Then, share your instructions with the rest of the class.

turn    next    push    pull out    keep unwind



3. Sometimes we have family or friends living in another part of the world and we want to get in touch with them. Do you know how to make an international phone call from any part of Mexico? Read the steps in the guide and order them to learn how to make an international phone call.



4. Work with a partner. Some people in a nearby community want to plant some flowers and fruit trees but they don't speak your language and they really want to plant these trees. How can you help them? Do you think an illustrated guide can solve the problem? Create a guide to solve this problem and then, share it with others in your class.

**3. Sometimes we have family or friends living in another part of the world and we want to get in touch with them. Do you know how to make an international phone call from any part in Mexico? Read the steps in the guide and order them to learn how to make an international phone call.**

Ask students how much they like to be in touch with family and friends and to call them on the phone either fixed or cellphone. Tell them that to call other places in the world is just as in Mexico but because the places are in other countries, each one has its own numbers and country code just like in Mexico we have a country code which is 52. When people call Mexico from other countries, they have to do what the guide on the page says but include the code. Have students read and role play what the guide says and share ideas on where they would like to call. You could even ask them to find out the country codes they would like to call. You could even have students pair up and role-play being an operator helping the caller place a call; or calling directly to someone in a certain place and saying how they made the call, etc.

**4. Work with a partner. Some people in a nearby community want to plant some flowers and fruit trees but they don't speak your language and they really want to plant these trees. How can you help them? Do you think an illustrated guide can solve the problem? Create a guide to solve this problem and then, share it with others in your class.**

To finish the review, work in pairs and share ideas on solving this problem in the nearby community. Invite volunteers to share ideas aloud and questions on the topic they chose for their product.

**Product: Short Illustrated Guide**

In this section of the unit, students present the product they have been working on throughout the unit.

You can read the text aloud and make sure everyone understands what to do. Give students a few minutes to get together with their teams to fix their guides on the board or wall and ask them to stand next to their guides. Then, you can choose a team to start with and have everyone come closer and look at their guides.

You may want to ask some questions about each guide so that your students answer and also so that your other students come up with questions of their own for their classmates.

Once everyone has presented their guides, you can ask students to go back to the checklist they worked with on page 35 and check their work against it. Invite students to have a final discussion on suggestions for improving their work. You may want to encourage them to write those suggestions in the provided space on this page.

**Extra Product Evidence 3**

If you want your students to work on another project to practice some more, you can ask them to go to page 111 and this time you can put up a Handcraft Shop where children can bring different ideas of crafts to make as they develop the different illustrated guides.

**Short Illustrated Guide**

- Let's present your work to your classmates.

After you have finished your work, you can present it to your classmates. You can read the text aloud and make sure everyone understands what to do. Give students a few minutes to get together with their teams to fix their guides on the board or wall and ask them to stand next to their guides. Then, you can choose a team to start with and have everyone come closer and look at their guides.

**Extra Product Evidence**

If you want to work on another project related to how illustrated guides can help solve problems, go to page 110, Extra Product Evidence 3 Handcraft Shop and have fun!

**Assessment 3** **Think and Reflect**

1. Let's think and reflect! Complete the information below to assess your learning progress.

Write the elements of the notes given below in the boxes below.

numbers      sequence words      illustrations steps  
 orders  
 bullets      **raise in the past**      questions  
 problem      title

Write the elements which are not in the boxes below.

Write three simple phrases which you can use to raise in the past.

Write three simple phrases which you can use to raise in the past.

2. Think about and exchange ideas with your partner on the kind of situations where illustrated guides can be helpful to solve problems? Write your ideas on the lines below.

\_\_\_\_\_

\_\_\_\_\_

**Good job!**

### Assessment 3

#### Think and Reflect

Ask your students to open their books on page 39. Direct their attention to the assessment. You can help students feel more confident by reading each statement and if necessary going back to the activity in the unit that shows that achievement so you clarify the concepts and ideas. Ask students to complete the assessment individually. It is very important they read the statements carefully and answer honestly since their answers will tell them how well they understood what they learned and what needs improvement. Encourage students to write a short comment expressing why they (didn't) achieve what expected. Then, direct students' attention to the second part of the assessment. Form pairs and ask them to follow the instructions to complete the activity. Encourage students to discuss ways to improve their performance and share ideas on how to use what they've learned in their daily life.

**Answers:**

1. problem, title, sequence words, bullets numbers, illustrations, steps.
2. Using numbers or sequence words.
3. Put, fold, past, turn over, among others.
4. Both of them.

Section 2 - Students' own answers according to their daily life context.

## ACHIEVEMENTS

- Listens and explores news related to familiar and common contexts.
- Understands audio news.
- Exchanges opinions.


## Warm Up

Form groups of three and ask students to list as many information sources they can think of to get the news from. You could give them an example if you consider they need some guidance. We recommend you don't discuss if they like to read the news or anything alike for now. Set an amount of time to make the activity look like a game. Invite the groups to tell you how many sources they thought of and then, what those sources are. If they give you several names of newspapers give them credit for that.


Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book.

Just as an extra note, think of how many sources around you and your students are there as to turn to for information. However, information is not always a piece or element of news. News is considered a real and true incident that can impact everyone's life, whether in a sad, horrific, funny, economic, political, local or worldwide way. The most important element in news is the source from where the information comes from. Tell your students that it is very important to always check the veracity of news and on the other hand, when sharing news, to be sure to mention it as they heard or read it without increasing or decreasing information and above all, to always respect the source which gave them the news.

## Discover

1.  Look at the picture. What do you think has happened? Share your ideas with a partner.

Direct students' attention to the picture and ask them to describe what they see. Help with vocabulary as needed. You could write that vocabulary on the board for easy reference during the activity. Some of the possible key words needed are: fire fighter, put out, a fire, hose. Invite students to guess what happened and ask the rest of the class to compare their ideas to see how similar their guesses are. Encourage students to express their ideas in English using the new vocabulary.

2.  Listen and find out the following. Make some notes and then exchange ideas with a partner. Where does this information come from? ▶ 11

## Disco

How do you think the news is spread?

Look at the picture. What do you think has happened? Share your ideas with a partner.



3. Listen and find out the following. Make some notes and then exchange ideas with a partner. Where does this information come from?

News provide all kinds of information and it is one of the most important ways in which anybody can be informed of what is happening in your city, country and other parts of the world. Think about these questions and discuss with your class.

Tell students that after comparing guesses they will finally confirm by listening to the narration what actually happened. Ask volunteers to read the instructions and make sure they understand what they need to do. You could also read the questions aloud and recommend students to write key information, notes, not complete sentences. Play track 11 once first for general recognition. Then, play it as many times as necessary and then invite students to exchange their ideas with a partner. If time allows, you should invite students to find another pair to compare answers too and finally have them tell you why the fire fighters were in the scene.


3. News provide all kinds of information and it is one of the most important ways in which anybody can be informed of what is happening in your city, country and other parts of the world. Think about these questions and discuss with your class.

Comment with students the importance of knowing what's going on in the world, in their country and in their city. Invite students to give you their opinion. We understand that they are very young to be interested in keeping informed all the time but the point is to make students aware of how important this is. Read the three questions aloud and ask students to discuss them. You could refer students to the warm up activity where they numbered different sources of information and if time allows ask them to compare who listed a newspaper and /or a radio and tv news program.

Note: the clue words found in bold and orange color for this unit are: judge, display, accident, paintings, road, firefighter, extinction, smoke. Remember, you can also find them in the Picture dictionary section at the end of your Teacher's book and in your students' Activity book.

**Think**

4. Juanita is a Grade 5 student at The Bell Elementary School. Look at the pictures and, in groups, talk about the news from her point of view. Do you think news on the radio or the TV have a point of view? Why?



5. Listen to the interview on the radio. Who is talking? How do you know? How does this interview helped people learn more about the fire? In pairs, talk about what new things they learned about the fire from the interview.

6. Listen to the interview again.

7. Listen to the interview on the radio. Who is talking? How do you know? How does this interview helped people learn more about the fire? In pairs, talk about what new things they learned about the fire from the interview.


8. Listen to the interview again.

9. Listen to the interview on the radio. Who is talking? How do you know? How does this interview helped people learn more about the fire? In pairs, talk about what new things they learned about the fire from the interview.

**Create**

**A Survey**

Let's start working on developing a survey for this unit's product.



Unit 4

You can tell students they are going to finally listen to what actually happened. Ask a volunteers to read the instructions and make sure they understand what they need to do. You could draw a grid on the board, with the phrase 'Radio interview' in the center, on the left 'who' and on the right 'talking about'. This type of visual organizer helps students record the information they're looking for easily. Play track 12 once for general recognition and in the second one ask students to try to find their answers and record them. You can students to work in pairs and discuss the new information they got from the interview to complete their guesses on the event. Finally, you can encourage volunteers to share if they've heard an interview on the radio and what it was about. You can share your own experience too.

**6. Listen to the interview again.**

You may want to go over the questions and clarify doubts or check the glossary or a dictionary for the meaning of unknown words. You may want to play the track two or three more times since students have to give and opinion and may need more time to organize their ideas and make some deductions as well. If time allows have students with very different opinions discuss and justify their answers.

**Create**

**Product: A Survey**

**Step 1**

Share with students the importance of a survey. A survey is a list of questions that we use to find out specific information from a particular group of people. Invite students to give you examples of those they may know: census, for example. Tell them the difference between a survey and a questionnaire where the former can be on any or many topics at the same time while a survey is formal and specific to a topic and made to a specific person or group of people.

Explain students they will produce a survey and to be careful and formal when choosing the topic for it. Students can now begin to work on their product for this unit. Tell students they will work in teams and let them decide on the number of students in each. Remind them that they will work with the same team in the development of the product along the unit. You may go over the text and clarify any doubts. Ask students to think on what makes an interview interesting for everyone, and to share ideas on the questions in the step. Finally, have them write notes to register their ideas and use the following session. Remind them to keep their notes and lists in a safe place for future use.

**READING TIME!**

**Reader's Stories The Trophy**

**Track 26**

This could be a good moment to use the Reader's book. This unit's reading will present students with interesting information about ads. This reading will help students expand their vocabulary and their knowledge about the topic. Ask students to read pages 47-51. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You can ask the question in their books and have a short class discussion.

**Think and do**

4. Juanita is a Grade 5 student at The Bell Elementary School. Look at the pictures and, in groups, talk about the news from her point of view. Do you think news on the radio or the TV have a point of view? Why?

You can direct students' attention to the picture of Juanita and read the description of who she is from the instructions. Then, move to the set of four pictures and ask students to guess what happened and talk about it in groups. This time, to vary grouping students you may ask them to get together with three other students they haven't worked with yet. You could consider worth mentioning that this is the description of what happened at Bell Elementary School. Monitor and help with vocabulary as needed. Encourage students to participate with their ideas and contribute to have the complete description of what happened. You can some volunteers share their ideas and points of view while the other students discuss how similar or different they are from theirs. Finally, you can ask students if they think news on the radio or TV have a point of view and encourage them to share their reasons for their opinion. You could also answer the questions to give them clues about what you expect them to answer, e.g. *I think some news have the point of view of the reporter because every person looks at things differently.*

5. Listen to the interview on the radio. Who is talking? How do you know? What are the discuss how this interview helped people learn more about the fire? In pairs, talk about what new things they learned about the fire from the interview. ▶ 12

## Warm up


Ask students to work in pairs. Tell them they are going to role play the interview with the fire fighter on the radio show. One student gets to be the interviewer and the other one is the fire fighter. Play track 12 again and ask students to take notes. Invite them to be as original as possible. Give them time to organize the activity and offer help as needed. You could ask students to role play the interview at the same time. Monitor and encourage students to participate enthusiastically.

Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book.

## Discover


1. **What type of news can you hear on the radio? What do you do when you don't understand something that is said on the radio? Listen and complete the questions to ask your classmates about the event in the picture.** ▶ 13

You can start by asking volunteers to share the type of news you can hear on the radio and encourage them to mention other things that you can find out when you listen to the radio. Then, you can call students' attention to the picture and ask them what they see. You could pre-teach new vocabulary such as, stand, fair, town square. Tell students they are going to listen to somebody narrate an important event in town but before ask them to tell you what kind of questions they need to complete. You might want to review Wh- questions before they begin. You may want to encourage students to focus on key information. To check, ask volunteers to share their answers with the class.

2.  **Ask a classmate about the news item. Have you heard about this or maybe, something similar on the radio? Share it with your class.**

You can now invite students to form pairs and talk about the news item by using the questions above. Encourage students to participate and offer help as needed. Then, you can ask students to share with their classmates if they have heard of something similar on the radio. You might want to share your own experience too if you consider it could be helpful as a model for your students.

Disco (What news you can hear on the radio? What do you do when you don't understand something that is said on the radio? Listen and complete the questions to ask your classmates about the event in the picture.) ▶ 13




What type of news can you hear on the radio? What do you do when you don't understand something that is said on the radio? Listen and complete the questions to ask your classmates about the event in the picture.

▶ 13

2. Ask a classmate about the news item. Have you heard about this or maybe something similar on the radio? Share it with your class.

▶ 13

▶ 13

3.  **Listen to the news item again. In pairs discuss what you think these words from the news you heard. Then, write some ideas using key words from what you remember that can tell what the news is about. Look at the example.** ▶ 13

Direct students' attention to the three words listed and ask them to discuss what they mean. This time for obvious reasons do not help with vocabulary. However, monitor they are discussing and invite students to share their answers. Take into consideration that some students may know the meaning of the words but do not let them control the activity. Ask the rest of them how they figured out the meaning and complete the activity.

## Teaching SOS

Listening is more than the most difficult skill to learn, according to students. It is the skill of understanding spoken language so the use of recorded material should be considered like practice to develop such skill. We recommend that you balance the use of the audio recordings against the use of video and face-to-face interaction and use the resources to students benefit. Pre-teach vocabulary to help students with the text. However, make sure you do not help that much so students cannot, for example guess from context.



**Think**

4. Work in pairs. Look at the information in the box. Say what it is, what it is for and the type of information you can gather.

Tick the boxes that represent the person's opinion.

- 1) ...
- 2) ...
- 3) ...
- 4) ...
- 5) ...

5. Survey a partner. Tick the boxes that represent his or her opinion.

6. Share the survey results with the class. Tally the answers with your teacher and find out what your group prefers.

7. Work in groups. Discuss the questions.

**Create**

Let's start by building a survey.

**Step 1**

**A Survey**

**Step 2**

**Reflect:**

Unit 4

**7. Work in groups. Discuss the questions.**

Invite volunteers to share answers to the questions and to give reasons for their opinions. Finally, go to the last question and having had the results from activities 4 and 5 on the board, invite children to analyze how important a survey is.

**Create**

Product: A Survey

**Step 2**

Students can now continue working on the second step of their product. Ask them to get together with their teams and bring out their notes from last time. Tell students to continue working by discussing who they may want to interview for that particular survey and recommend students not to forget the questions that people expect to be answered, what, who, where and write them in their notebook. Finally, ask students to put all their questions away for the next session. Engage students to reflect on the question found at the end of the Create box to assess their progress in a different and continuous way.

**READING TIME!**

Reader's Stories The Trophy  
Track 26

This could be a good moment to use the Reader's book. Ask students to work in pairs and retell each other what happened in the first pages of the story. Continue reading pages 52 to 56. You can choose to read during class or assign the reading for homework. You can use some minutes of your class to have students discuss the questions in their books in pairs or groups and share their answers with the rest of the class. You could write the questions on the board too. *What type of information can you hear in audio news? How does this information help you understand news without looking at pictures?*

**Teaching SOS**

Some students may find difficult to work with question formation. Remember that students usually use the grammar patterns from their mother tongue to work with the grammar of the foreign language they are learning even when you present the structures deductively. A technique you can use to help in those cases is practicing with drills which is repetitive oral practice of a language item, i.e., questions, repetition practice is always healthy in order to develop accuracy. Use some of the questions in the news items and ask students to repeat them aloud after you. Then, use a substitution drill in which students substitute one element of the pattern with the prompt, i.e. what time does the event take place? Learners repeat, then you say 'where' and students say where does the event take place?, etc.

**Think and do**

**4. Work in pairs. Look at the information in the box. Say what it is, what it is for and the type of information you can gather.**

You can tell students they are going to work in pairs and suggest to find a different classmate from the previous activity to work with. Read the instructions along with students and make sure they understand what needs to be done. You could ask students to share answers going over each one of the questions and stating reasons for their answers. Then, you could start a light discussion on the different types of events.

**5. Read your notes about the event to the class. Imagine you are saying it on the radio. Be prepared to answer questions clarifying information about the concert.**

Now, have students walk around choosing someone in the class to interview and for that classmate to answer the survey in activity 4. When finished, get ready for Activity 5 asking students to have their survey ready to share results.

**6. Share the survey results with the class. Tally the answers with your teacher and find out what your group prefers.**

Once finished, have a general survey made counting the results from each student as you have a volunteer write results on the board. This way students will see how the information from surveys become real and useful. Finally, have volunteers give the results on the different answers written on the board.

### Warm up

Write on the board the following scrambled questions for students to order,

- the / day / concert / When / ? (when is the concert?)
- What / is / concert / time / the / ? (What time is the concert?)
- concert / is / Where / the / ? (Where is the concert?)
- musicians / play / How many / ? / will (How many musicians will play?)

To check, invite volunteers to come to the board and write their answers and ask the rest of the class to confirm if they are right. If they give a wrong answer, ask another students to come to the board and write the correct question explaining what was wrong.

Remember that before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book

### Discover

- 1. Look at the picture. What do you think you are going to hear about on the radio? Discuss with your class.**

Before you ask students to work on their books, you could ask the questions:

*What topics can you hear about on the radio? Is it just news? What do you think makes a topic become news? and write students contributions on the board. Then you could work together to come up with an answer you all agree with for each question. Next you can ask students to open their books on page 44 and look at the picture and discuss as a class what they think they are going to hear. You can write some of their predictions on the board.*


- 2. Complete the survey and tally the results with your group.**

Just as you did last class, have students work on the survey, share results and finally, have volunteers gather them and give the final analysis of each question. They can work in small groups, in pairs or even individually but this last option will take longer to collect final results.

**Discover** What do you need to express an opinion about news?

- Look at the picture. What do you think you are going to hear about on the radio? Discuss with your class.
- Complete the survey and tally the results with your group.
 

|  |  |
|--|--|
| What topics can you hear about on the radio? |  |
| Is it just news?                             |  |
| What do you think makes a topic become news? |  |
| What do you think you are going to hear?     |  |
- Listen to the conversation. In your notebook, make notes so that you can explain what the audio is about to someone else. Do you think it is news? Why?
- In pairs discuss what you heard, and talk about what you think of this scientific adventure. What makes it important enough to be on the news? You can use expressions like the ones below to express your opinion.



- 3. Listen to the conversation. In your notebook make notes so that you can explain what the audio is about to someone else. Do you think it is news? Why? ▶ 13**

You can go over the instructions along with students and clarify any doubts. You may want to remind everybody understands what they need to do. Remind students of the importance of taking notes when working with listening comprehension. Play track 14 and ask students to listen attentively. You could play the track as many times as you consider necessary. Invite students to work with a classmate and practice explaining what they heard. Encourage students to say if it is news and why they think so.



- 4. In pairs discuss the news item, and talk about what you think of this scientific adventure. You can use expressions like the ones below to express your opinion.**

You may ask students to work with the same classmate of the previous activity. Invite them to discuss the news item about the mammoth and give their opinion about the scientific project. Encourage students to participate enthusiastically and speak in English. In order to help them, direct their attention to the box with some expressions they can use to express their opinions.

**Think**

Work in pairs. Read this article. Exchange opinions with your partner. Remember the expressions you can use to express your opinion. Then, as a class discuss the questions.

Scientists think that both lions and tigers could be in danger of extinction in the not too distant future. So several years ago they created two new species by mixing the genes of the two animals. The result was tigers and lions. Now they are considering increasing this program of scientific animal interbreeding by creating a cross between an elephant and a rhino, two other species in danger of extinction. While some people are in favor of this experiment, many others are not. What do you think? Is it a good idea or not?

**Decide**

Let's finish our survey.

**A Survey**

Unit 4

## Create

Product: A survey

Step 3

Students can now continue working on the third and final step of their product. You may want to go over the text along with students and clarify any doubts. Ask them to start working by discussing a news item. Recommend students to share their ideas with the members of the group so they can agree on one. Then, ask them to write the news item using some of the questions they collected plus some questions asking about opinions since they will be writing a survey. You might want to explain that a survey is a type of questionnaire that we can use to gather information about a topic, and that the difference between a survey and a questionnaire is that we can give our opinions when we use surveys. Offer help with checking the first draft and give recommendations on how to improve it if necessary. Then, it is time for them to do a final version on a piece of construction paper. Encourage students to take turns sharing their opinions asking and answering the questions. Finally, invite students to put their survey away and get ready to present it in the Show and Tell session. Invite them to read the question found at the bottom of the Create section and to reflect and answer with honesty. Ask volunteers to share their ideas.

## READING TIME!

Reader's Stories The Trophy  
Track 26

This could be a good moment to use the Reader's book. Ask students to continue reading pages 57 - 60. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You can write the question from their Activity Books on the board and then form groups and encourage them to make a list with similarities and differences between the news on the radio and on TV. Then, you can draw two columns (similarities / differences) on the board and have volunteers write some ideas so that you can all discuss as a class.

## Teaching SOS

In many of the activities in this course we ask students to give an opinion or to compare opinions with other classmates. We expect they know what to do however, we should consider they don't always know the language of asking and giving opinions. This type of language is necessary not only in the classroom but in real life. We recommend that you have some of the most common expressions of opinion displayed in the classroom when they have to take part in discussions, i.e. when agreeing in different stages of the product, after reading a story, justifying and giving reasons on a certain topic, etc. Include expressions such as, I think, I believe, in my opinion...

## Think and do

5. **Work in pairs. Read this article. Exchange opinions with your partner. Remember the expressions you can use to express your opinion. Then, as a class discuss the questions.**

You can tell students they are going to work in pairs and read an article. Ask a volunteer to read the rest of the instructions and clarify the task. Give them enough time to read since not all students are fast readers and they may need extra help with comprehension. You could prepare a glossary of 5 to 8 words to help students with vocabulary and write it on the board. Monitor and offer help as needed. Remind students to use the expressions they learned in the previous exercise that they can use to give their opinion. You might want to set a time limit for students to read. You could also read the text as a class if you consider it better for your students. Finally, you can direct students to the questions below the text and discuss them as a class. Encourage everyone to participate and share their opinion using the expressions they learned in activity 3.

## Links

You can ask students to access the web page in the box to read some current news. You could assign this task as homework and ask them to choose one news item they find interesting and make some notes so that they can share it with the rest of the class.



4. Read the news item and write 5 questions about it that you could use in a survey to ask people's opinion about the event.

The art festival 'Bright Art' Fair takes place in the week-end in the town's main square. In the afternoon, artists display and sell their work for the year. There will be paintings in a wide variety of styles, so something for everyone! At 4 o'clock there is a DJ set, the fun part, and, at 6 pm, judging the paintings to get the award. Artists will be happy to see you!

- 1
- 2
- 3
- 4
- 5

5. Read this short article and write 4 different opinions about it, two in favor and two against. Then as a class share your opinions and discuss the questions.

Authorities announced that the summer vacation period for school children will now be just three weeks. 'Children need to be in school for more time to learn successfully,' said a spokesperson.

1. Do you agree or not?

2. Why do you think so?

3. Do you think there are other things that could be changed in the news? Why?

Unit 4

4. Read the news item and write 5 questions about it that you could use in a survey to ask people's opinion about the event.

Invite students to read the news item about a Community Art Fair. Set a time limit for it and then, ask them to complete the activity. You could quickly review question form in case your students need some help but do not take extra time giving long explanations. Once everyone has written their questions, you can discuss as a class if the news item is something they could possibly hear on the radio and why they think so. You can also have volunteers write their questions on the board so that you can check and correct as needed.

5. Read this short article and write 4 different opinions about it, two in favor and two against. Then as a class share your opinions and discuss the questions.

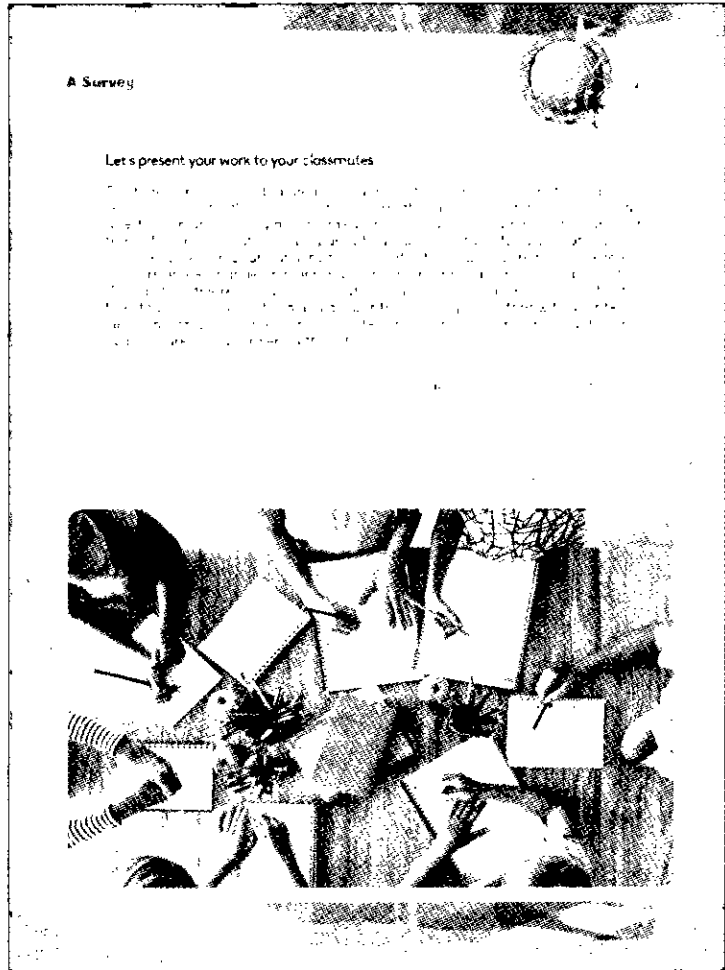
You can tell students they are now going to read an interesting and controversial short article. Have students read it and help with vocabulary as needed. Ask students to tell you what it is about (summer vacation). Encourage them to write four opinions. You could give an example of a favorable opinion and unfavorable opinion on a different topic for students to clarify the idea, i.e., 'I think learning English in school is ...', 'I don't think it is a good idea to ...'. Have a final discussion with students by sharing what their opinions are. You may also want to encourage them to say if their opinions could be heard on the radio and why they think so.

**Product: A Survey**

In this section of the unit, students present the product they have been working on throughout the unit. You may want to go over the text along with students and make sure everyone understands what to do. Give students a few minutes to get together with their teams and organize the activity. Ask them to practice the survey they wrote by reading the questions aloud. Then, when they are ready they can ask their questions to the class and put up their survey on the board. Remind them they have to invite their classmates to come to the board to answer the questions in their notebook, not on the piece of cardboard. To finish, invite students to have a class discussion on their answers. Then, it is time another team does the activity in the same way. They take turns and when everybody has presented their product, invite students to tell you how they felt doing the activity and ask for kind suggestions on what and how to improve for future projects.

**Extra Product Evidence 4**

If you want your students to work on another project to practice some more, you can ask them to go to page 111 and this time produce The news on the radio. As usual, have fun with them as they produce freely.



**1 Think and reflect!** Read the questions and answer.

a. How do you feel about the news you read in the newspaper? What do you think is the most important thing you need to know about the world?

b. How do you feel about the news you read in the newspaper? What do you think is the most important thing you need to know about the world?

c. How do you feel about the news you read in the newspaper? What do you think is the most important thing you need to know about the world?

d. How do you feel about the news you read in the newspaper? What do you think is the most important thing you need to know about the world?

e. How do you feel about the news you read in the newspaper? What do you think is the most important thing you need to know about the world?

**2** With your partner think about how you can use questionnaires and information you hear on the news in your daily activities. How can you help your school your family and community with what you learned in this unit? Write them down.

**Good job!**

### Assessment 4

#### Think and Reflect

Ask your students to open their books on page 49. Direct their attention to the three expressions and read them aloud. Tell students to use them when completing the sentences about their performance. Invite them to analyze them carefully before they complete. You may suggest students to go back to the activities in the unit to clarify the concepts and ideas. Ask students to complete the assessment individually. Then, direct students' attention to the second part of the assessment. Form pairs and ask them to follow the instructions to complete the activity. Encourage students to discuss ways to improve their performance and how they can apply what they learned in the unit to their daily life.

## ACHIEVEMENTS

- Listens and explores exchanges with expressions to accept or reject requests.
- Understands expressions to accept or reject requests.
- Exchanges expressions to accept or reject requests.

## Warm Up


Ask students to form groups of three. Tell them they are going to make a list of different things they could borrow from people and say why they would need them for, i.e., money, a book, a CD, etc. Encourage them to write as many as they can think of and invite volunteers to talk about their choices to the class.

Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book. What do you do when someone asks for help?


## Discover

1. Who do you usually ask for help in your everyday life? What sort of help do you often ask for? Share your ideas with your classmates.

Ask students to listen to you attentively since they are going to have a discussion with you on a very interesting topic and their opinions are highly important. Read the first question aloud and wait for answers and reactions. Then, read the second question and help with vocabulary as needed. You could write on the board some of the words and expressions students may need later and ask them to consider using them. Invite some volunteers to share their answers with the class.

2.  Look at the picture. Guess what the conversation is going to be about. Share your ideas with a partner.

Direct students' attention to the picture of the girl and ask them to work in pairs. Encourage them to guess what the situation with the girl is and what the conversation will be about. Ask randomly for some of the guesses and tell students everything is possible until they listen to the conversation in the next activity.


3.  Listen to the conversation. In pairs talk about the answers to these questions. ▶ 15


Read the instructions aloud and make sure students understand what they have to do. Direct their attention to the questions and suggest they can always underline the 'wh' word to keep in mind the information they are looking for. Once they are paired



Unit 5 Subject: English

## Disco

What do you do when someone asks for help?

1. Who do you usually ask for help in your everyday life? What type of help do you often ask for? Share your ideas with your classmates.
2. Look at the picture. Guess what the conversation is going to be about. Share your ideas with a partner. 




3. Listen to the conversation and answer the questions with a partner.  ▶ 15
4. Now listen to this conversation. Is it similar or different to the one in activity 3? How can you tell? Exchange ideas with your partner.
5. In teams, discuss Luisa's answer to her father's request. How does she accept or reject to help? 

up, play Track 15 and ask them not to write anything but listen only and try to imagine the situation. Play the Track a second time and ask students to try to answer the questions. You can play the CD as many times as you consider necessary. Check answers with the class and write the answers on the board.

4. Now listen to this conversation. Is it similar or different to the one in activity 3? How can you tell? Exchange ideas with your partner. ▶ 16

Tell students there is another conversation to listen to. Ask them they can work with the same classmate and answer the questions. Make sure you clarify they need to find evidences that led them to figure the situation out. For that, you may need to play Track 16 more times. Have students exchange and share their answers with the class. Ask them if they agree.

5.  In teams, discuss Luisa's answer to her father's request. How does she accept or reject to help?

Once students have answered correctly the questions above, invite them to work on the second part of the activity about the same conversation. Ask them now to answer the questions. You could play Track 16 if necessary so they focus strictly on the person and a favor. Invite pairs to exchange answers with another pair, discuss and report their conclusions.

\*Note: the clue words found in bold and orange color for this unit are: loudly, the movies, reject, flat tire, borrow, upstairs, dishes, pass. Remember, you can also find them in the Picture dictionary section at the end of your Teacher's book and in your students' Activity book.



**Think**

1. Work in teams. Read the phrases below and think when or how you can use them. Make notes in your notebooks and then share your ideas with your team.

2. Read the dialogs. Which one do you prefer? Does Sue's dad accept or reject her request? Act out the dialogs with a partner. Remember what you learned in Unit 2 about telling anecdotes: tone of voice, intonation and stress can make your dialog more interesting.

**Create**

Let's start creating a dialog, which is the product in this unit.

**Dialogs**

Unit 5

## Create

Product: Dialogs

### Step 1

This time, invite student to reflect on how important it is to communicate ideas, needs and wants in a correct way. Have them reflect as well on what makes a dialog interesting and above all, what makes it useful and practical to convey meaning. Once they've exchanged ideas on this reflection, invite them to start working on their product and have them decide the number of members in each team. Remind them that they will work with the same team in the development of the product along the unit. Ask students to follow the steps. Tell them to think about situations where people usually make a request and even them. You may want to clarify what accepting and refusing mean. Once they have done this, invite them to write the list of expressions. Remind them to keep their notes and lists in a safe place for future use.

### Reading Time!


Reader's Story The story of Philemon and Baucis  
Track 27

This could be a good moment to use the Reader's book. This reading will help students expand their vocabulary and their knowledge about the topic. Ask students to read pages 61 to 65. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read.


### Teaching SOS

In many units in this series, you will see that we often recommend to make sure students understand what they have to do or we suggest you to clarify and monitor activities as well. The reason to do so is because the setting up of the activity will be successful only if the task depends on clear instructions. Once your students know what to do, this activity or task needs to be monitored by you. Don't forget that monitoring also involves providing students with feedback on what they are saying in order to help them improve their performance. Try not to ignore this stage as part of your classroom management and get your students used to it, that the teacher will clarify instructions and monitor as well.

## Think and do

6.  **Work in teams. Read the phrases below and think when or how you can use them. Make notes in your notebooks and then share your ideas with your team.**

Direct students' attention to the four phrases and read them aloud using the appropriate intonation so they can sense part of their meaning. Ask them to work in groups of three and answer the question. Give them the time they need to figure out the possible situations. You may want to write on the board their ideas and finally ask the class to tell if they agree on them. It is very important that students understand the context first, when to use the phrases.

7.  **Read the dialogs. Which one do you prefer? Does Sue's dad accept or reject her request? Act out the dialogs with a partner. Remember what you learned in Unit 2 about telling anecdotes: tone of voice, intonation and stress can make your dialog more interesting.**

Ask a volunteer to read the instructions aloud and tell the class to pay close attention to what they need to do. Invite students to work with a classmate and tell them their participation is very important. If you consider they need you to read the dialogs so they can follow them easily later, do it but do not invent any sounds. You can first encourage them to say or write down the sound effects that can make the conversations more interesting so that they can include them. Monitor and help with intonation as needed. Invite some pairs of students to act out the dialogs and ask the rest of the class to give them feedback on their performance.

### Warm up

Write on separated pieces of paper two or three sets of the expressions learned in the previous lesson plus two more: (No) 'I'm sorry, Yes, of course, Here you go, Just a minute. I can't just now, I am so sorry, Sure, no problem, and put them in a container or small black bag. Tell students to form groups of four. When they are ready, ask them to choose somebody to come up and draw two pieces of paper. They will read the papers with their teams and write a short dialog using those expression picked. It is ok if the expression is the same. Monitor and offer help as needed.

Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book, **How do you ask for help?**

Invite students to reflect on situations they've lived through where their request has been rejected. Ask volunteers or at random to share when this happened, why they think their request was rejected, who rejected it and how they felt.

### Discover

1. **When people ask for your help, do you usually try to help? Can you think of occasions when you can't or won't help? Share examples with the class.**

Tell your students you are going to have a discussion and it is very important their participation. Read the questions aloud and ask students to answer them individually. Then, invite students to share some examples of such situations with the class and contribute with some comments and examples as well.

2. **Read the conversation and answer the questions in pairs. Exchange ideas with another pair.**

Direct students' attention to the conversation of the children. Tell students to read it and help with vocabulary as needed. When they finish, ask them to work with a classmate and answer the questions. You could read the questions aloud and help clarify 'request, refusing, agreeing' so they can understand concepts and do the activity. Monitor and offer help as needed. Then, invite students to find another pair of students to compare answers and exchange ideas. Ask them how different their answers were. You may want to write the answers on the board and give a general explanation on how to refuse a request or how to agree on something.

Answers: Can I borrow.../No, I'm sorry. I can't/ It has a flat tire and I can't find the pump./ Would it be possible for me to.../Sure! If you promise to return...  
Answers can also be found on page T161

### DISCO

**How do you ask for help?**

1. When people ask for your help, do you usually offer to help? Can you think of occasions when you can't or won't help? Share examples with the class.
2. Read the conversation and answer the questions with a partner. Exchange ideas with another pair.
 

**Request**

Excuse me, could you help me, please?

Hi, I need a pencil. Do you have one?

Hi, I need a pencil. Do you have one?

Hi, I need a pencil. Do you have one?

Hi, I need a pencil. Do you have one?

**Refusing the request**

No, I'm sorry. I don't have one.

No, I'm sorry. I don't have one.

No, I'm sorry. I don't have one.

No, I'm sorry. I don't have one.
3. Read the dialog in activity 2 again and write the words and expressions in the correct box.
 

Request

Refusing the request

Agreeing

3. **Read the dialog in activity 2 again and write the words and expressions in the correct box.**

After reading the conversation above, tell students to look at the words in the box. Read the instructions aloud and make sure they understand what they need to do, and monitor as they classify the words under the corresponding column. To check, have three pairs compare their answers until you come to an agreement as a class.

Remember to lead students to use the bold, orange clue words which will help them increase vocabulary and improve understanding as they use these words for better communication in English.

**Think**

4. Work in pairs. One of you wants to borrow something from the other. Complete the graphic to prepare your conversation.

|                           |                               |
|---------------------------|-------------------------------|
| Student A                 | Student B                     |
| Request                   | Agree or Refuse (with reason) |
| Continue the conversation | Finalize the conversation     |

5. Rehearse your conversation with your partner.

6. Act it out to the class.

**Create**

Product: Dialogs

**Step 2**

Let's continue with this unit's product: a dialog

**Dialogs**

Unit 5

6. **Act it out to the class.**

It is time pairs of students act out the conversation, somebody wants to borrow something. Ask the class to listen to their classmates and if you consider it necessary ask them to give positive feedback and offer suggestions on their performance. Remind students they should show respect to the work of their classmates.

**Create**  
Product: Dialogs

**Step 2**

Students will now continue working on the second step of their product. Ask them to get together with their teams and bring out their lists of expressions from last time. Tell students to continue working by finding in the lesson new expressions for making requests and accepting and /or refusing it. Finally, ask students to write down answers for accepting and rejecting the request and to put it away for the next session. Ask students to think and reflect on what the question at the bottom of this section asks them and after giving them a few minutes to think about it, ask volunteers to share their thoughts.

**Reading Time!**

Reader's Story The story of Philemon and

**Boucis**

Track 27

This could be a good moment to use the Reader's book. Ask students to work in pairs and retell each other what happened in the first pages of the story. Continue reading pages 66 to 70. You can choose to read during class or assign the reading for homework. You can form groups and ask students to discuss the question *What would you say to the travelers if they made you the same request?* You can also share your own answer as a model. You may want to set a time limit for the discussion and then invite volunteers to share their answers with the rest of the class.

**Teaching SOS**

When teaching the function of requesting to students keep in mind they need to understand it is a way of getting people to do things. It is not only a matter of grammar so try not to give long grammatical explanations on modal verbs and focus on teaching students real communication. Present the expressions like you present any other vocabulary and practice them in class. Try to include roleplays involving classmates, friends, parents, etc.

**Think and do**

4. **Work in pairs. One of you wants to borrow something from the other. Complete the graphic to prepare your conversation.**

With the words students practiced in the previous activity, they should now understand the word 'borrow'. Ask them to work in pairs, with a different classmate preferably. Set the scene clearly, to borrow something. In order to do that, direct students' attention to the graphic and tell them the information it has will guide them through the activity, i.e, when A makes a request, B either agree or refuse giving reasons. Tell them to complete the activity. Ask students what other graphic organizers they know and remind them of a Venn Diagram, tables like the one they're using, mind maps and have them try this activity using another organizer. Invite pairs to show their work and say why they chose that organizer. This is a way to refresh concepts that can be useful in other subjects as well.

5. **Rehearse your conversation with your partner.**

Students will continue working with the same classmate. Read the instructions aloud and ask students to do the activity. Remind students of the importance of rehearse in preparing an oral production activity. Monitor and help with pronunciation and intonation.

### Warm up

Write on the board the following requests and ask students to refuse them by giving an unusual or extraordinary reason. Tell students to write them on separated pieces of paper and put them all together in a container. Finally, ask volunteers come up and draw a piece of paper to read aloud. Invite students to enjoy the activity and have fun.

- Can I borrow your video game, please?
- Can I borrow your English dictionary?
- Can I borrow your new skateboard?

Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book

### Discover

1. Does the teacher ever ask for your help? Do you accept or reject? As a class, give examples.

Invite students to have a discussion about you and the class. Ask them to answer the question and see how many students answered yes. Invite students to give some examples and share them with the class.

2. Read the dialogs. Check ✓ the ones where a request is accepted. Cross out X the ones that reject a request. Then, tell a partner how you decided.


Tell students they are going to listen to you read the dialogs. Direct their attention to the speech bubbles and ask them to identify the expressions they have learned so far. Then, read the instructions and make sure they understand what they need to do. Ask students to complete the activity and monitor. When they finish, ask them to talk to a partner and explain how they made their choice.

3.  Read the conversations again. Discuss the questions below in groups.

Ask students to form groups of three. Have a volunteer read the instructions and tell students to complete the activity. You may want to read the three questions aloud and make sure they need to give information and justify an opinion. Encourage students to participate and help with vocabulary as needed. Have some volunteers share their answers with the class.

**Discover** Why do you accept or reject a request?

1. Does the teacher ever ask for your help? Do you accept or reject? As a class, give examples. Read the dialogs. Check (✓) the ones where a request is accepted. Cross out (X) the ones that reject a request. Then, tell a partner how you decided.




2. Read the conversations again. Discuss the questions below in groups.

What did you do?  
 How did you feel?  
 What did you say?  
 What did you think?

As an additional but fun activity as well as differentiated, you can have students role-play the different conversations and depending on their outcome you could even ask them to change some of the sentences and intentions and see what the results are. They will be amazed to see how much they can produce as they have fun!

**Think**

4 In pairs look at the photos (pictures). Talk about the situations. What is being requested? Talk about possible answers.



5 Choose one of the situations and write a conversation.

6 Act out the conversation with the right stress, intonation, volume, and gestures and don't forget facial expressions.

**Create**

Product: Dialogs

**Step 3**

Students will now continue working on the third and final step of their product. Invite them to get together with their teams and continue working with the project as they choose two situations from their list to write conversations about. We recommend you give them some time to discuss first and then write the texts. Monitor and make sure they are actually discussing who is going to act out the dialog and get ready to rehearse. Help with intonation and pronunciation when students ask you to listen to them and give them feedback. Finally, invite students to put their dialogs away and get ready to present it in the Show and Tell session.

**Let's finish the dialog!**

**Dialogs**

The story of Philemon and Baucis  
Track 27

Read the story and listen to the audio. Write a dialog about the story. Use the dialog as a model. Write a dialog about the story. Use the dialog as a model.

Unit 5

**6. Act out the conversation with the right stress, intonation, volume, and gestures and facial expressions.**

Invite students to act out the conversation they wrote. Give them time to rehearse and offer help with pronunciation and intonation. When students are ready, ask them to take turns if possible and act out. You could also suggest that everybody acts out their conversation at the same time or even ask for volunteers to perform in front of the class. Encourage them to use the right stress and intonation as well as the other elements necessary to sound more natural since they are going to request and they really want to get what they are asking for.

**Create**

Product: Dialogs

**Step 3**

Students will now continue working on the third and final step of their product. Invite them to get together with their teams and continue working with the project as they choose two situations from their list to write conversations about. We recommend you give them some time to discuss first and then write the texts. Monitor and make sure they are actually discussing who is going to act out the dialog and get ready to rehearse. Help with intonation and pronunciation when students ask you to listen to them and give them feedback. Finally, invite students to put their dialogs away and get ready to present it in the Show and Tell session.

**Reading Time!**

Reader's Story The story of Philemon

and Baucis

Track 27

This could be a good moment to use the Reader's book. Ask students to continue reading pages 71 to 74. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. Encourage students to participate and share their opinions.

**Teaching SOS**

You may notice that at times students get tired of the routine of the product and they find it boring or even not important. Make students feel that their organization and contributions are very important. You can even contribute too by asking students to present preliminary drafts in advance if that makes them feel more secure in terms of language. A set of expressions to use when working together in their teams could also help them interact better in English, i.e. what do you think? Should we include...? Who wants to bring the piece of cardboard, etc.?

**Think and do**

4.  In pairs look at the photos (pictures). Talk about the situations. What is being requested? Talk about possible answers.

Direct students' attention to the four pictures. Tell students to work in pairs and give them a few minutes to find a classmate they haven't worked with in the previous activity. If necessary, use the first picture as an example and ask students to describe the situation, then, ask them what they think is being requested. Write on the board different guesses students tell you. Invite students to participate and contribute with their answers to the activity. Offer help with vocabulary as needed and make students feel that all guesses are welcome.

**5. Choose one of the situations and write a conversation.**

After students have talked and shared their answers, ask them to now choose one of the four situations in activity 4 to write a conversation about. Give them time to organize the activity. You could write on the board numbers 1 – 4 to represent each one of the situation and check which ones students choose. Monitor and offer help with grammar, punctuation, and vocabulary if necessary. Recommend students not to worry about the length of the conversation but remind them not to forget to include the expressions of requesting and refusing learned so far.

**Review**

1. **Work with a partner. Choose a box and taking turns ask, accept or reject the request. You can use all the requests if time allows.**

Direct students' attention to the list of phrases and ask them what they have in common. (They are objects to be requested). Help with vocabulary as needed. Ask students to complete the activity of accepting and rejecting requests. Monitor.

2. **Write this conversation in the correct order. Then, read it aloud to a partner and check if they are the same or different. Decide on one of them and changing the request build a new dialog. You can accept or reject.**

Ask students to read the instructions and confirm with you what they need to do. You may help students by reading the sentences aloud using the appropriate intonation. Then, ask students to complete the activity. Make sure they are actually discussing their reasons that justify their opinion so monitor but do not intervene until they ask for help. Nevertheless the result in communication, encourage students to practice and use the expressions they've learned so far to accept or reject a request.

**Review**

1. **Work with a partner. Choose a box and taking turns ask, accept or reject the request. You can use all the requests if time allows.**

Can I have a pencil?

Yes, here you are.

Can I have a pencil?

No, I don't have one.

Can I have a pencil?

Yes, here you are.

2. **Write this conversation in the correct order. Then, read it aloud to a partner and check if they are the same or different. Decide on one of them and changing the request build a new dialog. You can accept or reject.**

1. Can I have a pencil?

2. Yes, here you are.

3. No, I don't have one.

4. Can I have a pencil?

5. Yes, here you are.

6. Can I have a pencil?

7. Yes, here you are.

8. No, I don't have one.

9. Can I have a pencil?

10. Yes, here you are.

3. What can you use these phrases for? Write five mini dialogs where you use these phrases. Then, in groups share your work.

Unit 5

**3. What can you use these phrases for?  
Write five mini dialogs where you use these phrases. Then, in groups share your work.**

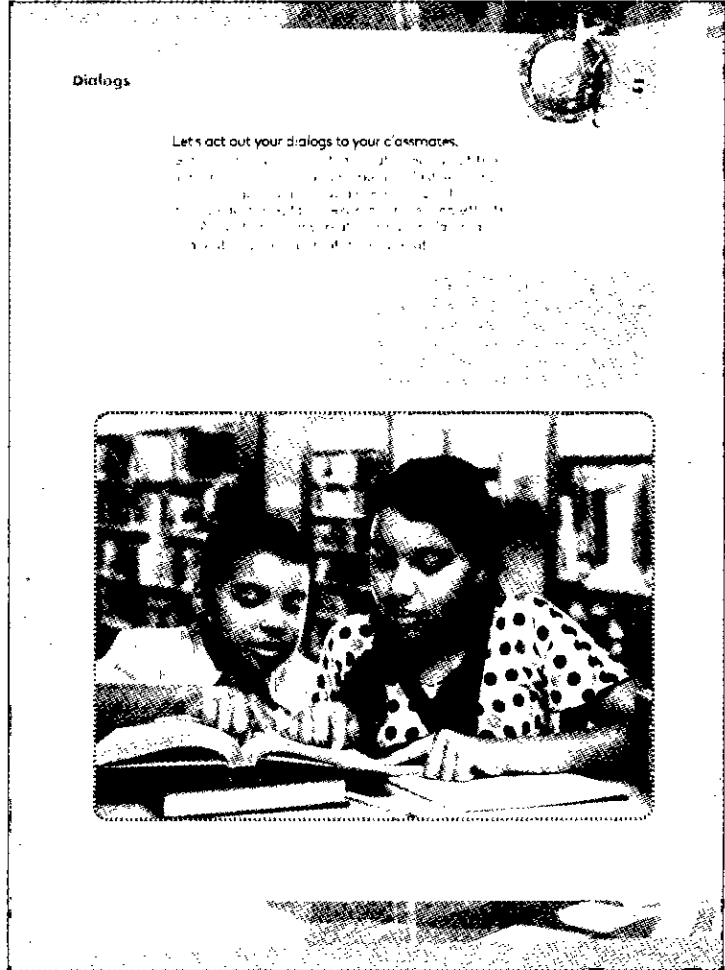
Direct students' attention to the speech bubbles with expressions. Ask volunteers to read them aloud and make sure they remember what they are. You could also refer students to the activities in the unit where they worked with to look at the contexts. Ask students the question and set a time limit for the writing. Remind students that in a mini dialog they can write two sentences or feel free to be more creative. It is important they know when to use them. Have them reflect how they can reject requests being polite as well as when they should accept requests.

### Product: Dialogs

In this section of the unit, students will present the product they have been working on throughout the unit. You may want to go over the text along with students and make sure everyone understands what to do for the final presentation. Give students a few minutes to get together with their teams and organize the activity. Ask them to bring out the dialogs they wrote last session and rehearse once again. Remind them of the importance of including all the necessary features to sound more natural. Then, it is time to act out their dialogs for everybody. Encourage students to listen attentively to their classmates and show respect for their work.

#### Extra Product Evidence 5

If you want your students to work on another project to practice some more, you can ask them to go to page 112 and work on another option, which this time is Accepting or rejecting? and lead them to work on different situations where either they or family would reject or accept the requests.





1 Think and reflect! Read the questions and answer.

a) What are some words you can use to ask for something?

b) What are some words you can use to reject?

c) Think of a situation where you have asked someone for something. What was it?

d) What can a person use to reject a request in a nice way?

e) Think of a situation where you need to reject a request. What can you say to let the person who made the request know that you can't help them?

2 With your partner think about situations in your community where you can accept a request to help people with something they need. And also, think about situations where you definitely need to reject a request. Illustrate one of the situations in a separate sheet of paper and share it with your class.

**Good job!**

## Assessment 5

### Think and Reflect

Ask your students to open their books on page 59. Direct their attention to the box and explain that there are three different levels with descriptions of what they learned. Invite them to be as honest as possible when choosing the level they are in. Remind them it is very important for you to know how they feel about their performance and how much they have learned according to the scale.

Then, direct students' attention to the second part of the assessment. Form pairs and encourage students to discuss ways to improve their performance and to discuss about situations in your community where they can accept a request to help people with something they need. And also, to think about situations where they definitely need to reject a request. Have them share their ideas. Remind them that all comments and opinions are important and will help everybody in class.

Possible answers:

- a. Can I / May I / Can I borrow...
- b. Can I borrow your toy/bike/backpack...? May I use your phone?
- c. Could be asking for permission to go to a friend's house.
- d. No, you can't. / I'm sorry, you can't...
- e. Answers may vary: the person rejects in a nice way/ is not a good way to reject...

**ACHIEVEMENTS**

- Explores museum cards
- Uses multiple sources to research information about a topic
- Analyzes informative texts.
- Writes the information.
- Shares the information in museum cards.

**Warm up**

Ask students to form groups of four. Tell them to think of unusual collections that could be displayed in a museum. Encourage students to be as creative as possible and discuss everybody's collections. How many were similar?

Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book, What are museums?

**Discover**

1. **Museums are important buildings that store and exhibit many different objects of great value. But how can visitors learn about the objects in a museum? How do museums provide information to visitors? Discuss your ideas with your group.**

Directs students' attention to the picture and ask them to describe what they see. Have students think about the questions and share aloud with the group. Provide feedback on different types of museums (information in the following activity).

Ask students to complete the activity.


2. **There are different kinds of museums. Every object in a museum has an identification card. What information can you see on it? Read the following cards and decide which museums exhibit these objects. How can you tell?**

For this activity you may want to pre-teach the following words, exhibitions, display, museum cards, transport, anthropology, steam powered, skull, carved out. Ask some volunteers to read the instructions aloud and direct their attention to the box with the names of the different types of museums. Monitor the activity and make sure students are sharing ideas and making comments on the types of museums. Ask volunteers to read the museum cards and engage children to describe what they see and share ideas on what they like and find interesting. Check on communicating skills! This is a great activity to engage and encourage students to share ideas and speak freely.






Unit 6 Enjoying museums!

Discover What are museums?

Museums are important buildings that store and exhibit many different objects of great value. But how can visitors learn about the objects in a museum? How do museums provide information to visitors? Discuss your ideas with your group.



- There are different kinds of museums. Every object in a museum has an identification card. What information can you see on it? Read the following cards and decide which museums exhibit these objects. How can you tell?

| Transport Museum  | Anthropology Museum   | Space Museum   | Natural History Museum  | Art Museum  |
|---|---|--|---|---|
| <p><b>Skull</b></p> <p>The skull was found in 1928, in the same place where the first passenger train was built. It is now in the collection of the British Museum.</p>  | <p><b>Steam engine</b></p> <p>The first steam engine was built in 1712 by Thomas Newcomen. It was used to pump water out of mines. The first steam engine was built in 1769 by James Watt. It was used to power ships.</p>  | <p><b>Space module</b></p> <p>The first space module was launched in 1968. It was the first module to be launched into space. It was used to study the effects of space travel on humans.</p>  | <p><b>Fisherman</b></p> <p>The fisherman was a famous fisherman who lived in the 18th century. He was known for his large catches and his skill in fishing.</p>  | <p><b>Match</b></p> <p>The match was invented in 1827 by John Walker. It was the first match to be made of wood. It was used to light fires.</p>  |

Work in small groups. Discuss

1. What information can you see on the identification card?

2. What museum would exhibit this object?

3. How can you tell?

4. How can you tell?

5. How can you tell?

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3. **Work in small groups. Discuss:**

- the importance of museums.
- why museum cards are necessary.
- what sort of information a museum card contains.
- what can you learn from museum cards.

Tell students to work in small groups. Suggest four students per team. Tell students they will participate in a discussion on museums and how important their participation is. Read the topics aloud and help with vocabulary. Monitor and make sure students are contributing to the discussion with some information and ideas.

You may invite some volunteers to share their answers with the class and this way trigger the discussion.

**\*Note: the clue words found in bold and orange color for this unit are: toilet, emperor, space module, steam, matches, s-shaped, passenger, fisherman. Remember, you can also find them in the Picture dictionary section at the end of your Teacher's book and in your students' Activity book.**

Gathers information about a topic to make museum cards and set up an exhibition.

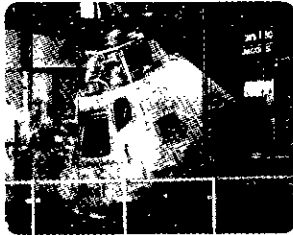
Academic and Educational Environment

## Think

4. Work in pairs. Make notes about the order of the information on museum cards.

Use the notes you made to write this information in a logical order in your notebook. Then compare with a partner and say what helped you order the card.

There are three cards in the picture. Write down the information on each card. Then, in your notebook, write the information in a logical order. What helped you order the information? Write it down.



## Create

### Museum Cards

In this unit, you will make museum cards to set up a museum exhibition. Let's start!

1. Choose a topic for your museum. It can be anything you like. Write it down.

2. Find out about your topic. You can use books, the Internet, or ask an expert. Write down the most important information.

3. Write a short paragraph about your topic. Use the information you found. Write it on a card.

4. Draw a picture of your topic. Write the name of your topic on the card.

5. Put your cards in a logical order. Write down the order.

6. Show your cards to your partner. Say what helped you order the cards.

Unit 6 61

## Create

Product: Museum Cards

### Step 1

Share some important details about what a museum card or label usually offers as information so that your group can consider them when making their product. Usually these cards -museum cards, are found next to the exhibited piece in a museum, gallery or at an exhibition. The cards or labels include the name of the piece, the place and date (approx) when the piece was found, if it belongs to a collection or is part of a bigger piece, the author or founder, and sometimes if the museum or exhibit know more about the piece, the card may include an extra paragraph or note with a little more of information. Now, having shared this, students will now begin to work on their product for this unit. Tell students they will work in teams and let them decide on the number of students in each. Remind them that they will work with the same team in the development of the product along the unit. Ask students to read the text and clarify any doubts. You can tell them they will start by deciding on the museum exhibition to set up. Then, continue with writing in their notebook the important information to include in a museum card. Depending on the type of exhibition, they should choose some exhibits to ask students to talk about them. Finally, students need to write a list of questions to guide them in researching for their exhibition. Remind students to keep their notes and lists in a safe place for future use.

### Reading Time!

Reader's fact The Founding of Tenochtitlan Track 28

This could be a good moment to use the Reader's book. This reading will help students expand their vocabulary and their knowledge about the topic. Ask students to read pages 75 to 79. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You can also call students attention to the questions in their book under the Reading Time section and have a short class discussion to answer them.

### Teaching SOS


Ordering information is a very common type of practice of reading comprehension and critical thinking. Do not take for granted that students see the key words and connectors that join the pieces of the puzzle. Try to give more practice to students by using the same listening and reading texts in the unit. Scramble the sentences in a dialog, dictate them to students and ask them to put in a logical order. This could be used as listening practice as well.

Remember to have students look at the words in bold and orange color to help them improve and increase vocabulary to communicate in a better and more comfortable way! They can also consult the Picture Dictionary at the back in their books or the List of word also found at the back in their books.

## Think and do

4.  **Work in pairs. Make notes about the order of the information on museum cards.**

Ask students to work in pairs. Ask a volunteer to read the instruction aloud. Remind students on the importance of taking notes when they need to develop ideas. Direct their attention to the museum cards in activity 2 and ask them to use them if necessary as a reference for this activity. If time allows, ask volunteers to come to the board and write the order of the information.

5.  **Use the notes you made to write this information in a logical order in your notebook. Then compare with a partner and say what helped you order the card.**

Direct students' attention to the picture and ask them what that is. You may want to read the sentences aloud and help with vocabulary. Then, ask students to do the activity. When they finish, ask them to compare their museum cards with a classmate and discuss what helped in ordering the information.

### Warm up

Ask students to work in teams of four. Tell them to choose a simple object from their backpack, a school supply, and imagine it is part of an exhibit in a museum now. Encourage students to be as creative as possible and enjoy the activity. Set a time limit and tell students to write the museum card. It doesn't need to be anything that long or complicated, just a simple card to exchange with other groups.

Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book, **What can you learn about museums?**

### What can you learn about in museums?

#### Discover

1. **Where do you normally research information for your school projects? Talk about the different sources where you can find information. Which source of information does this text come from?**

Read the question aloud and ask students to answer it. Have as many volunteers as possible to share their answers with the class. You can also contribute with your comments if you see they haven't mentioned some important places. Invite students to have a discussion about those places.

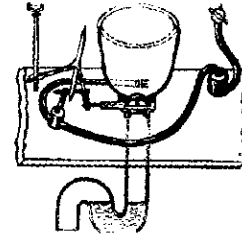
2. **Listen to and read the text and underline the information that you would use for a museum card on 'The First Flushing Toilet.'**

Direct students' attention to the picture and ask students what that is. Probably they will not guess it is the diagram of the first flushing toilet. You may pre-teach some vocabulary in order to make the reading of the text faster, flush(ing), to be carried away, flow(ing), waste, bowl. Then, have a volunteer to read the instructions aloud and clarify the activity. Play track 17 three times making the necessary pauses for them to feel more comfortable with the text. Monitor.

#### Discover What can you learn about in museums?

1. **Where do you normally research information for your school projects? Talk about the different sources where you can find information. Which source of information does this text come from?**
2. **Listen and read the text and underline the information that you would include in a museum card on 'The First Flushing Toilet.'**

Five hundred years ago, the Mughals and other people in India had toilets with flush water. The water was carried away by water that ran under the seats. In 1596, after the plague in London by an English physician called John Harrington, he designed a toilet with a seat with water flowing underneath. But his toilet was never used because he used a pump. It was not until 1775 that the first real flushing toilet was made. In Worcester, Massachusetts, another Englishman, Alexander Cummins, invented a S-shaped pipe that is called the 'trap' bowl. It is made of wood from a tree called the locust. It is still used today. It is made from a very strong wood.



3. **Compare and exchange with a partner the information you underlined as important. Tell him or her why you think the information is important. Next, look at these sentences. Can they be included in museum cards? Why? Write some more examples of sentences that can be included in museum cards in your notebooks.**

- 1. The first flushing toilet was made in 1775.
- 2. The first flushing toilet was made in 1775.
- 3. The first flushing toilet was made in 1775.

3. **Compare and exchange with a partner the information you underlined as important. Tell him or her why you think the information is important. Next, look at these sentences. Can they be included in museum cards? Why? Write some more examples of sentences that can be included in museum cards in your notebooks.**

Ask students to work in pairs to compare their information from the previous activity by exchanging papers. When they read it, invite them to justify the reasons why they consider such information as important. Then, direct students' attention to the museum card with three sentences and decide why or why not the information in it could be included in a museum card. At this point you may want to ask students what they think and listen to some of them express their reasons. Ask them then, to finish the activity by writing some more similar examples in their notebook.

**Think**

4. Work in pairs. Use the information in the box to write a museum card on:

the invention of safety matches. Only choose information that is relevant.

Compare your card with another pair's card. Did you both include the most important information? Explain how you chose the information and what other sources could you go to for more information on the topic?

**Create**

Let's get on making the museum cards for the exhibition.

**Links**

Think and Reflect:

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## Create

Product: Museum Cards

### Step 2

Students will now continue working on the second step of their product. Ask them to get together with their teams and bring out their lists and questions. Then, ask them to discuss where they will find the information needed for their exhibition and what visual resources to present the information with. Remind them of the list of places they worked on in the lesson in activity 1 to choose from. Once students have discussed the method, it is time to research based on the questions they wrote to guide them. It is very important that students use their own words and not only copy. Explain what plagiarism is and the consequences it may bring. Besides, tell students their cards will be totally original if they use their English to write them. Finally, ask students to save their work for the next session.

### Links

You can explain to students that some museums have web pages that they can visit and find some interesting information. Encourage them to visit the web pages in the box and choose one or two things that they consider interesting so that they can share it with the rest of the class or even things that they might use to make their museum cards.

### Reading Time!

Reader's fact The Founding of Tenochtitlan Track 28

This could be a good moment to use the Reader's book. Ask students to work in pairs and retell each other what happened in the first pages of the story. Continue reading pages 80 to 84. You can choose to read during class or assign the reading for homework. Encourage students to talk about their favorite part in the story so far and ask them if they would ask as many questions too. Guide students to think and reflect on the question at the bottom of the Create section. Invite them to share ideas.

### Teaching SOS

Writing is a productive skill that may take students longer to develop. When they are asked to produce a text, you will see that we first offer a model and ask students to analyze it. We want students to recognize basic parts and be able to identify them rather than explaining or dictating information. Students will be working with different types of texts so it is very important they identify both form and format.

As in other units, you will find a link on this page that can give you and your students interesting information on museums to use and extend children's vocabulary as they also work on their technological skills.

## Think and do

4. **Work in pairs. Use the information in the box to write a museum card on: The invention of safety matches. Only choose information that is relevant.**

Direct students' attention to the museum cards and ask students to guess what they are going to do. Confirm, writing a card on the invention of safety matches in pairs. Ask students to read the card with the information. Help with vocabulary and monitor.

5. **Compare your card with another pair's card. Did you both include the most important information? Explain how you chose the information.**

When students finish their cards, ask them to exchange them with another pair to compare both included the most important information. You may include extra practice here and ask students that if their cards were pretty much alike, find another pair that has the same information than them; or if their cards included the same information, find another pair with a different card from theirs. Finally, ask students explain how they decided on that information and discuss with the class.

### Warm up

Ask students to find out who has been to a museum lately or has never been to a museum. Tell them to mingle and ask the question. If they only found classmates who have been to museums tell students to ask them two questions about that museum. Give students time to think what two possible questions could be. They cannot ask three questions but two. Ask students to talk about the museums their classmates have visited.

Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book, why do you think museums are important?

### Discover

1. **Are museums important to young people? Why? Why not? Talk about this with your classmates.**

Invite students to have a class discussion on the importance of museums. Read the questions aloud and tell students to justify their answers. It is very important students get used to giving reasons when asked to give an opinion so you may remind them of that and provide at the same time some vocabulary they may need to express such opinion. Encourage students to share their answers with the class.

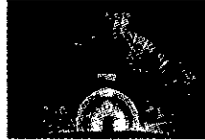
2. **Read the two museum cards. Discuss them in pairs. Which card is accurate? Which is not? How can you tell?**

Direct students' attention to the two museum cards and ask them if they identify what they are about. Explain 'accurate information is' correct information and you may add that it is the phrase we use when working with facts. Some students may not know about Moctezuma's headdress so tell them you will talk about it later if you consider it necessary. However, that is not the objective of the activity. Ask students to work in pairs and to complete the activity. Offer help with vocabulary and monitor. To finish, ask students how they knew one card was inaccurate.

### Discover Why do you think museums are important?

Are museums important to young people? Why? Why not? Discuss with your classmates.

Read the two museum cards. Discuss them in pairs. Which card is accurate? Which is not? How can you tell?



The headdress is made of gold and feathers. It is very beautiful. It is a very important part of the Aztec culture. It is a very important part of the Aztec culture. It is a very important part of the Aztec culture.



The Aztecs were a very important part of the Aztec culture. They were a very important part of the Aztec culture. They were a very important part of the Aztec culture.

With a partner, make notes about the inaccuracies you find in the cards in activity 2. Research the correct history and discuss them.

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3. **With a partner, make notes about the inaccuracies you find in your notebooks. Research the correct history and discuss them.**


Invite students to work with a classmate, in pairs. Read the instructions aloud and clarify the task. Consider giving extra time to students to research. Monitor they are discussing and contributing to the activity. Have some volunteers read the correct information. Invite students to think about knowledge they may have already learned about the Aztecs and when they surrendered to Cortes trying to give the correct date (1521). You can also have students admire the headdress and take advantage of the opportunity to review adjectives students may also know by now.

Gathers information about a topic to make museum cards and set up an exhibition.

**Think**

In pairs, rewrite the inaccurate museum card, using the information you researched.

Display your cards and practice presenting them by reading them aloud to your class.



**Create**

Museum Cards

Let's get our museum cards ready for the exhibition.

Unit 5 65

**Think and do**

- In pairs, rewrite the inaccurate museum card, using the information you researched.

With the information students corrected and or researched, ask them to rewrite the museum card. You could use some time to discuss the facts with students and talk about Moctezumas' headdress and about Mexican Emperors Moctezuma, Cuitlahuac and Cuauhtemoc. Offer help with grammar, punctuation and vocabulary as needed.

- Display your cards and practice presenting it them by reading them aloud to your class.

Invite students to display their museum cards around the classroom. If you have a small classroom and there is not much space to do so, ask pairs to read their cards from their seats or ask them stand up and simple exchange cards with two other pairs of students and read them aloud.

**Create**

Product: Museum Cards

**Step 3**

Students will now continue working on the third and final step of their product. Invite them to get together with their teams and continue working with the project by agreeing on models and the materials they may need such as modeling clay. Tell students it is time to start writing the museum cards including pictures or photographs of the objects to make it look as real as possible. Give students time to rehearse reading the cards and ask the other members of the team coach him /her. Finally, invite students to put their work away and get ready to present it in the Show and Tell session.

**Reading Time!**


Reader's fact The Founding of Tenochtitlan Track 28

This could be a good moment to use the Reader's book. Ask students to continue reading pages 85 to 88 . You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You can then discuss the questions in their book as a class, *Do you think ruins can teach us things just like museums do? Why?*

**Teaching SOS**

You can help students work with writing in class with this activity called 'fast-writing'. The idea is to make them feel comfortable and see their potential. Prepare a topic to give students to write about, sports, pets, food, music, something you know may interest students even when they are not experts in it. Tell students they need some sheets of paper. When you say 'start' they should start writing about the topic and do not stop, never put their pen down, not to worry about grammar or spelling or punctuation. The fun part is that when they don't know a word or can't think of what to write they write something like 'da,da,da' or '??' or 'em,em,em' and more importantly, they cannot stop and go back in the text to read what they have written. Then, when you say 'stop', they put their pens down immediately.


**Review**


1.  **Look at the information. How can you use it to make a museum card? Explain your ideas to a partner.**

Direct students' attention to the picture of the animal and present it, a Psittacosaurus. Ask students if they ever heard of it before. Read the instructions aloud and ask students to complete the activity. Monitor.

2. **Design a museum card with the information. Then, compare it in groups and explain why you chose to organize your information as you did.**

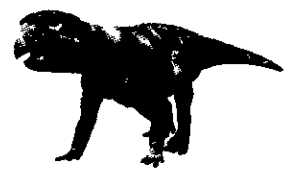
With the information students read, ask them to write a museum card individually. When they finish ask them to compare it in groups to discuss why they decided on that particular way to organize the information. Encourage students to learn from their classmates different ways to work with the information. You can also change this activity a little if time allows and have students choose any other dinosaur they may know about and would like to share information. When students finish, ask them to come up front and share their museum cards with the rest of the group.

**Review** 

Look at the information. How can you use it to make a museum card? Explain your ideas to a partner. 

1. Look at the information. How can you use it to make a museum card? Explain your ideas to a partner.

2. Design a museum card with the information. Then, compare it in groups and explain why you chose to organize your information as you did.



This is a blank area for students to design their museum card.




Academic and  
Educational  
Environment


1. Work in pairs. Think about an invention you think is interesting and research information about it. Write some sentences in your notebook.

2. In pairs, write a museum card for an exhibit about the invention you chose. Include a drawing or picture.


Share your museum card with another pair. What did you learn from their card? Exchange ideas about the invention.



Unit 5 67

3.  **Work in pairs. Think about an invention you think is interesting and research information about it. Write some sentences about it.**

To continue practicing writing museum cards, ask students to work in teams and decide on an invention. Once they know what to write about, ask them to research and consider giving them enough time to do so. Then, ask students to write some sentences about the object.

4.  **In pairs, write a museum card for an exhibit about the invention you chose. Include a drawing or picture.**

With the information students researched on the invention chosen, ask them to write a museum card. Tell students to imagine they are going to exhibit such invention. Make sure they include a picture of it.

5. **Share your museum card with another pair. What did you learn from the information? Exchange ideas about the invention.**

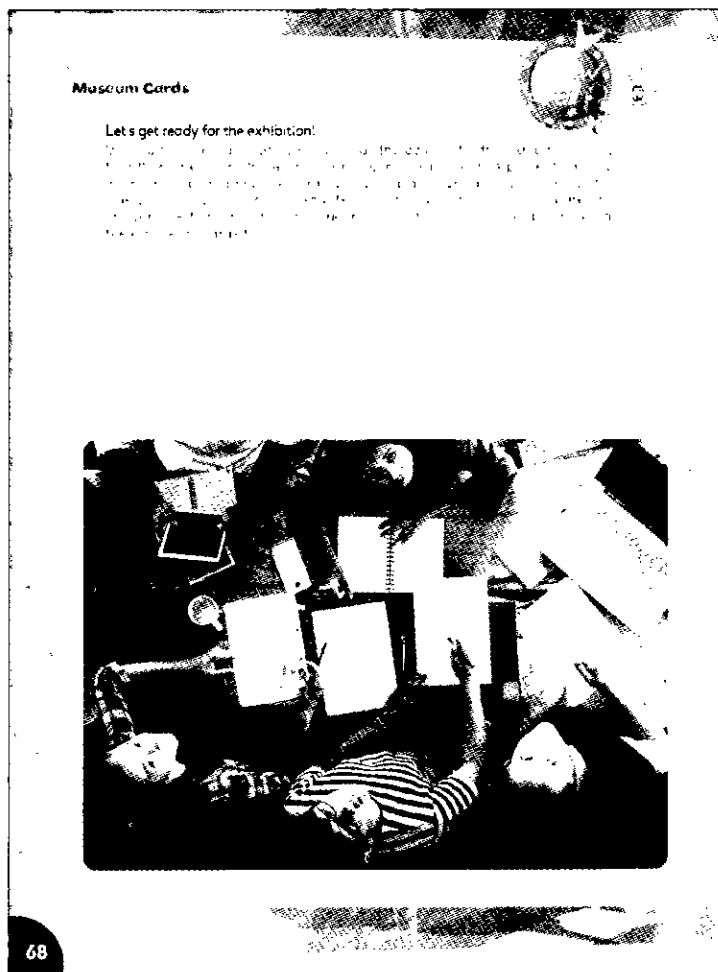
When the museum cards are ready, ask students to share them with another pair, read them and talk about what they learned from them. You may add some extra practice by asking students to say what inventions they liked better and what inventions they didn't know of.

### Product: Museum Cards

In this section of the unit, students will present the product they have been working on throughout the unit. You may want to go over the text along with students and make sure everyone understands what to do for the final presentation. Give students a few minutes to get together with their teams and organize the activity. Recommend them to double check there are no inaccuracies with the grammar and vocabulary. Give them time to rehearse reading the cards aloud and monitor. Then, ask students to display their cards at the front of the class and present their museum exhibits. Remind students there will probably be questions from their classmates so they must be prepared to answer them. Invite everybody in the classroom to listen attentively to their classmates and show respect for their work.

#### Extra Product Evidence 6

If you want your students to work on another project to practice some more, you can ask them to go to page 112 and this time produce A museum about my school which at the end can become a big school event where your students can show every visitor how well they can perform in and with English.



## Assessment 6

### Think and Reflect

Ask your students to open their books on page 69. Direct their attention to the box and explain that there are three different levels with descriptions of what they learned. Invite them to be as honest as possible when choosing the level they are in. Remind them it is very important for you to know how they feel about their performance and how much they have learned according to the scale.

Then, direct students' attention to the second part of the assessment. Form pairs and encourage students to discuss ways to improve their performance. Remind them that all comments and opinions are important and will help everybody in class. Invite them to reflect and share other ways in which they can use museum cards.

#### Answers

1. On the museum cards.
2. Title, name of the piece, date when found, who found it, material made from, place where they found the piece, and some extra information if available.
3. All are correct: books, encyclopedias, a blog on the internet, a teacher, a government website, magazines, brochures, social media, a University website.
4. Answers may vary. To inform and give details of the piece the card is referring to. / To learn about the exhibition.

Read, think and reflect on the following questions

1. How can you use museum cards to learn about a piece of art?
2. How can you use museum cards to learn about a piece of art?
3. How can you use museum cards to learn about a piece of art?
4. How can you use museum cards to learn about a piece of art?

With your partner, think, reflect and share other ways in which you can use museum cards. Just remember that a museum card offers well-researched and specific information about people, places and things. When finished, exchange your ideas with others in your class.

oojo!

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## ACHIEVEMENTS

- Listens to and explores descriptions of the physical appearance of known people.
- Understands descriptions.
- Describes own physical appearance.

## Warm up

Ask students to get a piece of paper. Tell them they are going to draw the picture of famous person whose name is Paco. Start dictating: Paco has a big head, short hair and two big ears. He has little eyes and thick eyebrows. He also has a big nose, a small mouth and a long thick mustache. You may want to start with the description sentence by sentence. Say one and give students time to draw, if necessary repeat the sentence once more and move to the second sentence. Until you finish with the description.

Then, ask students to compare their drawing to their classmates and try to describe Paco by looking at their pictures.

Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book, Why do you think people like to talk about the way they look??

## Discover

1. **Talk about who you look like with your classmates. You can use these questions for help.**

Ask students to read the instructions and confirm with you what they are going to do. Encourage them to use the prompt questions to organize their speech. You could suggest they start 'I look like...' or 'I don't look like...' If necessary you may quickly review the vocabulary of the family in case they need those words.


2. **Read the descriptions and write the names of the people under the photographs. Then, exchange answers with a partner. Share your strategy. Are your answers the same? If not, discuss and determine which is the correct answer.**

Direct students' attention to the four pictures and to the five descriptions. Ask students to read them and write then name of the person that corresponds to the picture. Help them with vocabulary and recommend students to write down in their notebook the new words for later use in the unit. When students finish ask them to talk to a classmate to compare their answers and talk about how they got their answers.

Unit 7 **Great skills!**

**Disco** Why do you think people like to talk about the way they look?

1. **Talk about who you look like with your classmates. You can use these questions for help.**
2. **Read the descriptions and write the names of the people under the photographs. Then, exchange answers with a partner. Share your strategy. Are your answers the same? If not, discuss and determine which is the correct answer.**



3. **Work in pairs. Can you identify the describing words in the sentences in activity 2? What do they describe? Classify the describing words according to what they describe.**
4. **With your partner, add other words you know to the words you classified in activity 3.**

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3. **Work in pairs. Can you identify the describing words in the sentences in activity 2? What do they describe? Clarify the describing words according to what they describe.**

Invite students to work in pairs. Read the questions aloud one by one and ask students to only listen and start processing their answers. Then, give them some time to talk about these words and confirm answers with the class. You may help students with the classification by drawing a graphic on the board and write the different adjectives according to what they describe: size, color, height, length, etc.

4. **With your partner, add other words you know to the words you classified in activity 3.**

Ask students to read the instructions and complete the activity. Monitor. To check, ask volunteers to give one of the words they added and write it on the board in the graphic you drew. Then, count the number of describing words the class could put together.

**\*Note: the clue words found in bold and orange color for this unit are: curly, tall, photo album, toddler, chubby cheeks, bare hands, braids, bangs. Remember, you can also find them in the Picture dictionary section at the end of your Teacher's book and in your students' Activity book.**

## Think

When describing someone or something, we use descriptive words that we call adjectives like the ones on page 70. But something to keep in mind when describing someone physically is to always say nice things about that person.

1. Work in pairs. Describe one of the boys in the photographs. Can your partner guess which boy you're describing? Now it's your turn to guess.



2. Write a description of one member of your family. Then, share it with a partner.

## Create

### Age progression line

Let's start producing the product for this unit: an age progression line.



Unit 7

## Create

Product: Age progression line

### Step 1

Students will now begin to work on their product for this unit. Tell students they will work in teams and let them decide on the number of students in each. Remind them that they will work with the same team in the development of the product along the unit. You can read the text along with students and clarify any doubts. Tell them they will start by looking through the lesson to find the words and expressions that describe people. Set a time limit for them to find them and make sure everybody in the team is interacting. Then, they need to make a list of those words. Finally, ask students to save their work for the next session on the product.

### Reading Time!

Reader's stories *The Curious Case of Kaitlin and the Cookies*


Track 29

This could be a good moment to use the Reader's book. This reading will help students expand their vocabulary and their knowledge about the topic. Ask students to read pages 89 to 93. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You can then write the questions from the Reading Time section on the board (*Why do we describe people? How do we usually describe people?*) and invite students to take turns to answer them sharing their opinion and knowledge.


### Teaching SOS

Teaching adjectives is easier if you set a simple context, descriptions. Grammatical terminology may not help students at all when what you're doing is teaching how to use adjectives, what adjectives do and where we place those descriptive words in the sentence. The experience has to be memorable so we recommend not to focus on the technical names or even a definition of the word but the context, people, places, food, weather, music, etc. Take this opportunity to grow their vocabulary and bring familiar situations to the students so they can see and sense what the describing words are and do.

## Think and do

5.  **Work in pairs. Describe one of the boys in the photographs. Can your partner guess which boy you're describing? Now, is your turn to guess.**

Direct students' attention to the picture of the group of boys. Ask students to work in pairs, one of the students describes a boy and the other student guesses who that is. Then, they switch roles. Monitor and make sure they are using describing words.

6.  **Write a description of one member of your family. Then, share it with a partner.**

Ask a volunteer to read the instructions aloud and make sure students understand what they have to do. Give them enough time to write the description requested. Monitor. Help with vocabulary and spelling as well as grammar if necessary. If time allows, ask students to mingle and exchange descriptions.

### Warm up

Tell students they are going to write the physical description of a classmate in three sentences in three lines without writing his/her name. You may want to write and number the three lines on the board so students can picture the activity. Invite students to be as respectful when they describe somebody in class. Monitor the activity and now choose three students at random to read their descriptions. Ask the class how fair the description was.

Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book, What things can you describe about a person?

Tell students what an age progression line is before you get to the Create session where they will work on creating one. This progression line is just exactly as a time line where we can see how events take place within time. This type of line also helps us to compare progress in a person's life as well as to see what is happening at the same time with other people and in other places. Ask your students what they recall from age 3 or 5 and what they remember they could do, and what they couldn't do at that age. Invite them to share abilities, memories and compare themselves to the age they are now and what abilities they have now that they didn't have at that particular age. You can even draw on the board an age progression line like the one below and explain what a baby is (age 0 to 2 years), toddlers (age 2 to 4) child (age 4 to 12).



### Discover

1. **What do you remember about you as a small child. What could you do? What couldn't you do? Talk about it as a class.** ▶ 18

Invite students to have a discussion. Ask the question aloud and tell students to reflect on them, and think about their answers. It might be the case that students do not remember anything or consider the activity silly. However, encourage them to talk about it by giving them options to choose from, i.e. 'could you swim or ride a bike?'

2. **The kids are looking at an old photograph album. Listen to the conversation. Find out and in your notebook, make some notes about.**

Ask students to work in pairs. Read the instructions aloud. You may help students organize the note taking by drawing a table on the board to copy on their book:

**Disco** What is this? Can you describe about a person?

1. What do you remember about you as a small child? What could you do? What couldn't you do? Talk about it as a class.
2. The kids are looking at an old photograph album. Listen to the conversation. Find out and in your notebook, make some notes about.
3. Discuss your answers with a partner. Do you understand the same things? Why do you think the kids were looking at the album?
4. In pairs compare what you could do when you were a baby a toddler and an older child with what Alex could do.

|                              |  |
|------------------------------|--|
| How old                      |  |
| What he looked like          |  |
| What he could or couldn't do |  |

|                              |  |
|------------------------------|--|
| How old                      |  |
| What he looked like          |  |
| What he could or couldn't do |  |

Play track 18 as many times as you consider necessary.

3. **Discuss your answers with a partner. Did you understand the same things? Why do you think the kids were looking at the album?**


To check answers, ask students to discuss their answers and compare them. Monitor. Encourage students to share their opinions why the children were looking at the album. Tell students that all answers are welcome. You can use the age progression line to guide students to place different abilities and memories on the time line so that they can have a clear picture of what they'll work on in the following activity.

4. **In pairs compare what you could do when you were a baby, a toddler and an older child with what Alex could do.**

Ask students to work in pairs. Tell them they are going to talk about when they were younger. Read the stages and explain what they mean. Direct students' attention to the speech bubbles that show how to do the activity and practice it with them. Make sure students understand they are going to compare themselves to Alex. Monitor and help with grammar as necessary. Remember there is a Grammar Reference at the end of this book for easy consultation on different language structures. For next class: ask students to bring photographs of themselves at a different age preferably doing something.

**Think**

- Bring photographs of yourself at a different age. Get out your photographs. Work in groups. Order your photos from the oldest to the newest. Show them to your friends and talk about what you looked like and what you could do at those different ages.

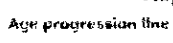


- In teams of 5, chose one photo each and mix them. Put the photos face down and take one each. Taking turns describe the photo and try to guess who the owner is. Have fun!

- Order the photos you used in activity 6 from the oldest to the newest. Come up with one sentence to describe what the student in the photograph looks like and one to describe something that he/she could or couldn't do.

**Create**

Let's continue with our age progression line



**Step 2**

Students will now continue working on the second step of their product. Ask them to get together with their teams and discuss the sort of things they could do at different ages. Then, ask them to write them as a list. If necessary, exemplify a list. Monitor and when they finish with the list offer your help to look at it and help with suggestions and grammar and vocabulary. To finish this session, ask them to bring several photographs at different ages. Remind them they can also print them. Finally, ask students to save their work for the next session and as done in previous lessons, ask them to think about and share their thoughts on the last question at the bottom of the section.

**Reading Time!**

Reader's stories *The Curious Case of Kaitlin and the Cookies*  
Track 29

This could be a good moment to use the Reader's book. Ask students to work in pairs and retell each other what happened in the first pages of the story. Continue reading pages 94 to 98. You can choose to read during class or assign the reading for homework. You can then form pairs or small groups and ask them to discuss the questions under the Reading Time section in their books. You can also encourage them to mention what new words for describing people they've learned.

**Teaching SOS**

When you ask students to use the reader at home and read as homework, it is important that you have some comprehension questions ready to work with. There are some comprehension exercises at the end of the stories, however, we recommend you include some others right after they have read a section of the story. Some of the possible comprehension questions are multiple choice questions, yes-no questions, wh- questions, true-false statements and a bit more challenging statements to correct. You may prepare some of these questions in advance for students to answer while they are reading.

**Think and do**

- Bring photographs of yourself at a different age. Get out your photographs. Work in groups. Show your photographs to your friends and talk about what you looked like and what you could do at those different ages.

Tell students they are going to use their photographs to work in groups of three or four. Ask them to take turns and talk about what they looked like and about what they could do at that age. If students wouldn't bring many photographs, tell them to use at least one and participate enthusiastically. Make them feel that everybody would like to know about each other. Monitor.

6. Choose one of the photographs and write about you. Ask students to use one of the photographs they brought to class and tell them to write a paragraph about it. You may guide them through the activity by asking students questions such as, how old were you in the picture? What were you doing? Could you do X?, etc. Monitor and offer help with grammar and vocabulary as needed.

- In teams of 5, chose one photo each and mix them. Put the photos face down and take one each. Taking turns describe the photo and try to guess who the owner is. Have fun!

Ask students to put the photos face down and take one each. Explain they will play a game of describing the photo and trying to guess who that person is. Have fun!

- Order the photos you used in activity 6 from the oldest to the newest. Come up with one sentence to describe what the student in the photograph looks like and one to describe something that he/she could or couldn't do. Invite students to work in small groups to share and compare their photos, as they talk about their abilities throughout time. Encourage them to share with the rest of the group and to use the age progression line.

## Create

Product: Age progression line

### Step 2

Students will now continue working on the second step of their product. Ask them to get together with their teams and discuss the sort of things they could do at different ages. Then, ask them to write them as a list. If necessary, exemplify a list. Monitor and when they finish with the list offer your help to look at it and help with suggestions and grammar and vocabulary. To finish this session, ask them to bring several photographs at different ages. Remind them they can also print them. Finally, ask students to save their work for the next session and as done in previous lessons, ask them to think about and share their thoughts on the last question at the bottom of the section.

## Reading Time!

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**Review**

**1. Look at the pictures and write the names.**

Direct students' attention to the pictures of the children. Ask students to read the questions and write the names that correspond to the description. In case they need some help, you may review the vocabulary by asking student to go to lesson 1.

**2. Choose one of the pictures in activity 1 and write 4 sentences to describe the person. Then, take turns to describe the picture you chose to a partner and see if he or she can guess which picture it is.**

After students identified the children in activity 1, ask them to choose one of them write a small paragraph of 4 sentences about him/her. When they finish, ask them to read the description they wrote to a classmate without saying his/her name so He/she can guess who that person is. Some possible answers can be:  
 Chelo is thin, tall, has red hair and is pretty.  
 Tere has medium, dark skin, curly hair, is chort and has big eyes.  
 Manuel is chubby, short, has light, fair skin.  
 Diego is tall, thin, has light hair and is very white.

**Review**

1. Look at the pictures and write the names.

Write the names of the children in the boxes.


Write the names of the children in the boxes.

Write the names of the children in the boxes.

Write the names of the children in the boxes.

Write the names of the children in the boxes.



Write the names of the children in the boxes.



Tere                      Manuel                      Diego

2. Choose one of the pictures in activity 1 and write 4 sentences to describe the person. Then, take turns to describe the picture you chose to a partner and see if he or she can guess which picture it is.

3. Describe the people in these photographs.




4. In groups write some sentences to describe a teammate. Then, share it and see if they can guess who you described.

Unit 7

**3. Describe the people in these photographs.**

Direct students' attention to the pictures of the children. Ask them to write a description of each one. Remind students to look through the lesson to review some vocabulary and check on other descriptions.

**4.  In groups, write some sentences to describe a teammate. Then, share it and see if they can guess who you described.**

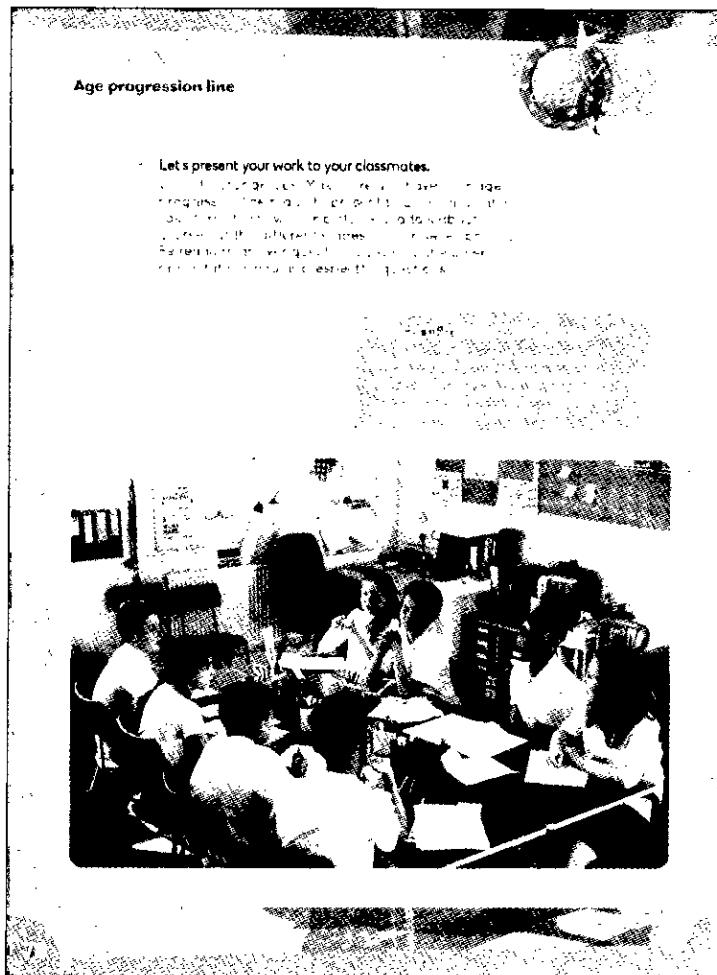
To finish reviewing the unit, ask students to work in groups. They are going to describe one of their teammates without writing the name of the person. Monitor and make sure they are actually describing. Then, they share their descriptions, read them and guess who that classmate is.

**Product: Age progression line**

In this section of the unit, students will present the product they have been working on throughout the unit. You may want to go over the text along with students and make sure everyone understands what to do for the final presentation. Give students a few minutes to get together with their teams and organize the activity. Students get their strips ready to present them to their classmates. They can fix them on the board and talk about themselves at their different ages of development. The rest of the class listens attentively and asks questions. Everybody takes turns and shares personal information. Invite students to show some respect for everybody's work and participate enthusiastically.

**Extra Product Evidence 7**

If you want your students to work on another project to practice some more, you can ask them to go to page 113 and work on the product called What a celebrity! have them choose a celebrity to search, describe and build the celebrity's time line or they can role-play being celebrities and build their own age progression line!



Describes and compares appearances and abilities at different ages.

1. Read, think and reflect on the following. Answer on the lines and then share with a partner about how you feel about the situation described.

1. Write a story about a person who is very different from you. Describe the person's appearance, personality and interests. Write about the person's life and how they interact with others.

2. Think about the person you have just described. Write down the advantages and disadvantages of being different from others. Write about the advantages and disadvantages of being different from others.

3. With your partner, think about how you can use descriptive words when interacting with others in your daily life. Exchange ideas with your partner and then with others in your classroom.

**Good job!**

## Assessment 7

### Think and Reflect

Ask your students to open their books on page 79. Direct their attention to the questionnaire and ask students to answer the questions by choosing 'yes', 'no' or 'sometimes'. Recommend students to read the questions carefully and give an honest answer since it is very important to know what they have learned and how they feel about their learning. Then, direct students' attention to the second part of the assessment. Form pairs and encourage students to discuss ways to improve their performance and how they can apply what they've learned so far to their daily life. Remind them that all comments and opinions are important and will help everybody in class.

#### Possible answers:

- a. People, objects, plants, places and animals.
  - b. People: tall, thin, chubby, intelligent, short. For objects: big, small, heavy, blue, dirty.
  - c. On the time line results should be from left to right: She didn't have hair / She crawled to move / She was 1 year old / She can run, hop, skip and walk / Her hair is long / She is 11 years old
2. Advantages and disadvantages could be: to see your growth / abilities / to compare abilities and skills throughout time.

**ACHIEVEMENTS**

- Explores brief travel logs.
- Makes a guided reading.
- Distinguishes and expresses similar and different natural aspects and cultural expressions between Mexico and other countries.
- Writes sentences with descriptions and comparisons.

**Warm up**

Ask students to work in pairs and use a piece of paper. Tell them they are going to write three columns, 1. a town, 2. the country, 3. the ocean and write as many different things they can think of that you can be seen and found in each one of these places. Set a short time limit for each place and say stop! Check how many different places they wrote and then, ask volunteers to name them.

Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book, **What sort of places do you like to visit?**

Before starting the topic as is, you can talk about your hometown and classify the places to show students that places are classified in size in agreement with the amount of people that live in it. It can be a city a town and the hometown can be near the beach, near a forest or simple an urban development.

**Discover**

**1. Look at the picture. What place in Mexico are we going to read about?**

Tell students they are going to read about a trip. Direct their attention to the picture and ask them to guess which place that is. If nobody recognizes the place, help them get the name by giving them clues, such as 'Its name is the name of the state and the name of the city (port), it is in the Gulf of Mexico, etc.)

**2. Read and talk about the answers in pairs.**

Direct students' attention to the text and read the title aloud. Ask students to read the text individually and then answers the questions in pairs. Help with vocabulary as needed but if you consider it is better for the type of class you teach, pre-teach the vocabulary so students can read 'faster'. To check, choose some pairs to share their answers with the class and ask the rest of the students to confirm if their answers were correct.

**Discover** What place in Mexico are we going to read about?

Town City Beach

**1. Look at the picture. What place in Mexico are we going to read about?**

**2. Read and talk about the answers in pairs.**

**Our Easter vacation by Rosario (5<sup>th</sup> Grade)**

We arrived in the Port of Veracruz at midday on Saturday 15th. The first thing we did was drive to Boca del Rio, because we were all starving. We sat at a table with a view of the ocean and ate red snapper and listened to groups playing typical Veracruz music. After that we drove back, parked the car and walked along the Malecon looking at the hand crafts. Dad bought Mom a mammoth because she'd always wanted one. Raizo and I spent a lot of time watching the ships. I think ports are very exciting!

The next morning Raicho and I wanted to go swimming so we all went to the beach at Punta Mucamba. I enjoyed swimming there - but kept an eye out for sharks! That afternoon after another fish lunch, we went to the Aquarium. Do you know it's the largest aquarium in Latin America? We saw every type of fish, barracudas, nurse sharks, and giant mantas rays. There were sea turtles and manatees too. The highlight of the whole trip was swimming with the dolphins! You have to keep your legs really straight and the dolphins push you really fast.

**3. Have you had personal experience about people telling you of their travel experience? What did they tell you? Share with the class.**



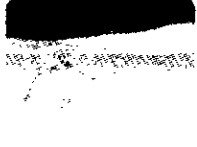
**3. Have you had personal experience about people telling you of their travel experience? What did they tell you? Share with the class.**

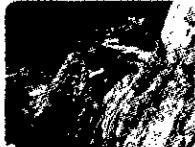

Invite students to share with the class if they have had a similar experience of somebody telling them about a vacation and what that person said. You may want to guide them through this activity if you see they don't know how to answer, did he/she talk about the food / the weather , etc? What place did this person go, a town, the country or the beach?, etc.

**\*Note: the clue words found in bold and orange color for this unit are: aquarium, petting farm, supper, cabin, mobile home, wildlife, exhibit, hand-painted. Remember, you can also find them in the Picture dictionary section at the end of your Teacher's book and in your students' Activity book.**

**Think**

- Read the following statements. Discuss in pairs what they describe.
  - It takes three weeks.
  - The writer is in the middle of a long journey.
  - The writer is in a boat on the sea.
  - The writer is in a car on a road.
  - The writer is in a plane in the sky.
- Work in pairs. Look at these pictures. Imagine you went to Acapulco. Choose a date. Using the pictures to come up with ideas about what you did and what you saw. Think of some personal comments. Make some notes and a first draft below.
 




- Write a short classroom blog in your notebooks. Get into groups and take turns to share it aloud.
 

**Step**

**Comparative Diagram**


Let's start this unit's product, a comparative diagram to compare natural and cultural aspects between two places.

Reading Time

Read the facts Four Days in July

Track 30

This could be a good moment to use the Reader's book. This reading will help students expand their vocabulary and their knowledge about the topic. Ask students to read pages 103 to 107. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You can also ask the questions under the Reading Time section and invite volunteers to share their experiences. You could share your own experiences too as a model.



30

Read the facts Four Days in July

Track 30

This could be a good moment to use the Reader's book. This reading will help students expand their vocabulary and their knowledge about the topic. Ask students to read pages 103 to 107. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You can also ask the questions under the Reading Time section and invite volunteers to share their experiences. You could share your own experiences too as a model.

Unit 8

## Create

Product: Comparative Diagram

### Step 1

Students will now begin to work on their product for this unit. Tell students they will work in teams and let them decide on the number of students in each. Remind them that they will work with the same team in the development of the product along the unit. You can read the text along with students and clarify any doubts. Then you can tell them they will start the activity talking about the places they have visited while on vacation. It doesn't matter if they haven't gone out of your town or city, if that were the case, encourage them to share cultural or natural places they have visited locally. Encourage them to talk about natural and cultural places to see in that community they have visited as well as the many different things they can see at the places they listed. Monitor the activity and make sure they are discussing and participating. Finally, ask students to save their work for the next session on the product.

### Reading Time!

Reader's facts Four Days in July  
Track 30

This could be a good moment to use the Reader's book. This reading will help students expand their vocabulary and their knowledge about the topic. Ask students to read pages 103 to 107. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You can also ask the questions under the Reading Time section and invite volunteers to share their experiences. You could share your own experiences too as a model.

### Teaching SOS

When you ask students to produce a text, it is very helpful if they see samples of it first. Depending on the length and complexity of the text, you may want to do this activity early in the lesson and this way students will view the text as a kind of model on which to base their work on. The elements your students then, should look at in a sample text are: the layout, the overall message, the organization of the items, the specific phrases used, some distinctive grammatical features, the style and tone as well as the effect on the reader.

Remember to take advantage of the clue words and encourage children to use them to expand their vocabulary and knowledge. Also, if you need to check on any grammar language points, remember there is a grammar reference for you at the back of this book.

## Think and do

- Read the following statements. Discuss in pairs what they describe.

Tell students they are going to read the four statements individually. Help with vocabulary as needed. Then, invite them to discuss in pairs what the statements describe but if they seem to have some difficulty with the description ask them to go back to the text in activity 2 to guide them.

- Work in pairs. Look at these pictures. Imagine you went to Acapulco. Choose a date. Using the pictures to come up with ideas about what you did and what you saw. Think of some personal comments. Make some notes and a first draft below.

Direct students' to the pictures and ask them to tell you what they see. Make sure students identify the general idea, a trip. They are going to imagine they went to Acapulco and in pairs they are going to make notes about when they went, what they did and what they saw. Then, ask them to write a first draft below.

- Write a short classroom blog in your notebooks. Get into groups and take turns to share it aloud.


After they practice writing some notes about a trip in activity 5, students will write a blog. In groups, they are going to organize the information and write it in their notebook. Monitor and offer help as needed. Do not forget to give them the necessary time to get organized, discussed ideas and write. Invite students to take turns and read their blog aloud for the class to know about their trip.

**Warm up**


Tell students they are going to go on a trip, a deserted island in the Pacific Ocean. In pairs ask them to write a short paragraph which describes what they can do and see there. Encourage students to use their imagination and creativity.

Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book, **What things do you do when you travel?**

**Discover**

1.  **Read this diary entry and in pairs discuss and answer the questions.**

Invite students to work in pairs. They are going to read this text which is a diary entry. This may be a new word for them so simply explain students that 'entry' is information you write as a part of a series. In a diary you write every day so it is a sequence. Read the questions aloud and tell students to answer them. You could recommend students to reflect on their answers first and then discuss them with their classmate. Invite students to share their answers and make sure they identified what they writer did by comparing verb forms. However, avoid any grammatical terminology or explanations on it.

2.  **In small groups write some sentences about places of interest to visit in your area. Include places of natural beauty, places of entertainment and places of cultural interest.**



Tell students they now have the opportunity to talk about the city they live in. Ask them to work in groups of four and think about the different types of places to see, natural beauty, entertainment and cultural. When they have discussed, it is time to write some sentences. Don't take for granted students know all these different places. Give them time to discuss in their teams and learn from what other classmates have to say. Monitor and offer help as needed.

3. **Share your ideas with the class. Which places sound best?**

Invite students to share their sentences with their classmates and listen attentively. You may want tell students that all sentences are welcome and the class may learn a lot from other classmates who have been places you haven't yet and it would be very interesting to see. When they finish, invite them to express what places actually sound best.

**Lesson 2**

**DISCOVER** What things do you do when you travel?

1. Read this diary entry and in pairs discuss and answer the questions  

1. What does the writer do in the diary?

2. What does the writer do in the diary?

3. What does the writer do in the diary?

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We've just spent a week in Mexico! We spent two days in Mexico City before going to the beach.

The first day we went to the Papalote children's museum. It's a hands-on museum and you can do a lot of cool things like technological experiments. We saw a film there about the Big Bang - you know about the beginning of the universe.

After that we went to Chapultepec Park which is really close. There's a lake there. Dad took us rowing on the lake. There's a zoo there, too but we didn't have time to visit. We did go on the Big Dipper. It's called the Montaña Rusa there.

The next day we went to a place on the outskirts of the city called Do Pepe's farm. You learn about farming there and there's a betting farm with derby ponies and little camels. We made our own lunch. We made pizzas and they tasted really good.

On the night of the 31st we went to Xochimilco. Every year they have a celebration for the Day of the Dead on the canals. There Xochimilco is beautiful - full of trees and flowers.

2. In small groups write some sentences about places of interest to visit in your area. Include places of natural beauty, places of entertainment and places of cultural interest  

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3. Share your ideas with the class. Which places sound best?



**Think and do**

- Now scan this diary entry and determine what are the natural aspects the writer talks about and what are the cultural ones. Then exchange ideas with a partner. Have you visited a similar place? Share your experience.
- Read through both diary entries again, and underline the personal comments that say something about the feelings and opinions of the writers. Exchange ideas in groups and explain your answers.
- In groups complete the comparative chart to compare the diary writers' trips.

Then go on with the next step or revise your comparative diagram.

**Think and do**

- Now scan this diary entry and determine what are the natural aspects the writer talks about and what are the cultural ones. Then, exchange ideas with a partner. Have you visited a similar place? Share your experience.

Present students with a different diary entry, Rodrigo's. Ask students to work in pairs and read the text carefully (scan). Then, separate the natural aspects and the cultural aspects Rodrigo mentions. Offer help as needed. Finally, invite students to exchange their ideas with a partner and compare them. Encourage students to share if they have visited a similar place, what it is and how much they liked it.

- Read through both diary entries again, and underline the personal comments that say something about the feelings and opinions of the writers. Exchange ideas in groups and explain your answers.

Ask students to read again Dan Wilson's and Rodrigo Rodriguez' diary entries. Ask a volunteer to read the instructions aloud and make sure everybody knows what to do, underline personal comments. Invite students to complete the activity in groups of three and monitor. When they finish choose some groups to share their answers.

- In groups, complete this comparative chart to compare the diary writer's tips.

Direct students' attention to the chart and point at the cities, Mexico City and New York on top of it. Tell them they are going to compare the two cities. Ask students if they remember both boys wrote about natural and cultural aspects in their diary entries when they visited those places. Now, ask a volunteer to read the list of places and activities to see and do and ask them to complete the activity. Monitor. Invite some volunteers to share their answers with the class or invite groups to exchange their chart with other groups.

**Create**

**Product: Comparative Diagram**

**Step 2**

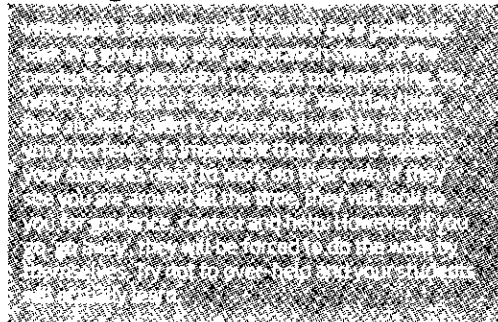
Students will now continue working on the second step of their product. Ask them to get together with their teams and use the lists they made last session. Invite students to continue with the product by discussing and deciding on two places to compare from that list. Give them enough time to agree on the places and then to research so they can have more information about them. You might ask them to make notes on each place and make sure they are not actually copying information directly from the source. To finish this session, ask students to save their work for the next session.

**Reading Time!**

**Reader's Facts Four days in July**  
Track 30

This could be a good moment to use the Reader's book. Ask students to work in pairs and retell each other what happened in the first pages of the story. Continue reading pages 108 to 112. You can choose to read during class or assign the reading for homework. You can then call their attention to the questions under the Reading Time section and form groups and ask them to discuss them. You can invite a volunteer from each group to share their conclusions with the rest of the class.

**Teaching SOS**



**Warm up**

Ask students to work in groups of three. Tell them each member in the group is going to take turns and talk about cultural aspects of Mexico in 30 seconds. Have somebody take time and say stop when time is up. Get together with another team and repeat what you said in your team. All six students listen to each other and discuss how much they know about cultural aspects of Mexico.

Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with these questions before you start working with the book, **what things do you like about culture?, what things do you like about nature?**

**Discover**

1. Which archeological sites have you visited? Do you find them interesting? Why? Why not? Discuss with the whole group.

Invite students to have an interesting discussion about their country, Mexico. Ask them the first question and wait for answers. You may take advantage of this opportunity and ask the students who have been to archeological sites talk about them so the rest of the class learns about those places. Encourage students to mention the reason why they found (didn't find) them interesting.

2. Look at this diagram. Discuss in pairs the type of information it gives.

Direct students' attention to the diagram and mention it is a Venn diagram. Ask them to read the information it shows and discuss it with a classmate. It is probable that students will ask you about Stonehenge, encourage students to read to find out about it but mention it is a very important building in England considered a landmark. Encourage students to share their comments and opinions.

3. Find and circle words used to make descriptions in the diagram.

Go to the diagram and read the words along with the student and verify they understand their meaning. Work on one example to guide students to complete the task. Monitor their work.

Venn Diagram. A graphic organizer very useful especially when comparing things, people, or other categories which allows to see for example, similarities and differences, advantages and disadvantages at a glance. The part where both circles cross usually holds similarities while the external part of the diagram (outside circles) hold the differences.

**Disco**

1. Which archeological sites have you visited? Do you find them interesting? Why? Why not? Discuss with the whole group.

2. Look at this diagram. Discuss in pairs the type of information it gives.


| Teotihuacan in Mexico                           | Similarities            | Stonehenge in England   |
|---|-------------------------|-------------------------|
| Building shaped around 2000 years ago           | Very important building | Very important building |
| Pre-Columbian people                            | Very important building | Very important building |
| Museum and public bridge                        | Very important building | Very important building |
| Annual festival to celebrate the spring equinox | Very important building | Very important building |

3. Find and circle words used to make descriptions in the diagram.


4. Listen to the conversation and follow the information in the diagram. What are the people in the conversation doing when they speak of the two places? Share your ideas with a partner.

5. In pairs, discuss the question: What type of information is in the overlapping part of the circles?

6. Look at the pictures. Write sentences to describe each in your notebook.



Teotihuacan



Stonehenge

4. Listen to the conversation and follow the information in the diagram. What are the people in the conversation doing when they speak of the two places? Share your ideas with a partner.

Tell students they are going to listen to a conversation about Teotihuacan and Stonehenge and they can follow the information in the diagram. You may recommend students to check the piece of information mentioned in the recording by the people. Read the question aloud and make sure students understand they need to find out what the process is called. Play track 19 as many times as you consider necessary. Invite them to share their ideas with a classmate and then, have a general discussion with the entire class.

5. In pairs, discuss the question: What type of information is in the overlapping part of the circles?

After students have found out that people are comparing in the conversation above, ask students to look at the information colored in orange in the diagram and ask them to answer the question about it. Encourage students to analyze, pay attention to the different colors in the diagram. Monitor.

6. Look at the pictures. Write sentences to describe each in your notebook.

Ask a volunteer to look at the pictures. Are you in any of those cities? Nearby? Ask students if they have visited these places. Ask them to look at the pictures and write sentences to describe the places. Then, they can share their sentences with all the class.

**Think**

7. Exchange descriptions with a partner. Read about the cities and write sentences to describe them in your notebooks.

**Oaxaca**

...with a population of 1.5 million people, Oaxaca is one of the most densely populated states in Mexico. It is known for its rich cultural heritage, including its traditional crafts and cuisine. The state is also famous for its pre-Columbian ruins, such as Monte Albán and Mitla. Oaxaca is a beautiful state with a diverse landscape, from the mountains to the coast. It is a great place to visit and experience the beauty of Mexico.

**Merida**

Merida is a beautiful city with a rich history and culture. It is known for its architecture, including the famous Merida Cathedral. The city is also famous for its traditional crafts, such as the famous Merida lace. Merida is a great place to visit and experience the beauty of Mexico. It is a beautiful city with a rich history and culture. It is known for its architecture, including the famous Merida Cathedral. The city is also famous for its traditional crafts, such as the famous Merida lace. Merida is a great place to visit and experience the beauty of Mexico.

8. Use your sentences from activities 6 and 7 to compare the two cities in your notebooks.

**Draw**

Let's go on with the comparative diagram.

## Create

Product: Comparative diagram

### Step 3

Students will now continue working on the third and final step of their product. Invite them to get together with their teams and continue working with the project. They need to get out the information they researched last session and discuss what kind of diagram could go better with it to present the information. If you see students do not offer many possibilities of diagrams, you can intervene and suggest a couple of them but do it in such a way that it sounds like a kind suggestion. Then, tell students to plan the diagram on a piece of paper making sure they have included the necessary information. Monitor. When they have discussed the draft, ask students to draw the diagram on a large piece of construction paper. Recommend students to pay close attention to the vocabulary, grammar and punctuation. Finally, invite students to put their work away and get ready to present it in the Show and Tell session.

### Reading Time!

Reader's facts Four days in July  
Track 30

This could be a good moment to use the Reader's book. Ask students to continue reading pages 112 to 117. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You can ask students to share their opinion by answering the questions in their books *What do you think makes visiting a new place a perfect experience? Why?*

### Teaching SOS

When readers work with the reader's book, they usually read aloud with different students reading short selections. This can be a good way to help students who struggle and the benefit of it. To give variety to reading aloud (and to make you see by some alternatives such as you reading narrative and students reading the characters' dialogues, students reading to each other in small groups helping whenever they want to and students reading silently, improvising a scene or part of the story based on what happened.

### Think and do

7. Exchange descriptions with a partner. Read about the cities and write sentences to describe them in your notebooks.

Invite students to work in pairs and follow the steps so that they can exchange descriptions and with what their partner shares they can increase their description making it richer and more interesting. Have them change partners and keep increasing sentences to their written description. This way, children will start to see for themselves they can produce great ideas in writing as well as orally.

8. Use your diagram to compare the two cities in groups.

Once the Venn diagrams have been completed, invite students to use them and compare the two cities in groups of three. Ask them to listen to their classmates attentively and discuss how different the given information was.

**Review**

**1. Number the sentences in the correct order to make a blog entry.**

Direct students' attention to the blog entry and tell them Jose who is in 5<sup>th</sup> grade wrote it. Ask a volunteer to read the instruction and make sure they know what to do, number the sentences in the correct order so for that purpose they have to read all sentences first and then figure out the most logical order to make sense.

**2. In pairs, talk about the information you learned from the blog. Make some notes and exchange ideas with another pair.**

Once students have order the information in the blog entry, ask them to work in pairs to talk about Jose's trip to Cuernavaca. Set a time limit for the activity so everybody has the same opportunity to practice speaking. Then, invite students to make some notes about it and find another pair of students to exchange information and compare.

**Rev**

1. Number the sentences in the correct order to make a blog entry.

**Fifth grade Blog by Jose**

My trip to Cuernavaca was there.  
 We went to Cuernavaca in the weekend.  
 The trip was very interesting because we saw many beautiful places.  
 The trip was very interesting because we saw many beautiful places.  
 The trip was very interesting because we saw many beautiful places.  
 The trip was very interesting because we saw many beautiful places.  
 The trip was very interesting because we saw many beautiful places.  
 The trip was very interesting because we saw many beautiful places.

2. In pairs, talk about the information you learned from the blog. Make some notes and exchange ideas with another pair.

2. Read and complete the diagram with the information.

**Green Wood**

**Pine Forest**

Green Wood      Pine Forest

**3. Read and complete the diagram with the information.**

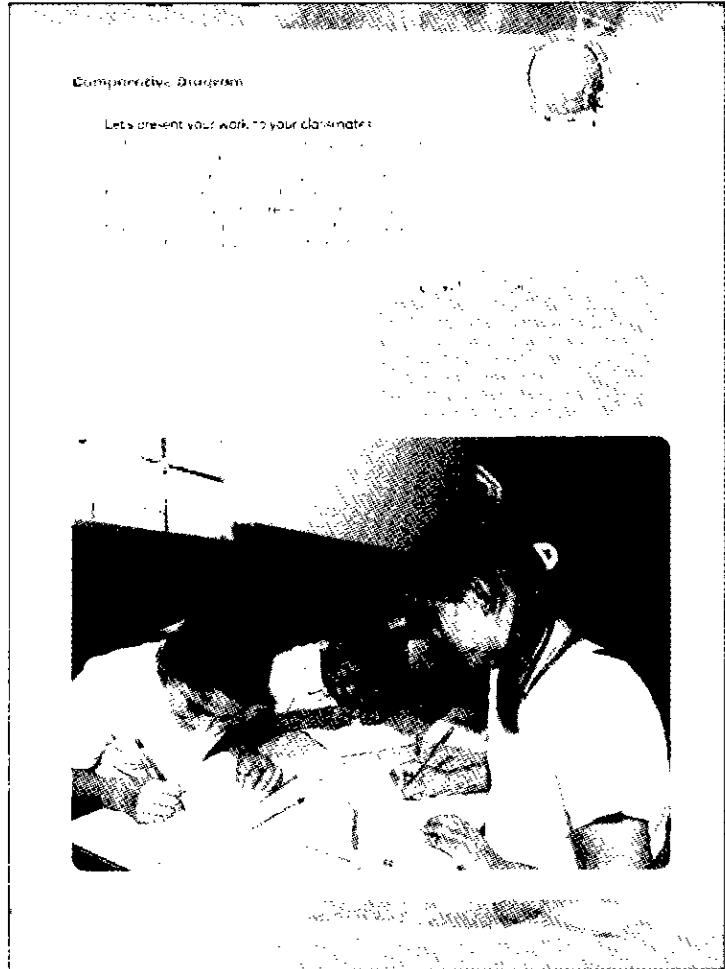
Direct students' attention to the Venn diagram and guide students to notice it has three colors. Ask students to read the paragraphs about Green Wood and Pine Forest. Help with vocabulary as needed. Then, invite them to complete the diagram with the information they read. Give them the necessary time to work with the diagram since they will need to organize and select information, categorize it and compare it.

**Product: Comparative diagram**

In this section of the unit, students will present the product they have been working on throughout the unit. You may want to go over the text along with students and make sure everyone understands what to do for the final presentation. Give students a few minutes to get together with their teams and organize the activity. When they get out the construction paper with the diagram they worked on previously, it is time to discuss how they are going to present it, that is, turn taking. Students get their diagrams ready to present them to their classmates. They fix them on the board and talk about it. The rest of the class listens attentively and asks questions. Everybody takes turns and talk about their cities. Invite students to show some respect for everybody's work and participate enthusiastically.

**Extra Product Evidence 8**

If you want your students to work on another project to practice some more, you can ask them to go to page 113 and work on this extra product which is A contest about the United Nations. Interesting and fun!



1. Think and reflect! Send the questions and answer

2. Work with a partner! Think about how you can use descriptions and make comparisons in your daily activities

## Assessment 8

### Think and Reflect

Ask your students to open their books on page 89. Direct their attention to the list of statements and ask students to answer how they feel about it. Recommend students to read the statements carefully and give an honest answer since it is very important to know what they have learned and how they feel about their learning. Make students feel that their emotions are important in the process of learning. Then, direct students' attention to the second part of the assessment. Form pairs and encourage students to discuss ways to improve their performance. Remind them that all comments and opinions are important and will help everybody in class.

### Possible answers:

- a. Illustrations, information, photos, opinions, etc.
  - b. Look for illustrations, read the context in a general way, ask for help.
  - c. Use the venn diagram, or a chart, but something that allows me to see differences and similarities.
  - d. I choose similar and different characteristics and build a comparative chart.
2. Answers may vary.

**ACHIEVEMENTS**

- Explores questionnaires with different types of questions.
- Reads questionnaires with different types of questions.
- Researches and interprets information about a topic.
- Writes questions about a topic.

**Warm Up**

You can start the lesson by playing 20 questions or an adapted version of the game. Form groups. Ask one of the members of the group to think of something for their teammates to guess. The other teammates have to ask questions to try to guess what it is, e.g. Is it a thing? Is it a person? Is it red?, etc. You can also use this activity at some other point during the unit as an extra activity.

Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book.

When doing lessons in the lesson, talk to your students about their ideas and how some can be of great help while others being badly used can harm the environment and the world's resources.

**Discover**

1. **Do you ever do quizzes? Where do you find them? Talk about the quizzes you do with the class.**

You can write the questions on the board and invite students to share their experiences and knowledge with the rest of the class. Encourage everyone to participate.

2. **In pairs answer the mini-quiz. Discuss each question and come up with an answer. Don't worry if you don't know the exact answers.**

You can go over the instructions and the questions along with students and clarify any doubts. Form pairs and ask students to complete the quiz. Tell them they don't need to worry if they don't know the exact answer. Monitor and make sure students are on task.

For the first question, you can ask students to write down the questions and answers on a piece of paper and then discuss them in the class. You can also ask them to write down the questions and answers on a piece of paper and then discuss them in the class.

**Discover**

1. Do you ever do quizzes? Where do you find them? Talk about the quizzes you do with the class.

2. In pairs answer the mini-quiz. Discuss each question and come up with an answer. Don't worry if you don't know the exact answers.

3. Read the text to check your answers. Did you get them all right? With your partner talk about what the purpose of the quiz in activity 2 can be.

4. With your partner read the text again and answer these questions. Then discuss the following: Do this kind of quizzes need you to look for information before you answer them? Why? What happens after you read information related to the topic of the quiz?

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3. **Read the text to check your answers. Did you get them all right? With your partner, talk about what the purpose of the quiz in activity 2 can be.**

You can ask volunteers to take turns to read the text aloud or you can ask your students to read it with their partners from the previous activity. Then, ask them to check their answers. Ask them to discuss with their partners what they think the purpose of the quiz in activity 2. Invite volunteers to share their ideas with the rest of the class.

4. **With your partner, read the text again and answer these questions. Then, discuss the following: Do this kind of quizzes need you to look for information before you answer them? Why? What happens after you read information related to the topic of the quiz?**

You can ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Have students complete the first part of the activity. Monitor and help as needed. Then, write the questions on the board and ask students to discuss them with their partner. You can discuss the questions as a class too.



**Think**

3. Work in pairs. Can you tell which questions request for information and which ones only require a yes or no answer? Explain how you figured it out and share other examples with the rest of the class.

4. Read the text and write 6 quiz questions about aluminum. Write 3 information questions and 3 yes/no questions.

7. Ask your questions to a partner.

**Step 1**

In this unit, you will create a quiz. Let's start!

**Aluminum**

Aluminum is the most widely used metal in the world. It is used to make cars, buses, trains, pots, pans, cans, bicycles, seats, and a lot more. The problem is that producing aluminum is very destructive to the environment. A lot of it is mined from the rainforests of the world and the waste from the mining process kills the trees. We need to stop producing oxygen. Producing aluminum creates a lot of amount of greenhouse gases and acid rain. Both of these are bad for humans.

**Step 2**

**A Quiz**

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**Warm up**

You can form pairs or groups. Ask your students to make paper airplanes. Choose a target. Ask a question and if the student answers correctly then he or she can try to hit the target with the airplane. This can also be done as an extra activity to review questions.

**Think and do**

- 5. **Work in pairs. Can you tell which questions request for information and which ones only require a yes or no answer? Explain how you figured it out and share other examples with the rest of the class.**

You can read the instructions along with students and make sure they understand what needs to be done. Form pairs and have students complete the activity. Monitor and make sure all students are on task. Invite students to share their strategies and examples with the rest of the class.

- 6. **Read the text and write 6 quiz questions about aluminum. Write 3 information questions and 3 yes/no questions.**

Go over the instructions along with students and clarify any doubts. You can read the text as a class or ask them to read it individually. Have students write their questions. Tell them they can reread the text if they need too. Monitor and help as needed.

- 7. **Ask your questions to a partner.**

Form pairs and tell students to take turns to ask and answer their partner's question. Remind them to speak in English and help them if necessary.

**Create**

**Product: A Quiz**

**Step 1**

Before you ask students to get into teams, tell them what a quiz is. It is an informal and usually short test about something one already knows. People use quizzes a lot for games and entertainment. Now, ask them what kind of quizzes they know, what do they think these can be helpful with and if they think they are the same as a questionnaire. Mention the differences as you remind them quizzes are short and ask questions about a specific topic while questionnaires are longer and can be about many things at once. Now, have students start working on Step 1 in their product. Will now begin to work on their product for this unit. Students should work in teams. They will work with the same team for the duration of this unit to develop their product. You may allow them to decide how many members to have in each team or determine this yourself. You may go over the text aloud along with students and clarify any doubts. You can then ask them to talk about and talk about fun topics for quizzes and the questions they could include in their quizzes. Ask them to make a list with possible questions. Monitor and provide any needed assistance. Remind them to keep their list in a safe place for future use.

**Reading Time!**

**Reader's Fact Quiz Mania**

**Track 31**

This could be a good moment to use the Reader's book. This unit's reading will present students with a sweet and interesting narrative story. This reading will help students expand their vocabulary and their knowledge. Ask students to read pages 117 to 121. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You can then ask students *What is your favorite type of quiz?* and encourage them to answer. You could also share your favorite type of quiz.

**Teaching SOS**

Throughout this book there are suggestions that ask you to "Monitor" perhaps you already know all about monitoring a class, but if you don't here are some tips and a short explanation. Monitoring is a technique that allows you to listen to your students and to check that they are really working. You should avoid interfering while you monitor. You need to understand and decide the reason for monitoring, perhaps you want to listen to see that everyone is working or maybe you want to help students keep a conversation going. Make sure you can easily move between the tables and to all corners of your classroom so that it's easier for you to monitor.

**Warm Up**

Have students sit in a circle. Ask a student to stand in the center and blindfold him or her. Spin the student a couple of times and then ask the student in the center to point at a student (he or she can't see) and ask a question (e.g. What's your favorite color?). The other student replies and the blindfolded student tries to guess who he or she is talking too. You can also use this activity as an extra activity at any other point in the unit.

Remember that before each discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book.

**Discover**

1. **What do you already know about these topics? Share your knowledge with your classmates.**

Direct students' attention to the questions in the circle. Have volunteers take turns to read them aloud. Discuss what they know as a class.

2. **Read this text about spiderlings. Work in pairs. Say what it's about, and what main information it gives. You can make some notes in your notebooks.**

You can have volunteers take turns to read the text aloud or ask students to read it silently. Ask them to make some notes in their notebooks so that they can discuss with a partner what it is about and the main information it gives. Monitor and provide any needed help. Invite volunteers to share their ideas with the rest of the class.

3. **With your partner, write other questions you would like answered about a spider's life.**

Students continue working with a partner. Ask them to write more questions about spiders that they'd like to find the answers to. Monitor and help as needed. You can encourage students to first talk about what they want to know and then write the questions. You could invite students to share their questions with the class.


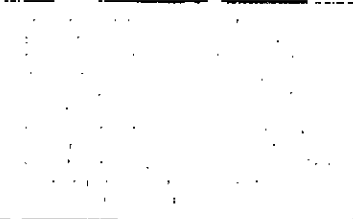
4. **In pairs, look in the table of contents and check what you think are the best places to find the information you need. Talk about your answers with another pair.**

Students work in pairs. Ask them to look at the table of contents and decide in which sections they could find the answers to their questions. Monitor and make sure students are on task. Invite volunteers to share their conclusions with the rest of the class.

**Discover** What do you already know about these topics? Share your knowledge with your classmates.

1. What do you already know about these topics? Share your knowledge with your classmates.

**Discover** Read this text about spiderlings. Work in pairs. Say what it's about, and what main information it gives. You can make some notes in your notebooks.

2. With your partner, write other questions you would like answered about a spider's life.
3. In pairs, look in the table of contents and check what you think are the best places to find the information you need. Talk about your answers with another pair.

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Remind students to use the clue words as much as possible and to consult the Picture Dictionary if they need to clear understanding.

**Think**

Read this quiz. Try to answer it with a partner. Then find the information you don't know in the text.

1. The surface of a planet is covered with craters.

2. The atmosphere of a planet is made of gases.

3. The temperature of a planet is very hot.

4. The gravity of a planet is very strong.

5. The size of a planet is very large.

6. The color of a planet is very bright.

7. The shape of a planet is very round.

8. The distance of a planet from the sun is very far.

9. The age of a planet is very old.

10. The name of a planet is very long.

Look at the example. Then write more information that you could put in information cards in your notebooks.

**Example Quiz**

1. What is the name of the planet that is closest to the sun?

2. What is the name of the planet that is farthest from the sun?

3. What is the name of the planet that has a ring?

4. What is the name of the planet that has the most moons?

5. What is the name of the planet that is the largest?

6. What is the name of the planet that is the smallest?

7. What is the name of the planet that has the highest temperature?

8. What is the name of the planet that has the lowest temperature?

9. What is the name of the planet that has the most craters?

10. What is the name of the planet that has the most water?

Let's work on the quiz once more.

**Links**

<http://www.nasa.gov/planets/>

**Reading Time!**

**Reader's Fact Quiz Mania**  
Track 31

## Create

### Product: A Quiz

#### Step 2

Students will now continue working on their product for this unit. You can go over the text along with students and clarify any doubts. Ask them to get together with their teams and take out their work from the previous session. Students can now decide the topic for their quiz. They can choose the type of information they want to research and how they are going to research it. They can write the information on cards or something similar so that they can begin to classify it. Ask them to write all their first draft of their quiz in their notebooks and remind them to keep all the information in a safe place for the next session.

#### Links

You can ask students to access the web page in their books. You can tell them that they will find many different types of quizzes there. Encourage them to navigate the web page and perhaps try some quizzes. You may want to tell them that they can use those quizzes as inspiration for their product. You can also invite volunteers to share their experience while on the web page with the rest of the class.

#### Reading Time!

##### Reader's Fact Quiz Mania

##### Track 31

This could be a good moment to use the Reader's book. Ask students to continue reading pages 122 to 126. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You can call students' attention to the questions under the Reading Time section and encourage them to share their opinion in small groups. You can also have a short class discussion to hear your students' answers.

#### Teaching SOS

Your students might not know how to research a topic. There are several things that you can do to help them. First, you should ask them to think about what they want to research and encourage them to come up with key words to describe the topic so that it is easier to look for information about it. Once they've planned the information they want to find, they can search for the information, read, evaluate and choose what they need.

### Warm up

Hide an object or a flashcard behind your back and have your students try to guess what it is by asking questions about it.

#### Think and Do

5. Read this quiz. Try to answer it with a partner. Then find the information you don't know in the text.

You can go over the questions along with students and clarify any doubts. Form pairs and ask them to answer the questions. Perhaps you could ask them to first ask the questions they know and then read the text and look for the information they are still missing. Monitor and help as needed. Remind students to speak in English. Encourage volunteers from each to share their answer with the rest of the class.

6. Look at the example. Then write more information that you could put in information cards in your notebooks.

Read the instructions along with students. Ask them to look at the example and clarify any doubts. Students complete the activity individually. Monitor and help as needed. You can invite volunteers to write some of their information on the board.

### Warm Up

As a group, talk about important celebrations in your town or city. Why are these important celebrations? What makes them important? Do they like these celebrations? Why?

Remember that before each discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book.

### Discover

#### 1. Which of these topics do you find more interesting?

You can direct students' attention to the pictures and elicit what they are. Invite students to share which topic they find more interesting and why.



#### 2. Pick one of the topics and write 4 or 5 questions of things you would like to know.

Students should now choose one of the two topics and write some questions to find out more information about the topic. Monitor and help as needed. Remind them to look back on previous lessons if they need to.

Remind students that the best way to keep informed is by questioning and reading. Review Wh question words and you can even play a game called 20 questions where students ask 20 questions at the most and you answer is only yes or no and with the questions made, they must come up with an answer. Besides great fun, it is a way to show students that questioning is always a great way to awaken curiosity and knowledge.

**Disco** Discover information about the world around you.

1. Which of these topics do you find more interesting?

2. Pick one of the topics and write 4 or 5 questions of things you would like to know

**Think**

Read your topic and see if you can find the answer to your questions

- In your notebook, write a quiz questions for the text you read, using your original questions as a basis.
- Find someone who didn't read the same text. Ask them your quiz questions. Give them the answers they don't know. Then, exchange roles. Write down the things you didn't know.

**Academic and Edmentsoft Contentment**

Let's continue with the quiz

**Step 3**

**A Quiz**

**Reading**

Unit 9 95

- Find someone who didn't read the same text. Ask them your quiz questions. Give them the answers they don't know. Then, exchange roles. Write down the things you didn't know.

You can help your students find another student that didn't read the same text so that they can exchange questions. Monitor and make sure students are on task. Remind them to speak in English.

## Create

### Product: Quiz

#### Step 3

Students will now continue working on their product for this unit. You can go over the text along with students and clarify any doubts. Ask them to take out their draft. Have them check the questions and use their research to answer them. Ask them to write more questions that they can all answer. Ask students to write their questions for their presentation. Monitor and provide any needed assistance. Remind students they need to keep everything in a safe place for the final session. Decide on when their final presentation will be.

### Reading Time!

#### Reader's Fact Quiz Mania Track 31

This could be a good moment to use the Reader's book. Ask students to continue reading pages 127 to 130. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You can call students' attention to the questions under the Reading Time section of their books and ask them to discuss them in pairs. You can monitor while they do so and then you can invite volunteers to share the next quiz they want to do and why.

### Teaching SOS

It is important that you are aware that your students might have a very hard time understanding a text if they have no background knowledge. If you identify that there are some topics that your students do not know anything about, you could encourage them to research about those topics before your next lesson. It doesn't matter if they research in their mother tongue, what you want to do is build upon their background knowledge.

### Warm up

You could form pairs or groups and write the wh- question words on the board. Ask them to write what each question can let you find out. Then, you can have several students race to write different questions on the board, e.g. Write a question with when.

### Think and do

- Read your topic and see if you can find the answer to your questions.

Ask students to read the text that corresponds to the topic they chose trying to find an answer to their questions. Assist as needed. Encourage students to answer their questions if possible.

- In your notebook, write a quiz questions for the text you read, using your original questions as a basis.


You can ask a volunteer to read the instructions aloud. Make sure everyone understands that they have to write more questions, this time based on the text they read. Monitor and help as needed. Ask them to look at previous lessons if they need to.

 Review


**Warm Up**

**1. Use the words to make questions.**

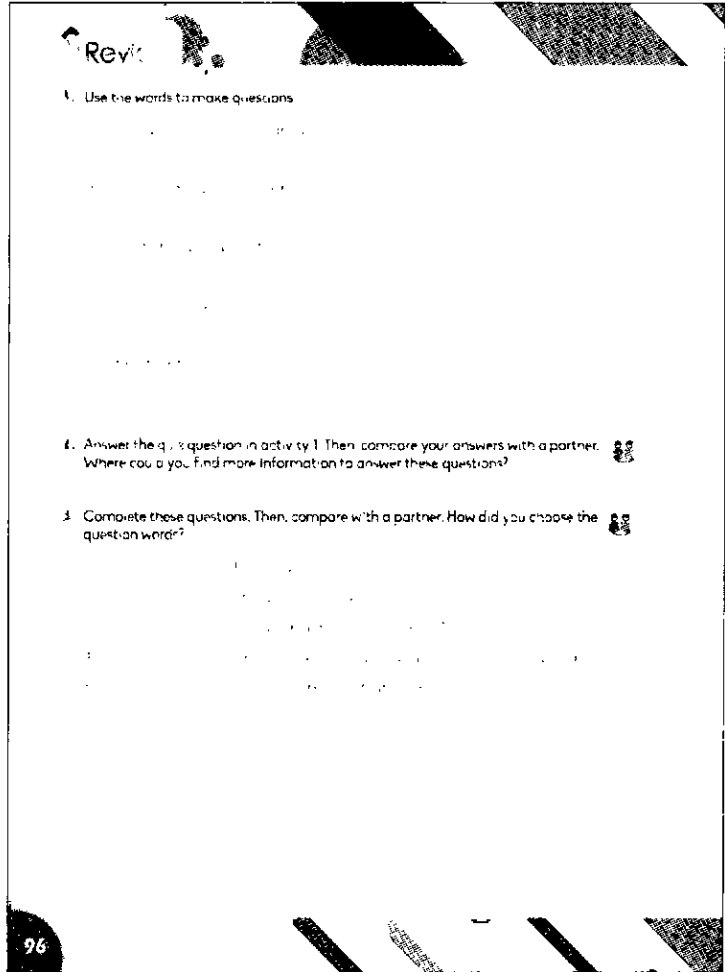
Go over the instructions along with students. Make sure they understand what needs to be done. Set a time limit and ask students to complete the activity. Then, have volunteers write the questions on the board. Check and correct as needed.

**2.  Answer the quiz question in activity 1. Then, compare your answers with a partner. Where could you find more information to answer these questions?**

Students should work in pairs. Have a volunteer read the instructions aloud and ask them to complete the activity. Encourage them to discuss the question after they are done. You can also discuss the question as a class. Answers are found on page T161

**3.  Complete these questions. Then, compare with a partner. How did you choose the question words?**

Ask students to work individually to complete the questions and then invite them to compare them with a partner. Encourage them to share the strategies they use to complete the questions. Invite volunteers to share their strategies with the rest of the class.



4. You have the following questions. Look in this book's table of contents and find where you should look for the answers. Then, in groups take turns to explain how you determined your answers.


1. How did the American Revolution begin?
2. Who were some famous inventors?
3. How did the Roman Empire begin?
4. How did the Silk Road begin?
5. How did the Aztec Empire begin?
6. How did the Mexican Revolution begin?

### The Book of Interesting Facts

#### Table of contents

|           |                                     |
|-----------|-------------------------------------|
| Chapter 1 | The American Revolution             |
| Chapter 2 | Famous inventors                    |
| Chapter 3 | The Roman Empire                    |
| Chapter 4 | Famous routes from around the world |
| Chapter 5 | The Mexican War                     |
| Chapter 6 | The Aztec Empire                    |
| Chapter 7 | The Silk Road                       |
| Chapter 8 | Famous heroes of Mexico             |

5. Look at the information. Write a short quiz in your notebooks. Then exchange your quiz with a partner and answer your partner's quiz.

4.  You have the following questions. Look in this book's table of contents and find where you should look for the answers. Then, in groups take turns to explain how you determined your answers.

Go over the instructions along with students. Make sure everyone understands what needs to be done. Students first work individually. Then, form groups. Monitor and help as needed. Then, have volunteers take turns to explain how they determined their answers. Invite volunteers to share their answers and strategies with the rest of the class.

5. **Look at the information. Write a short quiz in your notebooks. Then, exchange your quiz with a partner and answer your partner's quiz.**

You can ask students to read the information silently and individually or you can have them take turns to read it aloud. Have students write a short quiz in their notebooks. Set a time limit. Provide help as needed. Then, form pairs and ask them to exchange their quizzes and answer them. Monitor and make sure everyone is on task.

### Teaching SOS

There are several advantages of pair and small group work for example you change the pace of your lesson, you let students take control of the class, you give them more speaking time, you can monitor and listen to what they are producing, etc. One of the challenges you might face is losing control of your class. The class will get loud, really loud, this is okay as long as students are not shouting. The important thing to establish is a way for them to know when to stop. You could teach students a special signal that you can use when you want them to stop working with their peers and need their attention to return back to you.

**Product: R Quiz**

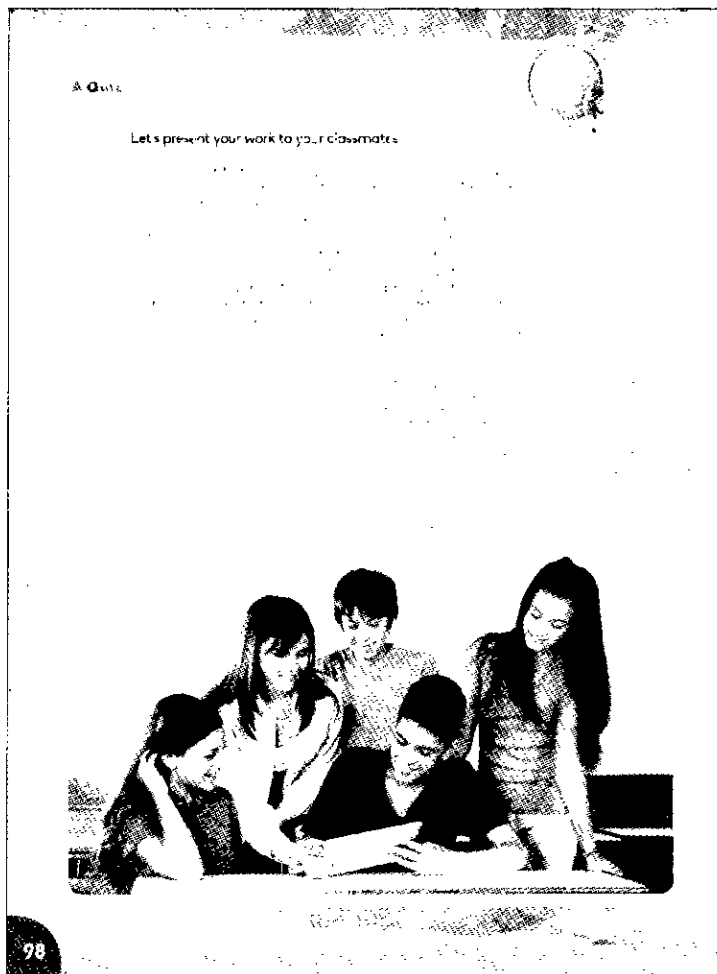
In this section of the unit, students will present the product they have been working on throughout the unit. Have students open their books on page 98 and ask them to look at the image and encourage them to describe what they see.

Tell students they will now present their product. Read the text aloud or invite volunteers to read it aloud. Make sure everyone understands what to do. Then, have students get together with their teams and encourage them to present their quizzes. Encourage the listeners to be respectful.

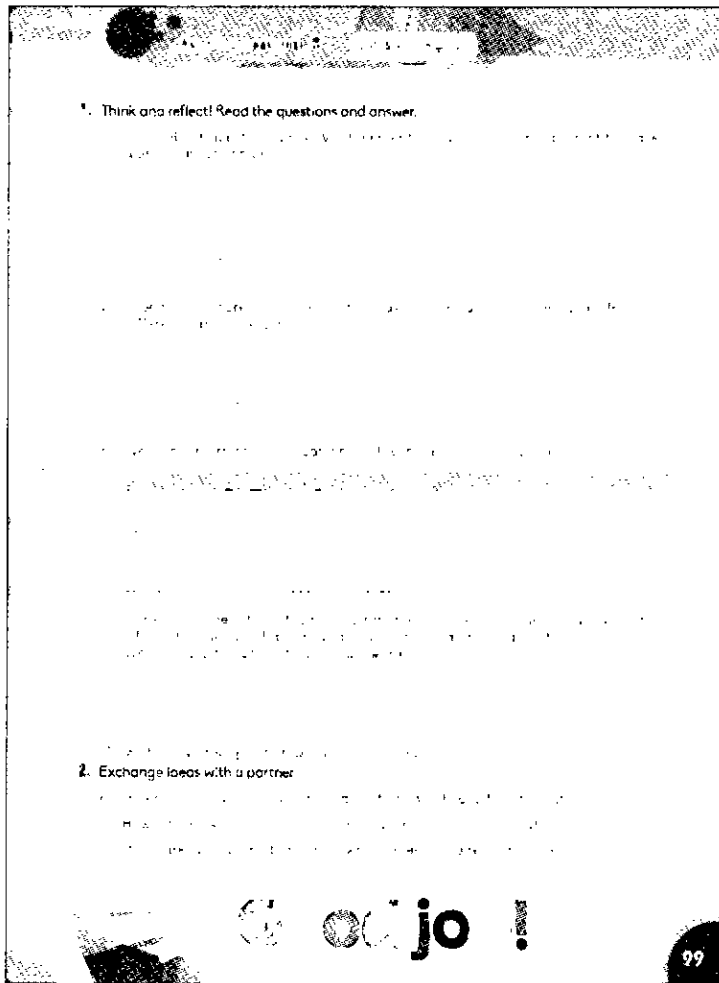
Tell students to share their quizzes with people outside of school and see if they can learn more information about the topic.

**Extra Product Evidence 9**

If you want your students to work on another project to practice making and asking for suggestions some more, you can ask them to go to page 114 and give students an alternative product on which they can work in the same way, this product is called Find out the best present for a 6th grader you can guide them to find out through questioning what the 6th graders would like as as graduation present.







### Assessment 9

#### Think and Reflect

Ask your students to open their books on page 99. Direct their attention to the assessment. Tell them that this assessment is a way in which they will be able to see how well they understood what they learned and practiced during the unit. Encourage them to be honest while completing the assessment because it will help them notice what they need to do to improve.

Direct students' attention to the first part of the assessment and read the instructions aloud along with students. Go over each statement and clarify any doubts. Ask students to complete the assessment individually. Monitor and provide any needed assistance.

Then, direct students' attention to the second part of the assessment. Go over the instructions along with students. Form pairs and ask them to follow the instructions to complete the assessment. Monitor. Remind students to speak in English.

Possible answers:

- a. Use correct question word, ask specifically about what I want to know.
- b. Questions - topic, interests
- c. Depending on what I need to ask.
- d. Depends on what I need to research.

2.

- a. Depending on the needs of homework
- b. Because I can ask for specific information I need in certain tasks.
- c. Homework, etc.

**ACHIEVEMENTS**

- Explores directions.
- Understands directions to get from one place to another.
- Describes the surrounding environment as reference to go from one place to another.
- Offers directions.
- Writes directions to get from one place to another.

**Warm Up**

You can ask students to stand up and move the tables and chairs out of the way. Then, start giving simple short directions, e.g. turn right, walk two steps, turn left, walk back three steps, etc. You can also use this activity as an extra activity at some other point or if you notice that your students are too energetic, you can set aside 5 minutes and have them move around to burn off some excess energy.

Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book.

It is important to make children aware of knowing how to ask and give directions in order to avoid being lost. Also emphasize the use of maps which they are and will be kept as a main tool to get to places we haven't been to or don't remember how to get there.

**Discover**

1. How do you get to a place when you don't know the way? Talk about the different things you could do. Share your ideas with your classmates.

2. Do you know how to use a map? Listen and mark the route. Compare your route with a partner.

3. Read the directions. Find the toy store and label it on the map.

4. Check with a partner. Share your strategy.

**Discover**

1. **How do you get to places when you don't know the way? Talk about the different things you could do. Share your ideas with your classmates.**

You can write the question on the board and invite students to share their answers with the class. You could share your own answer too if you think it could be beneficial.

2. **Do you know how to use a map? Listen and mark the route. Compare your route with a partner. ▶ 21**

Ask students if they know how to use a map. Tell them that in this unit you will be working with maps. Ask them to listen to the recording and mark the route as they hear it. Play Track 21 as many times as you consider necessary for students to answer. Then, form pairs and ask students to compare their work. Did they trace the same route?

3. **Read the directions. Find the toy store and label it on the map.**  
You can ask a volunteer to read the directions aloud. Clarify any unknown vocabulary, then ask students to reread the directions in order to find the toy store and label it on the map. Monitor and make sure students are on task. Assist as needed.

4. **Check with a partner. Share your strategy.**  
Form pairs and ask students to see if their partner labeled the toy store in the same spot on the map. Encourage them to share how they figured out where to put the toy store. If they've placed the toy store at different locations, encourage them to work together to figure out where the toy store is located.

Make the classroom more fun by creating a map of your own. Use a map, a road, a sign, highway, residential area, parks, bus stop, factory. Remember, you can also find them in the houses. Finally, explain at the end of your Teacher's book and in your students' Activity book.

**Think**

5. Look at the expressions. With a partner talk about what they are for and how you know. Discuss when you use each expression.

6. Look at Max's map. It shows the stores around his house. Look at the things Max and his friends want to buy. In pairs ask for and give directions to the different places.

7. Mark another store on the map. Write directions from Max's house. Then, take turns to exchange your addition in groups.

**Do**

This unit's product is a city guide. Let's start

7. **Mark another store on the map. Write directions from Max's house. Then, take turns to exchange your addition in groups.**

Ask a volunteer to read the instructions aloud. Have students work individually to complete the first part of the activity. If you think it is too challenging for your students, you can form pairs and ask them to complete this. Then, form groups and ask students to take turns to exchange what they included on the map. Monitor and help as needed. You can invite volunteers to share their additions with the rest of the class.

## Create

Product: City Guide

### Step 1

Students will now begin to work on their product for this unit. Students can work in teams. They will work with the same team for the duration of this unit to develop their product. You may allow them to decide how many members to have in each team or determine this yourself. You may go over the text and clarify any doubts. You can ask them to look through the lesson and make a list with all the expressions to ask for and give directions. Then, ask them to talk with their teams about the places they usually need to go to or visit. They can make another list with the names of these places. Monitor and provide any needed assistance. Remind them to keep their lists in a safe place for future use.

## Reading Time!

Reader's Stories: The Map  
Track 32

This could be a good moment to use the Reader's book. This unit's reading will present students with a sweet and interesting narrative story. This reading will help students expand their vocabulary and their knowledge. Ask students to read pages 131 to 135. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You can also have a short class discussion using the questions under the Reading Time section. Encourage everyone to participate, you might even want to share your own experience.

## Teaching SOS

It might happen that you lose control of your class and students hijack your lesson. This can be a good thing and it can be a bad thing. How to know the difference? A good lesson hijack involves your students communicating in English on the topic of the lesson although they might have strayed from the activities you had planned for the day. A bad lesson hijack involves your students speaking in their mother tongue, being loud, rowdy and uncontrollable and/or your students talking about an entirely different topic.

## Warm up

You can form pairs and ask them to share simple directions to get to places inside school. You can use this as an opportunity to measure how much students are able to express so that you can reinforce what you think they are lacking.

## Think and do

5. **Look at the expressions. With a partner talk about what they are for and how you know. Discuss when you use each expression.**

You can form pairs and ask volunteers to read the expressions aloud. Then, ask them to talk with their partner what they are and what they are for. Remind them to share how they figured out their answers. Then, elicit ideas from different pairs and as a class discuss when you use each expression.

6. **Look at Max's map. It shows the stores around his house. Look at the things Max and his friends want to buy. In pairs ask for and give directions to the different places.**

Go over the instructions along with students and clarify any doubts. Form pairs and ask them to take turns to ask for and give directions. You could suggest they write down some notes to help them as they organize their ideas if they need to. Monitor and provide any needed assistance. You can invite pairs to demonstrate for the rest of the class.

### Warm Up

You can have a short class discussion about the ways in which you could get around an unknown place, like a city or town that you visit. Do you get a map? Do you ask for directions? Do you do both? What would they do if they got lost somewhere where they don't speak the language?

Remember that before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book.

### Discover

1. **Do you always walk to places? How else do you get around? Who can you ask for directions? Talk about how you get around the neighborhood with your classmates.**

You can write the questions on the board and go over each question encouraging students to share their experiences. You could also share how you get around and the people you've asked for directions. You can also have them tell you if they do know how to move around their neighborhood or not.

2. **Listen, read and find out: Who are the children talking to. Check the correct photograph.** ▶ 22

Tell students you will now listen to a recording. Read the instructions along with students. Then, play Track 22 as many times as you consider necessary. Elicit from students who the children are talking to.

3. **Listen to the conversation again. Write the words they use to ask for directions and the words to give directions under the correct column.** ▶ 22

You can now go over the questions along with students and clarify any doubts. Play Track 22 again and ask students to write the answers in their notebooks. You may play the recording more than once. Then, ask them to write the words that give directions under the correct column. Invite volunteers to share the answers with the rest of the class. See if everyone agrees.

### Discover

Do you always walk to places? How else do you get around? Who can you ask for directions? Talk about how you get around the neighborhood with your classmates.

1. Listen, read and find out: Who are the children talking to. Check the correct photograph.
2. Listen to the conversation again. Write the words they use to ask for directions and the words to give directions under the correct column.



Write the words they use to ask for directions and the words to give directions under the correct column.

4. Exchange your answers in pairs.

### 4. Exchange answers in pairs.

Have students exchange their answers to check results.

If you need to consult a grammar point or structure in a fast way and right at the moment, please remember the Language section where you can go in any time and find what you need in a general overview.

**Think**

- In groups, talk about the words that you can use to talk about moving around a city or town. Look at the example.
- Listen to the conversation again and mark the route on this map.

**7. In groups of three have a similar conversation. Use the conversation you heard as an example. Decide where you want to go and how to give and ask for directions.**

Let's continue with the city guide.

- 7. In groups of three have a similar conversation. Use the conversation you heard as an example. Decide where you want to go and how to give and ask for directions.**

You can go over the instructions along with students. Make sure everyone understands the type of conversation you expect them to have. Form groups of three or more if you need to. You may want to suggest they plan a short dialog before they begin their conversation. Set a time limit. Monitor and provide help as needed. You can invite volunteers to act out their dialog for the rest of the class.

## Create

Product: City Guide

### Step 2

Students will now continue working on their product for this unit. You can read the text along with students and clarify any doubts. Ask them to get together with their teams and take out their work from the previous session.

You can then ask them to think about the area around school. Have them choose five places of interest that are no further than 5 km from your school. Encourage them to discuss with their classmates how to get to those places. Invite them to think about how they can find out how to get to a certain place if they don't know. Students then make notes that describe how to get from their school gate to the places they chose. Monitor and help as needed. Remind them to keep all the information in a safe place for the next session.

## Warm up

You can play charades with verbs related to movement. Whisper a word to a student for that student to act it out, the rest of the class has to guess. The one that guesses correctly gets to act out the next verb. You can also use this activity as an extra activity at some other moment.

## Think and do

- 5. In groups, talk about the words that you can use to talk about moving around a city or town. Look at the example:**

You can form groups and ask students to talk about words in English that mean movement. Read the example aloud: walk. Ask them to work with their teammates and make a list. It doesn't matter how many words they include. Set a time limit. Then, have a volunteer from each group come to the board and write the words they came up with. Are they all verbs that describe movement? Correct and explain as needed.

- 6. Listen to the conversation again and mark the route on this map.**

Read the instructions along with students. Tell them to pay attention. Play Track 22 as many times as you consider necessary for students to complete the activity. You can trace a similar design on the board and have volunteers work out the answers on it. Check and correct as needed.

## Reading Time!

Reader's Stories: The Map  
Track 32

This could be a good moment to use the Reader's book. Ask students to continue reading pages 136 to 140. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You can form small groups and ask them to discuss the questions under the Reading Time section in their books. Invite volunteers to share their answers with the rest of the class.

## Teaching SOS

Remember that the goal of learning is for the students speak. You should challenge and encourage your students so that they understand how to participate, ask questions, provide feedback, etc. in a conversation. Listening and reintermed information can help your students develop these particular skills.

**Warm Up**

You can draw a simple map and get some copies. Hand it out and have students work in pairs or groups. Write some places on the board and ask students to take turns to ask for and give directions to those places. You could also have them draw their own map.

Remember that before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book.

**Discover**

1. **Where is your school in relation to the village, town or city it's in? Is it in the north, south, west or east? Or is it in the middle? Talk about the location with your classmates.**

Read the instructions along with students. You can write the questions on the board and discuss where your school is located as a class. Encourage everyone to participate. Provide your input if necessary.

2. **Read this description and talk about what the underlined words mean in pairs. Make some notes. Then, get together with another pair and exchange ideas. Come up with definitions for the words.**

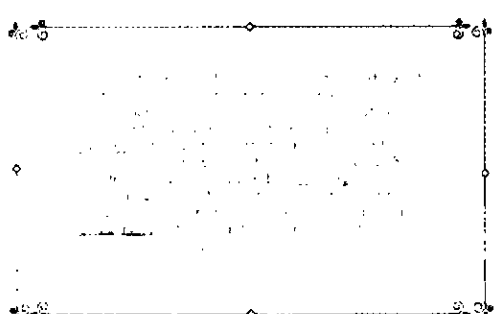
Ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. You can ask volunteers to take turns to read the text aloud. Then, form pairs and ask them to reread the text and discuss the meaning of the underlined words. Ask them to make some notes. Set a time limit. Next, have each pair get together with another pair and encourage them to exchange ideas to come up with a final definition for their words. You can write the words on the board and elicit students' definitions. Discuss them as a class and come up with a final, and correct, definition for each.

3. **In pairs discuss the question.**


Form pairs and ask them to discuss the questions. You might want to go over the questions before they start to clarify any doubts. Set a time limit. Elicit answers from volunteers and see if everyone agrees.

**Discover** *Where is your school in relation to the village, town or city it's in? Is it in the north, south, west or east? Or is it in the middle? Talk about the location with your classmates.*

1. **Where is your school in relation to the village, town or city it's in? Is it in the north, south, west or east? Or is it in the middle? Talk about the location with your classmates.**
2. **Read this description and talk about what the underlined words mean in pairs. Make some notes. Then, get together with another pair and exchange ideas. Come up with definitions for the words.**



3. **In pairs discuss the question.**
4. **Ask and answer about your own school in groups.**



4. **Ask and answer about your own school in groups.**

Direct students' attention to the activity. You can go over the words and expressions in speech bubbles and ask them to have their own conversations. Form groups. You could suggest that they first come up with a short dialog that they can use as a model. Monitor and make sure students are on task. Provide any needed help. You can invite volunteers to share an example with the rest of the class.

**Think**

1. Introduce students to the strategy of using a list located in *Make notes*.

2. **Work in pairs.** Use your notes to write a short description of where your school is located and what the area around it is like.

3. **Compare your descriptions with another pair.** Make any necessary changes and additions.

**Str.**

Let's start the city guide. Where is the school?

It is located in the center of the city. There are many trees and a big park nearby. The school is a big building with a red roof. There are many students and teachers there.

There are many places to go in the city. There is a big shopping center with many stores. There is a big park with many trees and a lake. There is a big school with many students and teachers. There is a big hospital with many doctors and nurses. There is a big library with many books. There is a big museum with many exhibits. There is a big stadium with many seats. There is a big arena with many shows. There is a big theater with many plays. There is a big concert hall with many concerts. There is a big opera house with many operas. There is a big symphony hall with many symphonies. There is a big conservatory with many conservatories. There is a big conservatory with many conservatories. There is a big conservatory with many conservatories.

7. **Compare your descriptions with another pair. Make any necessary changes and additions.**

Now, have each pair compare their descriptions with those of another pair. Encourage them to make changes or enrich their own description if necessary. Then, invite volunteers to share their descriptions with the rest of the class. Are they accurate? Why? Invite students to share the strategies they used to complete this activity.

## Create

Product: City Guide

### Step 3

Students will now continue working on their product for this unit. You can read the text along with students and clarify any doubts. Ask them to bring out their work from previous sessions. Now, they can plan a map of the area around their school that includes the places on their list. They can now make a big drawing of their map for the presentation. Encourage students to come up with ideas to use their big map to give directions from their school to the other places. They can now write down a short guide with directions to those places. Monitor and provide any needed assistance. Remind students they need to keep everything in a safe place for the final session. Decide on when their final presentation will be.

## Reading Time!

Reader's Stories: The Map

Track 32

This could be a good moment to use the Reader's book. Ask students to continue reading pages 141 to 144. You can choose to read during class or assign the reading for homework and then spend some time at the beginning of the following session discussing what they read. You can ask students to discuss the questions under the Reading Time section with their product teammates to see if what they've read can help them better their final product before their presentation.

## Teaching SOS

The ability to break down language into phrases is called *chunking*. This chunk is something that needs to be produced. It is possible that your students try to do this but find it very hard to hear or read and that can make it difficult and not enjoyable for them. You can help by encouraging students to repeat over and over again what they can start to understand. You can also encourage them to repeat the whole chunk over and over again. Remember this: *chunk* is a word that means to break down and repeat. Repeat, repeat, repeat!

## Warm up

You could play hangman to review the places in the town and/or city.

## Think and do

5. **In groups, talk about the area your school is located in. Make notes.**

Students should still work in groups. You can assign new groups if you desire to. Ask them to talk about the area where your school is located and make some notes. Monitor and help as needed. You can invite a volunteer from each group to share their ideas so that everyone can complement and enrich their notes.

6. **Work in pairs. Use your notes to write a short description of where your school is located and what the area around it is like.**

Ask students to use their notes from activity 5 to write a short description of where the school is located and what the area around it is like. Form pairs. Monitor and make sure all students are on task.

## Review

### 1. Number the conversation in the correct order.

Go over the instructions along with students. Make sure they understand what needs to be done. Set a time limit and ask students to complete the activity. Then, have volunteers write the conversation in the correct order on the board. Check and correct as needed. Answers on page T161.

### 2. Look at the conversation in activity 1 and draw the map.

Ask students to use the conversation in the previous activity to draw their map. Set a time limit. Monitor and make sure all students are on task. Encourage volunteers to share their map with the rest of the class.

### 3. Look at the signs. What do they mean?

Discuss it in pairs and reach an agreement. Check with the rest of the class.

Direct students' attention to the signs. Ask them to work in pairs to discuss and determine what they mean and what they are for. They can make notes if they want to. Set a time limit. Then, invite volunteers to share their ideas with the rest of the class.

**Review**

- Number the conversation in the correct order.
- Look at the conversation in activity 1 and draw the map.
- Look at the signs. What do they mean? Discuss it in pairs and reach an agreement. Check with the rest of the class.







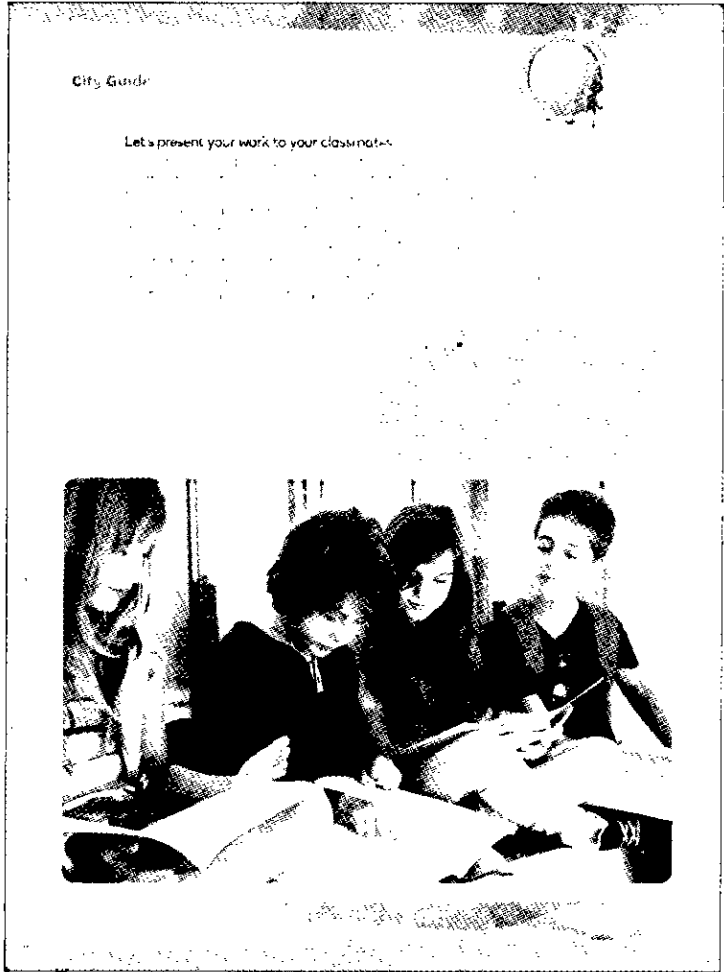
**Product: City Guide**

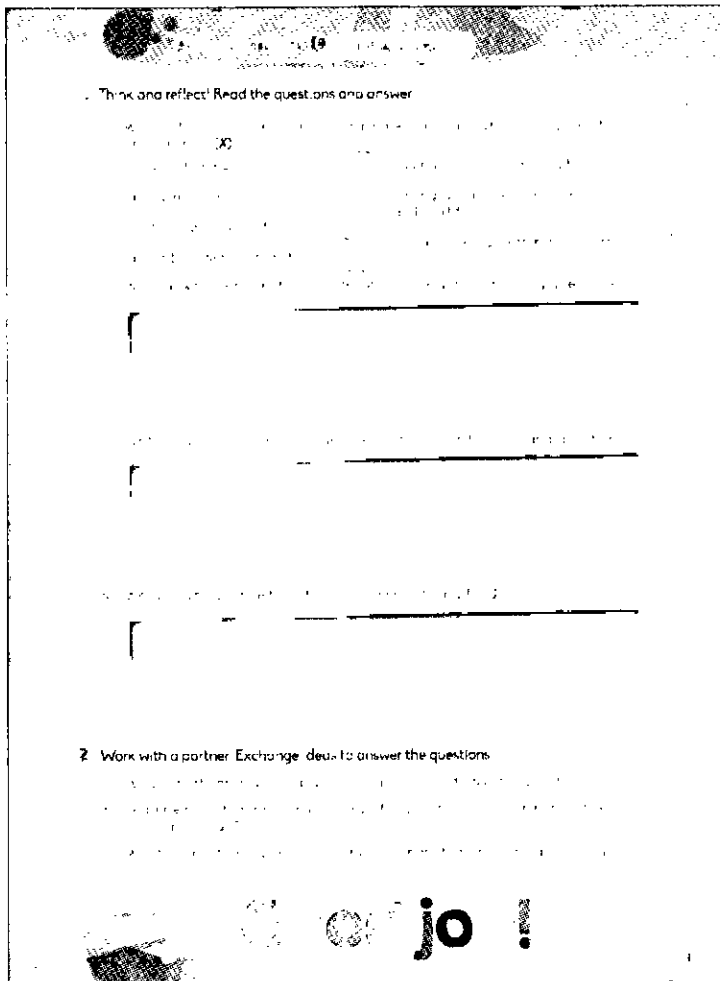
In this section of the unit, students will present the product they have been working on throughout the unit. Have students open their books on page 108 and ask them to look at the image and encourage them to describe what they see.

Tell students they will now present their product. Read the text aloud or invite volunteers to read it aloud. Make sure everyone understands what to do. Then, have students get together with their teams and encourage them to present their guides and maps. Encourage the listeners to be respectful. You can then invite students to brainstorm who could benefit from being able to look at their map and read their guide.

**Extra Product Evidence 10**

If you want your students to work on another project to practice making and asking for suggestions some more, you can ask them to go to page 114 and work on the last extra evidence which is a Going on a school visit. Enjoy guiding your students to work on a very last trip which could even be planned for real. Help them organize, plan and use all elements learned throughout the school year.





## Assessment 10

### Think and Reflect

Ask your students to open their books on page 109. Direct their attention to the assessment. Tell them that this assessment is a way in which they will be able to see how well they understood what they learned and practiced during the unit. Encourage them to be honest while completing the assessment because it will help them notice what they need to do to improve. Direct students' attention to the first part of the assessment and read the instructions aloud along with students. Go over each statement and clarify any doubts. Ask students to complete the assessment individually. Monitor and provide any needed assistance. Then, direct students' attention to the second part of the assessment. Go over the instructions along with students. Form pairs and ask them to follow the instructions to complete the assessment. Monitor. Remind students to speak in English.

### Possible answers:

- a. Student's own answers.
  - b. Nearby places you can find around the site you're looking for.
  - c. Sorry, can you repeat please.
  - d. Excuse me, how can I get to...? Do you know where... is?
2. Student's own ideas.

# Extra Product Evidence

This section offers optional products to the ones included in every unit. However, and with the help of your teacher, please feel free to change choose the one you prefer, and follow the steps you have performed at working on other products.

There are three must-follow steps:

1. To work in teams.
2. To do research on the product you chose to make it more interesting and useful for everyone in your team.
3. Write how you did it in the lines.



Organize a Science Fair



Story Telling Show



Handcraft Shop



The news on the radio



Accepting or rejecting?



A museum about my school



What a celebrity!



A contest about the United Nations



Find out the best present for a 6th grader



Going on a school visit

## Order of adjectives

Adjective order is the order in which two or more adjectives appear in front of a noun phrase.

They must appear in the following particular order:

determiner - a, an, her, five, many, much, several, etc.

opinion - pretty, ugly, smart, cheap, etc.

size - big, fat, thin, tall, large, small, etc.

shape - circle, square, tall, short, etc.

age - old, young 10 years, a year, a week, new, etc.

color - yellow, green, pink, etc.

origin - American, English, Asian, Middle Eastern, African, European, Chinese, etc.

material - cotton, wood, plastic, cloth, glass, gold, etc.

purpose/qualifier - hat box, sleeping bag, computer table, safe island, football field, etc.

## The Simple Present Tense

We can use the simple present tense to describe, state facts and express opinions about something (e.g. a cultural habit).

Calligraphy **is** an art practiced in China which **consists** of producing beautiful handwriting.

Many people **view** it as a form of art as valuable as painting, sculpture or even poetry.

We form the present tense using the base form of the infinitive (without TO).

In general, we add 'S' in the third person.

The spelling for the verb in the third person differs depending on the ending of that verb:

FOR VERBS THAT END IN -O, -CH, -SH, -SS, -X, OR -Z WE

ADD -ES IN THE THIRD PERSON.

go - goes catch - catches wash - washes kiss - kisses fix - fixes buzz - buzzes

FOR VERBS THAT END IN A CONSONANT + Y, WE REMOVE THE Y AND ADD -IES.

marry - marries study - studies carry - carries worry - worries

FOR VERBS THAT END IN A VOWEL + Y, WE JUST ADD -S.

play - plays enjoy - enjoys say - says

## Forming Questions

You can form most of the Wh-questions in different tenses in English using the following word order:

Question word + Auxiliary verb + Subject + Main verb

Examples:

What do you know about this cultural habit?

When did they practice of calligraphy?

Yes/No questions follow the same word order without the question word.

## Simple Past

It is used to talk about or describe things that happened or existed before now.

We also use to state facts and express opinions about past events.

The Haka tradition **originated** in 1888 in New Zealand.

The Maoris **performed** the Haka in the battlefield. It **was** mainly a war dance.

I think Maoris **had** a very original war tradition.

To construct sentences using these tenses, do the following:

For regular verbs, add ed or d to the base form: You played soccer yesterday.

For the negative form, add did not/didn't after the subject and before the main verb: You didn't play yesterday.

## Imperative form when giving or writing instructions

- We use the imperative form to give or write orders, instructions or directions in English.  
*Put the water in the bottle.*  
*Turn left and go straight on.*
- We also use the imperative form to give a warning or advice.  
*Watch out! The water is hot!*  
*Be careful!*
- To build the imperative form, we use the infinitive of the verb without "to":  
*Put the plant on top.*  
*Sit down!*
- To use the imperative in a negative form, put do not or don't before the verb.  
*Don't eat that!*  
*Do not walk on the grass.*

## Giving instructions using imperatives

You often see the imperative form in instruction manuals or when someone tells you how to do something.

We also include sequencing words to show the steps in the process. For example, *first*, *second*, and *finally*.

## Simple instructions to plant a seed

**First**, put the piece of cotton inside the jar and wet it. Be careful not to soak the cotton.

**Second**, put the bean on the wet cotton inside the jar.

**Then**, sit the jar next to a window to receive sunlight and air.

**Finally**, check on how the bean grows every three days and register the information in your notebook.

You can also use words such as: *then*, *after that*, *after*, *last*, *at the end*, instead of first, second, etc.

When one gives instructions, we can use different expressions such as:

**Remember** to check on the bean every three days.

**Be careful** not to soak the cotton with water.

**Try** to sit the jar next to a window.

**It's important** to register your findings in your notebook.

## Useful verbs for instructions

**Turn on / switch on** = activate power or electricity: *First, turn on the light.*

**Turn off / switch off** = deactivate power or electricity: *Turn off the laptop when you leave.*

**Take off / remove** = detach something from another thing: *Remove the lid from the jar before putting in the cotton.*

**Check / make sure** = be sure about something: *Check how the plant is growing.*

**Plug in** = connect to the electricity: *Plug the cell phone in.*

**Put back / replace**: *Replace the jar after having a plant that doesn't fit anymore."*

## Types of Language

We use formal language in situations that involve people we do not know.

We use informal language in situations that involve people we know well. It is more causal and spontaneous.

## Feedback

Feedback is information about reactions to a person's performance of a task, a product, etc. It is used as a basis for improvement. Feedback can help you and your classmates learn more efficiently.

Feedback is not just about correcting errors, feedback should also help the person realize when they've used language properly or effectively and how they have managed to communicate what they wanted.

## Intonation

It is the rise and fall of your voice when you speak. In other words, it is the variation in the pitch level or tone of voice. In English, stress and rhythm is also part of intonation. Intonation conveys differences of meaning, e.g. surprise, doubt, excitement, etc. Intonation has a grammatical function, it lets you figure out the difference between one type of sentence from another, this means, for example, that intonation can let you know if someone is asking a question or stating a fact.

Without proper intonation, our audience won't be interested in what we are saying because our voice will sound flat and boring. Without intonation, it is impossible to understand the speaker's feelings or attitude.

## Intonation Rules for Questions

Questions that begin with a question word (what, where, when, how much, which etc.) have a final falling intonation. The voice goes down.

Questions that begin with an auxiliary verb (would, can, may, do, does, etc.) have a final rising intonation. The voice goes up.

### Remember...

English language doesn't use accents as we do in Spanish. Therefore, intonation is one of the most precious characteristics when using oral language. Always use your tone, intonation and stress to convey meaning and feelings just as you do with your body language.



## Questions in simple past

Did you have fun with your friends?

Where did you go for your last holiday?

What did you watch on TV last night?

Use 'did' and the verb, but don't change the verb to the past form!

Did you have a nice weekend?

What did you learn at school yesterday?

When did you see the film?

Be careful!

We usually add time words at the end.

Did you play a game yesterday?

What did you have for dinner last night?

Did you visit Learn English Kids last week?

## Modals – Deduction in the past

We can use modals to express how certain we are about events in the past, and to speculate about the past.

Modals to make deductions in the past, are formed by a modal verb (could / couldn't, may / may not, might, must, can / can't + the perfect infinitive (have + past participle of the verb).

We use must + perfect infinitive to express we feel sure about something in the past, for example:

He must have taken the car to work, the keys are not here.

We use might, may or could with the perfect infinitive to express we think something was possible, but we are not sure, for example:

She should be here now. She may have been delayed by a traffic jam.

You could have left your books at school.

He might have misunderstood me; my French is not very good.

We use can't + perfect infinitive to say we feel sure that something did not happen in the past.

He can't have attended the meeting, he was away on vacation.

## Expressing surprise

There are several expressions in English we can use to express surprise or to thank someone who surprises you. Some of them are the following:

*Wow, I can't believe it. This is great!*

*I had no idea. I am so excited!*

*This is such a nice surprise, thanks so much for this.*

*Unbelievable, I never expected it.*

*Wow, this is great, I appreciate this.*

*Oh my gosh, this is wild, I didn't have a clue about this.*

*Wow, how awesome is this?! I was completely surprised.*

*You guys are great, thanks for all of this.*

## How to narrate an unexpected event

There are three main elements:

- The situation: Give a brief background of the the situation you were in.
- The actions: Explain what steps you and the other participants in the situation took.
- The results: Highlight the outcome of the event and what emotions it generated in the participants.

## Asking for clarification

Sometimes it happens that we don't understand a conversation clearly enough and we need to ask for clarification. However, using the question word *What*, could sound kind of rude and we should know other ways to ask for clarification. The following, are some expressions you can use:

- Sorry?
- What was that?
- What did you say?
- Can you repeat, please?
- Come again?
- Pardon?
- I didn't get it / catch it. Can you repeat, please?

## Expressing opinions

Whenever we have to say our opinion, and to express our agreement or disagreement with someone, either when negotiating or simple chatting with friends, it is important to show we have listened, understood and appreciated other people's points of view, and it is always a good idea to justify your opinions, giving reasons.

### Here are some useful expressions.

In my opinion...

Speaking for myself...

I (strongly) believe that...

I really feel that...

If you ask me...

Some people say that...

Mary/Most people think/believe that...

Everybody knows that...

According to...

### Checking understanding

Do you know what I mean?

Does it make sense?

I don't know if I'm explaining it correctly.

### Explaining things better

What I mean is...

What I'm trying to say is that...

### Asking for an opinion

What's your idea (on...)?

What do you think about it?

Do you agree with that?

Is that what you think?

Have you got an opinion about it?

How do you feel about it

### Agreeing

Of course.

You're absolutely right

I think so too.

That's a (very) good point.

That's exactly what I think.

That's true.

I couldn't agree more.

### **Disagreeing politely**

Sorry, I don't agree with you.

I don't see it that way.

That's partly true but...

I see your point but...

I'm sorry to disagree with you but...

Yes, but don't you think...?

On the contrary...

Well, I'm not so sure about that.

Sorry, I think that's wrong.

Yeah, but the problem is that...

Well, I think it's not as simple as that.

## **Paraphrasing**

Paraphrasing is using your own words to express someone else's ideas. The ideas and meaning of the original source must be maintained.

To paraphrase you can read the original text a couple of times until you are sure you understand it. Then, without looking at the original text, try to write the main ideas in your own words.

Don't say anything the original text doesn't say. Try to use the same order of ideas.

When you find unfamiliar words, try to understand the sense in which the writer uses the words. Compare your paraphrase with the original source to make sure you say the same things but with your own words. If the wording is too similar to the original, then it is considered plagiarism. Don't forget to include a citation for the source of the information. You must give credit to the original author.

# Expressions To Ask For Points Of View, Question Stands Or Clarify Confusion.

## **Asking for points of view:**

What did/do you think of ...

Questioning stands: Why do you say that?,

Don't you think that ...?,

What about...?

## **Clarifying confusion:**

What I mean is that ...,

For instance ...,

Let me show you...

## Connectors

Connectors are useful words or expressions to organize our ideas and thoughts in a more logical and understandable way.

### **To express cause and give reasons**

#### **because of**

I cancelled the trip *because of* the bad weather.

#### **thanks to**

*Thanks to* a promotion, my salary has doubled.

#### **in view of**

*In view of* this, we have to change our strategies.

### **To express contrast**

#### **but**

I like the idea, *but* it seems impractical.

#### **although**

*Although* she was tired, she continued working.

#### **despite / in spite of**

*Despite* the storm, they decided to leave the house.

#### **on the other hand**

*On the other hand*, the people were very concerned

#### **on the contrary**

*On the contrary*, I would think they are not responsible for that.

**instead of**

People send emails *instead of* letters.

**However**

*However*, a lot of money has been invested in new programs.

**To express addition****as well as**

I will invite my friends *as well as* my family.

**also**

The printer can *also* scan documents.

**besides**

It is too late to go now, *besides*, I feel tired.

**what is more**

Remember this, and *what's more*, get it right.

**on top of that**

I got up late, and *on top of that*, I arrived late for work.

**To exemplify****such as**

He has many good qualities, *such as* kindness and wit.

**for example**

Baking a cake, *for example*, is easy.

Name \_\_\_\_\_ LN \_\_\_\_\_  
Date \_\_\_\_\_ Grade \_\_\_\_\_  
Observation Card \_\_\_\_\_ Final grade \_\_\_\_\_

1. How can you show your understanding of the following achievements? How can you use them out of the classroom? Write your answers on the lines and discuss with your group.

Now, I can...

a) Listen to and recognize expressions used to organize events, because I am able to

\_\_\_\_\_  
\_\_\_\_\_

b) Interpret expressions used by others in conversations, because I'm able to

\_\_\_\_\_  
\_\_\_\_\_

c) Participate in a conversation about organizing events, because I'm able to

\_\_\_\_\_  
\_\_\_\_\_

d) React to the comments and questions of others when talking about organizing events, because I'm able to

\_\_\_\_\_  
\_\_\_\_\_

5. Work in pairs. Discuss with your partner how you felt when you started Unit 1 and how you feel now after you finished the unit. Talk about what you learned and what you found difficult to learn. Exchange ideas and suggestions on how to improve the way you learn and how to organize your study better. Write ideas on the lines below.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 1.** How can you show your understanding of the following achievements? How can you use them out of the classroom? Write your answers on the lines and discuss with your group.

Now, I can...

- a)** Listen to and recognize expressions used to organize events, because I am able to

.....

.....

- b)** Interpret expressions used by others in conversations, because I'm able to

.....

.....

- c)** Participate in a conversation about organizing events, because I'm able to

.....

.....

- d)** React to the comments and questions of others when talking about organizing events, because I'm able to

.....

.....

- 5.** Work in pairs. Discuss with your partner how you felt when you started Unit 1 and how you feel now after you finished the unit. Talk about what you learned and what you found difficult to learn. Exchange ideas and suggestions on how to improve the way you learn and how to organize your study better. Write ideas on the lines below.

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Name \_\_\_\_\_ LN \_\_\_\_\_  
 Date \_\_\_\_\_ Grade \_\_\_\_\_  
 Value scale \_\_\_\_\_ Final grade \_\_\_\_\_

1. Read the following statements. Check the option according to what you think about your learning. Then, explain why.

| Achievement  | Yes | No | Comments |
|--|-----|----|----------|
| I understand the order of instructions.                                |     |    |          |
| I understand the importance of pictures that explain instructions.     |     |    |          |
| I understand how to ask questions to follow steps.                     |     |    |          |
| I know the type of sentences that are used in instructions.            |     |    |          |
| I know how to write instructions and order them in a sequence.         |     |    |          |
| I know how to choose what illustrations to include in my instructions. |     |    |          |

2. With your partner, think about some things that you can do to improve your performance. Write them down.

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1. Read the following statements. Check the option according to what you think about your learning. Then, explain why.

| Achievement  | Yes | No | Comments |
|--|-----|----|----------|
| I understand the order of instructions.                                |     |    |          |
| I understand the importance of pictures that explain instructions.     |     |    |          |
| I understand how to ask questions to follow steps.                     |     |    |          |
| I know the type of sentences that are used in instructions.            |     |    |          |
| I know how to write instructions and order them in a sequence.         |     |    |          |
| I know how to choose what illustrations to include in my instructions. |     |    |          |

2. With your partner, think about some things that you can do to improve your performance. Write them down.

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|                   |                   |
|-------------------|-------------------|
| Name _____        | LN _____          |
| Date _____        | Grade _____       |
| Value scale _____ | Final grade _____ |

1. Read the statements. Think about how you could describe your abilities.

**Describing options**

|       |                |       |
|-------|----------------|-------|
| _____ | am able to     | _____ |
| _____ | am not able to | _____ |
| _____ | sometimes can  | _____ |

- I think that I \_\_\_\_\_ understand information that can answer basic questions about news items.
- I think that I \_\_\_\_\_ understand the news I listen to.
- I think that I \_\_\_\_\_ share my opinion about different news items.
- I think that I \_\_\_\_\_ answer questions about different news items.
- I think that I \_\_\_\_\_ read news aloud and use body language and my tone of voice appropriately when I read.

2. With your partner, think about some things that you can do to improve your performance. Write them down.

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1. Read the statements. Think about how you could describe your abilities.

### Describing options

am able to

am not able to

sometimes can

1. I think that I \_\_\_\_\_ understand information that can answer basic questions about news items.
2. I think that I \_\_\_\_\_ understand the news I listen to.
3. I think that I \_\_\_\_\_ share my opinion about different news items.
4. I think that I \_\_\_\_\_ answer questions about different news items.
5. I think that I \_\_\_\_\_ read news aloud and use body language and my tone of voice appropriately when I read.

2. With your partner, think about some things that you can do to improve your performance. Write them down.

Name \_\_\_\_\_ LN \_\_\_\_\_  
 Date \_\_\_\_\_ Grade \_\_\_\_\_  
 Rubrics \_\_\_\_\_ Final grade \_\_\_\_\_

1. Check the box that best describes your performance in this Unit.

| Level 1  | Level 2   | Level 3  |
|--|---|--|
| I always understand where a conversation takes place and who is part of the conversation.  | I understand where a conversation takes place and who is part of the conversation sometimes.                        | I understand where a conversation takes place and who is part of the conversation sometimes. I rarely understand where a conversation takes place and who is part of the conversation. |
| I always understand who asks for help and who receives the help.   | I understand who asks for help and who receives the help sometimes.   | I rarely understand who asks for help and who receives the help.   |
| I always understand how the expressions and sentences in a dialog are constructed.   | I understand how the expressions and sentences in a dialog are constructed sometimes.                               | I rarely understand how the expressions and sentences in a dialog are constructed.   |
| I always know how to ask and answer questions to ask for more information.   | I know how to ask and answer questions to ask for more information sometimes.                                       | I rarely know how to ask and answer questions to ask for more information.   |
| I can use notes to remember important information and I understand the importance of writing down important elements and changes for my dialogs. | I can use notes to remember important information and I understand that there are some details I should write down. | I can use notes to remember important information with the help of my peers.   |

Scale:

**Mostly Level 1** = I am able to understand and communicate in English. I must keep up my good work and challenge myself every day.

**Mostly Level 2** = My ability to express myself in English is improving. I must continue with my good work so that I can express everything I want to express.

**Mostly Level 3** = I am still struggling a little bit with the English language, with some more practice I will be able to improve and express my ideas better.

2. Work with a partner. Think about some things that you can do to improve your performance.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. Check the box that best describes your performance in this Unit.

| Level 1  | Level 2   | Level 3  |
|--|---|--|
| I always understand where a conversation takes place and who is part of the conversation.  | I understand where a conversation takes place and who is part of the conversation sometimes.                        | I understand where a conversation takes place and who is part of the conversation sometimes. I rarely understand where a conversation takes place and who is part of the conversation. |
| I always understand who asks for help and who receives the help.   | I understand who asks for help and who receives the help sometimes.   | I rarely understand who asks for help and who receives the help.   |
| I always understand how the expressions and sentences in a dialog are constructed.   | I understand how the expressions and sentences in a dialog are constructed sometimes.                               | I rarely understand how the expressions and sentences in a dialog are constructed.   |
| I always know how to ask and answer questions to ask for more information.   | I know how to ask and answer questions to ask for more information sometimes.                                       | I rarely know how to ask and answer questions to ask for more information.   |
| I can use notes to remember important information and I understand the importance of writing down important elements and changes for my dialogs. | I can use notes to remember important information and I understand that there are some details I should write down. | I can use notes to remember important information with the help of my peers.   |

Scale:

**Mostly Level 1** = I am able to understand and communicate in English. I must keep up my good work and challenge myself every day.

**Mostly Level 2** = My ability to express myself in English is improving. I must continue with my good work so that I can express everything I want to express.

**Mostly Level 3** = I am still struggling a little bit with the English language, with some more practice I will be able to improve and express my ideas better.

2. Work with a partner. Think about some things that you can do to improve your performance.

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Name \_\_\_\_\_

LN \_\_\_\_\_

Date \_\_\_\_\_

Grade \_\_\_\_\_

Self evaluation sheet \_\_\_\_\_

Final grade \_\_\_\_\_

## Rubric

1. Check the box that best describes your performance in this unit.

| Level 1  | Level 2  | Level 3  |
|--|--|--|
| I am always able to choose useful materials for my research.   | I am sometimes able to choose useful materials for my research.  | I am rarely able to choose useful materials for my research.   |
| I always understand the topic and main idea.   | I understand the topic and main idea sometimes.  | I rarely understand the topic and main idea.   |
| I always understand how the expressions and sentences in a dialog are constructed.   | I understand how the expressions and sentences in a dialog are constructed sometimes.  | I rarely understand how the expressions and sentences in a dialog are constructed.   |
| I always know how to order sentences in a paragraph.   | I know how to order sentences in a paragraph sometimes.  | I rarely know how to order sentences in a paragraph.   |
| I can check grammar, spelling and punctuation and I know how to compare my writing to make sure it is accurate all the time. | I can check grammar, spelling and punctuation and I can sometimes compare my writing to make sure it is accurate all the time. | I can check grammar, spelling and punctuation and I am rarely able to compare my writing to make sure it is accurate all the time. |

### Scale:

**Mostly Level 1** - I am able to understand and communicate in English. I must keep up my good work and challenge myself every day.

**Mostly Level 2** - My ability to express myself in English is improving. I must continue with my good work so that I can express everything I want to express.

**Mostly Level 3** - I am still struggling a little bit with the English language, with some more practice I will be able to improve and express my ideas better.

2. Work with a partner. Think about some things that you can do to improve your performance.

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## Rubric

1. Check the box that best describes your performance in this unit.

| Level 1  | Level 2  | Level 3  |
|--|--|--|
| I am always able to choose useful materials for my research.   | I am sometimes able to choose useful materials for my research.  | I am rarely able to choose useful materials for my research.   |
| I always understand the topic and main idea.   | I understand the topic and main idea sometimes.  | I rarely understand the topic and main idea.   |
| I always understand how the expressions and sentences in a dialog are constructed.   | I understand how the expressions and sentences in a dialog are constructed sometimes.  | I rarely understand how the expressions and sentences in a dialog are constructed.   |
| I always know how to order sentences in a paragraph.   | I know how to order sentences in a paragraph sometimes.  | I rarely know how to order sentences in a paragraph.   |
| I can check grammar, spelling and punctuation and I know how to compare my writing to make sure it is accurate all the time. | I can check grammar, spelling and punctuation and I can sometimes compare my writing to make sure it is accurate all the time. | I can check grammar, spelling and punctuation and I am rarely able to compare my writing to make sure it is accurate all the time. |

### Scale:

**Mostly Level 1** = I am able to understand and communicate in English. I must keep up my good work and challenge myself every day.

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2. Work with a partner. Think about some things that you can do to improve your performance.

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Name \_\_\_\_\_ LN \_\_\_\_\_  
 Date \_\_\_\_\_ Grade \_\_\_\_\_  
 Self evaluation sheet \_\_\_\_\_ Final grade \_\_\_\_\_

**1. Check the box that best describes your performance in this Unit.**

| Area                        | Level 1   | Level 2   | Level 3   |
|-----------------------------|---|---|---|
| Analysis of script          | I can analyze the sequence of a game in a written script.                                       | I can understand the sequence of a game in a written script.                                    | I can retell the sequence of a game in a written script.  |
| Questions related to sports | I can ask and answer questions related to a sports event very well.                             | I can ask and answer questions related to a sports event with a little help and a few mistakes. | I can only ask and answer questions related to a sports event in a group, with help and a few mistakes. |
| Voice Modulation            | I can detect, understand and apply changes in tone and volume in a sports narrations very well. | I can detect and understand changes in tone and volume in a sports narration well.              | I can detect and understand changes in tone and volume in a sports narration with help.                 |
| Emotional expressions       | I understand and apply emotional expressions during sports events very well.                    | I understand emotional expressions during sports events and can apply with help.                | I need help understanding emotional expressions during sports events.                                   |
| Development                 | I can write and express the beginnings and endings of sports events very well.                  | I can write and express The beginnings and endings of sports events.                            | I can write and express beginnings and endings of sports events in a group or with help.                |
| Game progression            | I can narrate what happens moment to moment during a sports event very well.                    | I can narrate what happens during a sports event with help.                                     | I need practice and more help to narrate what happens during a sports event.                            |

**Scale:**

**Mostly Level 1** = I am able to understand and communicate in English. I must keep up my good work and challenge myself every day.

**Mostly Level 2** = My ability to express myself in English is improving. I must continue with my good work so that I can express everything I want to express.

**Mostly Level 3** = I am still struggling a little bit with the English language, with some more practice I will be able to improve and express my ideas better.

**2. Work with a partner. Think about some things that you can do to improve your performance.**

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1. Check the box that best describes your performance in this Unit.

| Area                        | Level 1   | Level 2   | Level 3   |
|-----------------------------|---|---|---|
| Analysis of script          | I can analyze the sequence of a game in a written script.                                       | I can understand the sequence of a game in a written script.                                    | I can retell the sequence of a game in a written script.  |
| Questions related to sports | I can ask and answer questions related to a sports event very well.                             | I can ask and answer questions related to a sports event with a little help and a few mistakes. | I can only ask and answer questions related to a sports event in a group, with help and a few mistakes. |
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| Game progression            | I can narrate what happens moment to moment during a sports event very well.                    | I can narrate what happens during a sports event with help.                                     | I need practice and more help to narrate what happens during a sports event.                            |

**Scale:**

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Name \_\_\_\_\_ LN \_\_\_\_\_  
 Date \_\_\_\_\_ Grade \_\_\_\_\_  
 Self evaluation sheet \_\_\_\_\_ Final grade \_\_\_\_\_

1. Work with a partner. First, fill out your partner's assessment. Then fill out your own. Share your assessment with your partner when you are finished. Check your partner's assessment in red and yours in blue.

| My Partner               | Me                       |   | Very Well | Well | I need help |
|--------------------------|--------------------------|---|-----------|------|-------------|
| <input type="checkbox"/> | <input type="checkbox"/> | I understood how to fill out this assessment with my partner.                             |           |      |             |
| Exploring stories        |                          | I understand the reason and the parts of written and visual stories.                      |           |      |             |
| Reading techniques       |                          | I can compare historical and cultural aspects of a story with Mexico and other countries. |           |      |             |
|                          |                          | I can analyze words and expressions within a written story and make personal connections. |           |      |             |
| Expression               |                          | I can understand different time frames within a story; past and present, etc.             |           |      |             |
|                          |                          | I can classify historical actions by their timeframe.                                     |           |      |             |
|                          |                          | I can point out similarities and differences in writing and in pictures.                  |           |      |             |
| Comparison               |                          | I can formulate questions and answers about different stories.                            |           |      |             |
|                          |                          | I can retell parts of a story in my own words.  |           |      |             |
|                          |                          | I can interpret a story using a comic strip.  |           |      |             |
|                          |                          | I can check my work for grammar and spelling.   |           |      |             |

2. With your partner, think about some things that you can do to improve your performance. Write them down.

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1. Work with a partner. First, fill out your partner's assessment. Then fill out your own. Share your assessment with your partner when you are finished. Check your partner's assessment in red and yours in blue.

| My Partner               | Me                       |   | Very Well | Well | I need help |
|--------------------------|--------------------------|---|-----------|------|-------------|
| <input type="checkbox"/> | <input type="checkbox"/> | I understood how to fill out this assessment with my partner.                             |           |      |             |
| Exploring stories        |                          | I understand the reason and the parts of written and visual stories.                      |           |      |             |
| Reading techniques       |                          | I can compare historical and cultural aspects of a story with Mexico and other countries. |           |      |             |
|                          |                          | I can analyze words and expressions within a written story and make personal connections. |           |      |             |
| Expression               |                          | I can understand different time frames within a story; past and present, etc.             |           |      |             |
|                          |                          | I can classify historical actions by their timeframe.                                     |           |      |             |
|                          |                          | I can point out similarities and differences in writing and in pictures.                  |           |      |             |
| Comparison               |                          | I can formulate questions and answers about different stories.                            |           |      |             |
|                          |                          | I can retell parts of a story in my own words.  |           |      |             |
|                          |                          | I can interpret a story using a comic strip.  |           |      |             |
|                          |                          | I can check my work for grammar and spelling.   |           |      |             |

2. With your partner, think about some things that you can do to improve your performance. Write them down.

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Name \_\_\_\_\_ LN \_\_\_\_\_  
 Date \_\_\_\_\_ Grade \_\_\_\_\_  
 List of comparison \_\_\_\_\_ Final grade \_\_\_\_\_

1. Answer the following questionnaire by writing a check that best describes your ability now.

| Can you                 |  | Yes, very well | Yes, in groups or pairs | I need more help with this |
|-------------------------|--|----------------|-------------------------|----------------------------|
| Get information         | Understand what a report will be about by reading the title? |                |                         |                            |
|                         | Understand who a report is written for?                      |                |                         |                            |
|                         | Interpret illustrations and main ideas?                      |                |                         |                            |
| And explore information | Understand that a report has various parts?                  |                |                         |                            |
|                         | Create questions and answers about careers?                  |                |                         |                            |
|                         | Read, then write things in your own words?                   |                |                         |                            |
| And write information   | Classify information from a report?                          |                |                         |                            |
|                         | Use sentence connectors?                                     |                |                         |                            |
|                         | Choose illustrations for a report?                           |                |                         |                            |
|                         | Write a report based on a model?                             |                |                         |                            |

2. Work with a partner. Look back on your answers to the questionnaire. How do you feel about your abilities in general? Share with your partner. Then, think about some things that you can do to improve your performance. Write them down.

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1. Answer the following questionnaire by writing a check that best describes your ability now.

| Can you                 |  | Yes, very well | Yes, in groups or pairs | I need more help with this |
|-------------------------|--|----------------|-------------------------|----------------------------|
| Get information         | Understand what a report will be about by reading the title? |                |                         |                            |
|                         | Understand who a report is written for?                      |                |                         |                            |
|                         | Interpret illustrations and main ideas?                      |                |                         |                            |
| And explore information | Understand that a report has various parts?                  |                |                         |                            |
|                         | Create questions and answers about careers?                  |                |                         |                            |
|                         | Read, then write things in your own words?                   |                |                         |                            |
| And write information   | Classify information from a report?                          |                |                         |                            |
|                         | Use sentence connectors?                                     |                |                         |                            |
|                         | Choose illustrations for a report?                           |                |                         |                            |
|                         | Write a report based on a model?                             |                |                         |                            |

2. Work with a partner. Look back on your answers to the questionnaire. How do you feel about your abilities in general? Share with your partner. Then, think about some things that you can do to improve your performance. Write them down.

Handwritten notes and checkmarks in the questionnaire table.



Name \_\_\_\_\_ LN \_\_\_\_\_  
 Date \_\_\_\_\_ Grade \_\_\_\_\_  
 Rubrics \_\_\_\_\_ Final grade \_\_\_\_\_

1. Work with a partner. First, fill out your partner's assessment. Then fill out your own. Share your assessment with your partner when you are finished. Check your partner's assessment in red and yours in blue. Don't argue! explain.

|            | My Partner                          | Me                                  |  | Very Well                           | Well                                | I need help |
|------------|-------------------------------------|-------------------------------------|--|-------------------------------------|-------------------------------------|-------------|
| Explore    | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | I understood how to fill out this assessment with my partner.            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |             |
|            |                                     |                                     | I understand what warnings are for.                                      |                                     |                                     |             |
|            |                                     |                                     | I understand how important a verbal warning is by the tone of voice.     |                                     |                                     |             |
|            |                                     |                                     | I understand the warning by using keywords.                              |                                     |                                     |             |
| Understand |                                     |                                     | I know how to behave after a warning.                                    |                                     |                                     |             |
|            |                                     |                                     | I know some differences in language between USA and UK                   |                                     |                                     |             |
| express    |                                     |                                     | I understand that there can be consequences if warnings aren't followed. |                                     |                                     |             |
|            |                                     |                                     | I can write and give oral warnings based on a model.                     |                                     |                                     |             |
|            |                                     |                                     | I can draw and color attractive warnings.                                |                                     |                                     |             |
|            |                                     |                                     | I can write sentences about safety hazards.                              |                                     |                                     |             |
|            |                                     |                                     | I can check <b>my</b> work for grammar and spelling.                     |                                     |                                     |             |

2. Work with a partner. Look back on your answers to the questionnaire. How do you feel about your abilities in general? Share with your partner. Then, think about some things that you can do to improve your performance. Write them down.

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**Rubrics**

Observe students and evaluate their progress checking the escale each one achieves.

1. Work with a partner. First, fill out your partner's assessment. Then fill out your own. Share your assessment with your partner when you are finished. Check your partner's assessment in red and yours in blue. Don't argue! explain.

| My Partner                          | Me                                  |  | Very Well                           | Well                                | I need help |
|-------------------------------------|-------------------------------------|--|-------------------------------------|-------------------------------------|-------------|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | I understood how to fill out this assessment with my partner.            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |             |
|                                     |                                     | I understand what warnings are for.                                      |                                     |                                     |             |
| Explore                             |                                     | I understand how important a verbal warning is by the tone of voice.     |                                     |                                     |             |
|                                     |                                     | I understand the warning by using keywords.                              |                                     |                                     |             |
|                                     |                                     | I know how to behave after a warning.                                    |                                     |                                     |             |
| Understand                          |                                     | I know some differences in language between USA and UK                   |                                     |                                     |             |
|                                     |                                     | I understand that there can be consequences if warnings aren't followed. |                                     |                                     |             |
|                                     |                                     | I can write and give oral warnings based on a model.                     |                                     |                                     |             |
| express                             |                                     | I can draw and color attractive warnings.                                |                                     |                                     |             |
|                                     |                                     | I can write sentences about safety hazards.                              |                                     |                                     |             |
|                                     |                                     | I can check MY work for grammar and spelling.                            |                                     |                                     |             |

2. Work with a partner. Look back on your answers to the questionnaire. How do you feel about your abilities in general? Share with your partner. Then, think about some things that you can do to improve your performance. Write them down.

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Scale 5 = 1  
 Scale 4 = .75  
 Scale 3 = .50  
 Scale 2 = .25  
 Scale 1 = 0  
 Max possible score is 10

## Unit 1

### Track - 1

Beats! Primary 5 Activity Book 1

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### Track - 2

**Sara:** Hi Harry!  
**Harry:** Hello, Sara.  
**Sara:** Do you want to come to a barbecue at my house on Saturday? A lot of kids from school are coming.  
**Harry:** Sounds good. What time does it begin?  
**Sara:** At twelve o'clock.  
**Harry:** I'll be there.  
**Sara:** Oh, and we're going to play soccer. Bring your soccer ball and wear sneakers.  
**Harry:** Ok. Thank you. See you on Saturday.

### Track - 3

**Dad:** Hello?  
**Charlie:** Oh, Mr. Miller. Is Tanya there?  
**Dad:** Hi, Charlie. Tanya! Charlie for you!  
**Tanya:** Hello, Charlie?  
**Charlie:** Hi, I'm going to the zoo with mom and dad this afternoon. James and Jill are coming too. Can you come?  
**Tanya:** Oh! Yes! What time?  
**Charlie:** At 2 o'clock.  
**Tanya:** Where shall we meet?  
**Charlie:** At your house at 2.  
**Tanya:** Great. Thanks! Dad! I'm going to the zoo!

### Track - 4

**A:** Hey, it's Mrs. Jenkins birthday on Thursday. Let's organize a party for her.  
**B:** Great idea!  
**A:** Let's come early on Thursday and decorate the classroom.  
**C:** And let's bring a cake. My mom makes great cakes.  
**A:** How about having games in the classroom?  
**E:** That's a good idea. Let's have races.  
**B:** Races! No! Board games. Mrs. Jenkins likes board games.  
**A:** OK. What about a gift for Mrs. Jenkins? Why don't we buy her a purse?  
**B:** No. Too expensive.  
**E:** A necklace then.  
**A:** Ok. Everyone bring 20 pesos tomorrow and Ginny and I will buy a necklace on the way home.  
**B:** What about sandwiches and cookies?  
**A:** No. Just the cake.

**Track - 5**

- Daisy:** I'm having a Halloween party on the 31<sup>st</sup> at my house. Would you like to come? It starts at 6.
- Jack:** I'd love to. Thank you.
- Daisy:** Can you help me organize the party?
- Jack:** Sure.
- Daisy:** My mom's going to make a Halloween cake.
- Jack:** And how about some Halloween cookies? I'll bring them.
- Daisy:** Good idea.
- Jack:** Who else are you going to invite?
- Daisy:** Let's invite everyone in the class. I'll invite all the girls. Can you invite the boys? Ask them to bring thing food and drink to share.
- Jack:** OK.
- Daisy:** And remember everyone has to wear Halloween costumes.
- Jack:** OK. I'll tell them.

**Unit 2****Track - 6**

- Shelly:** Guess what happened to me last night. I was in the kitchen at home making pancakes for supper when suddenly my hair got caught in the mixer!
- Brian:** OW!
- Shelly:** Fortunately, Mom disconnected the mixer very quickly before I lost all my hair. I'm never making pancakes again!

**Track - 7**

- Carlitos:** Hey. You'll never guess why I was late for school this morning. I was leaving the house and I shut the door behind me. I caught my jacket in the door!
- Hannah:** Gosh. What did you do, Carlitos?
- Carlitos:** I banged on the door and shouted, but my mom didn't answer. She was in the house and she was taking a shower. She didn't open it for ten minutes! Now my jacket's torn! My mom was furious with me!
- Pedro:** Why? Because you tore your jacket?
- Carlitos:** No, because I got her out of the shower!

**Track - 8**

- Patricia:** Something ghastly happened to me last night.
- Herman:** What happened?
- Patricia:** I was on my way to the movies. My granny had just given me an umbrella. It was raining so I had my umbrella with me. There was a stiff wind. Suddenly my new umbrella blew inside out! All the spokes broke! My mom and dad and my brother roared with laughter, but I was very upset. I had to dump my umbrella into a trashcan. I don't know what I'm going to tell my granny!

**Track - 9**

- Juan:** What did you do on the weekend?  
**Tere:** We went on a picnic. Listen to what happened to us! We went to Pine Forest and we found a nice place and put everything down. Then we went away to play.  
**Vicky:** Yes, we climbed some trees.  
**Diego:** And then we went to paddle in the little river.  
**Tere:** Anyway, when we were hungry we went back to have our picnic. And guess what?  
**Juan:** What?  
**Vicky:** Somebody's dog had eaten all our food!  
**Juan:** No!  
**All three siblings:** Yes!  
**Tere:** So we had a picnic with no picnic!

**Unit 3****Track - 10**

- First, fold a rectangular paper in half, vertically.  
 Second, unfold the paper and fold the top corners into the center line.  
 Then, fold the top edges to make triangles.  
 After that, fold the plane in half toward you.  
 Next, fold the wings down. Make sure they are exactly the same size.  
 Finally, hold the plane like this to fly it.

**Unit 4****Track - 11**

This morning a fire broke out in the The Bell Elementary school. The fire seems to have started in the cafeteria. All the children were led out to safety by the teachers, and later sent home. The firefighters arrived very quickly and were soon able to put out the fire. No one was hurt, and classes will be held as usual tomorrow. So far no one knows why the fire started.

**Track - 12**

- Interviewer:** Can you tell us what happened today at The Bell Elementary School?  
**Firefighter:** Yes. A fire broke out in the cafeteria.  
**Interviewer:** What started the fire?  
**Firefighter:** The lunch ladies were making French fries for the children's lunch. The oil caught on fire.  
**Interviewer:** So it was human error?  
**Firefighter:** Er...Yes, I suppose so.  
**Interviewer:** Were any of the children hurt?  
**Firefighter:** No! No! No! It wasn't really serious at all!  
**Interviewer:** Well that's good. Thank you for talking to us.  
 We have to go to a break now. When we come back we will find out about the weather for tomorrow.

**Track - 13**

The annual Children's Book Fair takes place this weekend in the town square. Five publishers are displaying books this year. There will be books in Spanish and English, so something for everyone. At 11 o'clock Martin Barnaby will be giving a reading of his latest book in the Moon Ship Adventures series for eleven and twelve year olds. Come along and bring your parents.

**Track - 14**

**Boy:** Did you hear that they are planning to clone a woolly mammoth?  
**Girl:** What? You mean a pre-historic animal?  
**Boy:** Yes. I heard it on the television news last night.  
**Girl:** Wow! I think that's a great idea. It's so exciting.  
**Boy:** Well, in my opinion it's a very bad idea. We can't even keep elephant alive. Why bring back an animal from the past?  
**Girl:** But I think it'll be very interesting. I'd love to see a woolly mammoth!  
**Boy:** But there'll only be one. Think how lonely it will be!  
**Girl:** Well, I don't agree! I think that we should trust the scientists.

**Unit 5****Track - 15**

**Boy:** Mom!  
**Mom:** Yes, honey? What do you want?  
**Boy:** Can you pass me the towel, please. I'm freezing.  
**Mom:** Yes, of course. Here you go, honey.

**Track - 16**

**Dad:** Luisa! I'm trying to work in here! Could you close the door please?  
**Luisa:** Sorry, dad. I can't just now. Charlie has fallen over and I'm looking over him.  
**Dad:** OK. As soon as you can.

**Unit 6****Track - 17**

'The First Flushing Toilet.'

Five thousand years ago, the Mesopotamians and other civilizations had toilet seats with holes in them. The waste was carried away by water that ran under the seats. Centuries later, this idea was adapted by an English inventor called John Harington. He drew a toilet with a seat with water flowing underneath. But his toilet was never actually made because everyone thought the idea was too amusing. It wasn't until 1775 that the first real flushing toilet was made by Alexander Cumming, yet another English inventor. His design was special because he invented an S-shaped pipe that lay below the toilet bowl. It prevented waste from flowing back into the bowl. Our toilets today are still made in a very similar way.

## Unit 7

### Track - 18

- Girl:** Hey! Who's this baby, Alex?  
**Boy:** That's me when I was about eleven months old. Look how small I was.  
**Girl:** You didn't have much hair!  
**Boy:** And I only had two teeth. My mom says I couldn't say a single word! Look at this one! This is me when I was three!  
**Girl:** You had fair hair, but now it's brown!  
**Boy:** Yes I know. And look! I could ride a tricycle. I thought I was really cool!  
**Girl:** What about this photo?  
**Boy:** That's me when I was about nine. I was really skinny then! I could already play the guitar, but not very well! I can play it much better now!

## Unit 8

### Track - 19

- A:** I visited Stonehenge last summer.  
**B:** What's Stonehenge?  
**A:** It's an archeological site in England. There's a circle of enormous stones there. They say that it was a religious ceremonial center built by prehistoric people. Have you ever been there?  
**B:** No, but I've visited Teotihuacan in Mexico. That's an archeological site too. And it was also a religious and ceremonial center.  
**A:** Was it built by prehistoric people?  
**B:** No. Building started about 2000 years ago, but nobody knows exactly who built it. I mean we don't know their name or their language or their religious beliefs.  
**A:** Ah! That's the same with Stonehenge. Nobody really knows why it was built, either, but some people think it was something to do with worshipping the sun and the moon.  
**B:** That's the same with Teotihuacan, because there's a sun and a moon pyramid.  
**A:** Do a lot of tourists visit Teotihuacan?  
**B:** Yes. And There's an annual festival to celebrate the Spring Equinox – that's in March. Thousands of people go then.  
**A:** That interesting. Thousands of people visit Stonehenge to celebrate the summer solstice. That's when the sun is highest in the sky.  
**B:** It sounds like Stonehenge and Teotihuacan have a lot in common!

**Unit 9****Track - 20**

The first plastic was made in 1907 by a man called Leo Baekeland. He was an immigrant to the US from Belgium. The material immediately became very popular. Now there are many different types of plastic. One type of plastic is used to make supermarket bags. Nowadays, supermarkets give 17 billion of them away every year. Most of these are thrown away. In fact only 9% of the world's plastic is recycled. Most of it ends up in landfills or in of the ocean. The problem with plastic is that it takes ages to decompose in landfills or in water. It can take up to 1000 years for plastic to decompose. It's also very toxic. Soon there will be more plastic in the sea than fish!

**Unit 10****Track - 21**

**Girl:** I need some glue.  
**Boy:** I don't have any. Go and buy some at the stationers.  
**Girl:** OK. But how do I get to the stationer's?  
**Boy:** There's one on Lincoln Avenue.  
**Girl:** Where's Lincoln Avenue?  
**Boy:** Go outside and turn left. Walk along the road. Then turn right into Lincoln Avenue. The stationer's is next to the butcher's. You can't miss it.  
**Girl:** OK. I won't be long,

**Track - 22**

**Boy:** Excuse me. Could you tell us how to get to the Natural History Museum?  
**Police officer:** Ah. It's too far to walk. You'd better take the bus.  
**Girl:** Where's the bus stop?  
**Police officer:** It's just over there. Look you can see it. Take the number 22. That's the bus that goes down Bush Avenue. Go one... two.... and get off at the third stop. Then you cross over the road and...er..... turn left and walk about 400 meters along.  
**Boy:** 400 meters?  
**Police officer:** Yes  
**Girl:** Did you say left or right?  
**Police officer:** Left. And it's just there. On the right You can't miss it. There's a statue of a dinosaur outside.  
**Children:** Thank you! Officer.  
**Officer:** You're welcome.



## Unit 1

P. 10

3. Student's own answer.

P. 11

5. Greeting people: Sounds good, Great. Thanks!

Organizing an event: What time? Where shall we meet?

See you on Saturday.

P. 12

1. Student's own answer.

2. Student's own answer.

3. Decorate the classroom, bring a cake, play board games, buy a necklace.

P. 13

4. Student's own answer.

5. Student's own answer.

6. Student's own answer.

P. 14

1. Student's own answer.

2. 6, can you help me, cake, cookies, let's, boys, food, sodas, Halloween

P. 16

1. Student's own answer.

2. 2, 6, 1, 3, 5, 7.

P. 17

4. Student's own answer.

5. a Teacher's Day Party, the classroom, bringing some music, to eat, like cookies.

## Unit 2

P. 20

3. Student's own answer,

P. 21

4. attention, set, most, losing, funny.

5. Student's own answer.

P. 22

1. Student's own answer.

2. laughter, upset.

P. 23

5. Student's own answer.

P. 24

1. Student's own answer.

2. 2, 1, 3, 6, 5, 4.

P. 25

4. Student's own answer.

P. 26

1. 2, 1, 3, 5, 4, 7, 6.

2. tell, suddenly, stood, mouse, fell, shouting.

## Unit 3

P. 30

1, 2 and 3. Student's own answer.

P. 31

4. turn, pull, fold

5. Student's own answers. Possible answer: feeling hungry.

6. illustrations and instructions, the problem they solve, you can identify the order because of the sequencing words (first, then, finally) and they are different because they solve different problems.

P. 32

2. Student's own answer.

P. 33

4. 4, 2, 1, 3, 6, 5.

P. 34

2. b, d, e, g.

3. g, d, e, b.

P. 35

4. Fill the hole around the tree with the soil that has come out of it when the hole was dug. Watering the tree.

6. Student's own answer.

P. 36

1. After that, add the ears and the tail and the fourth leg,

2. Student's own answers.

P. 37

4. Student's own answers.

## Unit 4

P. 42

1. Student's own answer.

3. Student's own answer.

P. 43

4. Student's own answer.

P. 46

1. 1, 4, 6, 5, 2, 3.

2. 2.

3. Student's own answer.

P. 47

4. Student's own answer.

5. Student's own answer.

## Unit 5

P.50

2. Student's own answer.

P. 52

2. Can I borrow.../No, I'm sorry. I can't/ It has a flat tire and I can't find the pump./Would it be possible for me to.../Sure! If you promise to return...

**P.53**

4. Student's own answers.

**P.54**

2. Answers may vary

**P. 56**

2. There's somebody at the door. Can you open please?

Sure, Mom.

Hello, Uncle Sidney.

Can I speak to your mother for a moment, please.

Yes, she's upstairs. I'll go and get her.

**P. 57**

3. Student's own answers.

**Unit 6****P. 61**

4. Student's own answers.

**P. 62**

2. Student's own answers.

**P. 63**

4. Student's own answers.

**P. 64**

4. Student's own answers.

**P. 65**

4. Student's own answers.

**Unit 7****P. 70**

1. Student's own answer.

**P. 71**

6. Student's own answer.

**P. 72**

2. Answers may vary.

**P. 73**

6. Student's own answer.

**P. 75**

5. Student's own answer.

**P. 76**

1. Chelo, Tere, Manuel, Diego, Diego.

2. Student's own answer.

**P. 7**

3. Student's own answer.

**Unit 8****P. 74**

1. Veracruz.

2. Student's own answer.

**P. 81**

4. Answers may vary. Writing about travel.

**P. 82**

2. Student's own answer.

**P. 83**

6. Student's own answer.

**P. 86**

1. 2, 1, 6, 7, 3, 4, 5.

2. Student's own answer.

3. Similarities: self-catering, good for walking.

The rest are differences.

**P. 87**

3. Answers may vary.

**Unit 9****P. 90**

2. 1. 1907

2. 100 billion plastic shopping bags annually.

3. Usually, in the ocean.

4. 1000 years

5. Around 9%

4. No / yes / no / no

**P. 91**

5. Wh question words give more opportunity for information while Do/Did are more yes-no questions.

6. Students' own answers.

**P. 93**

6. 1. In 1930. 2. a planet 3. a dwarf planet 4.

-229 degree c 5. a moon. 6. a third.

**P. 94**

1. Students' own answers.

2. Students' own answers.

**P. 96**

1. How many planets are in the solar system?

Which is the nearest planet to the earth?

Why is the earth called the "blue planet"?

Who was the first man in space?

What is a meteorite?

3. 1. Is 2. Does. 3. Is 4. Are. 5. Do

**P. 97**

4. 4 / 2 / 5 / 8 / &amp;

**Unit 10****P. 102**

3. Answers may vary.

**P. 105**

6. Student's own answer.

**P. 106**

1. Student's own answer.

# UNIT 1



skating rink (11)



celebration (14)



conversation (10)



event (11)



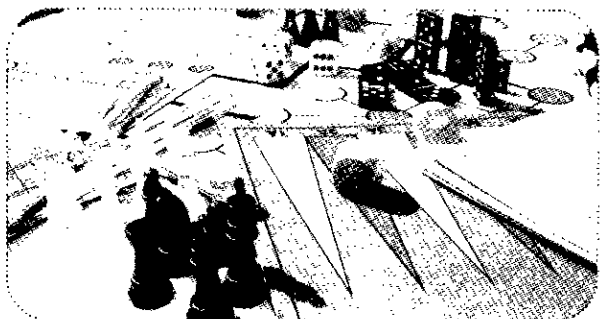
party (12)



barbecue (15)

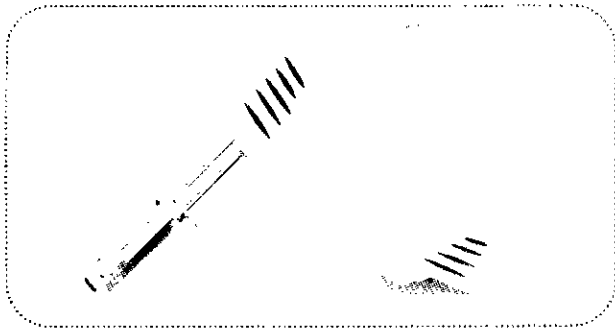


costume (14)

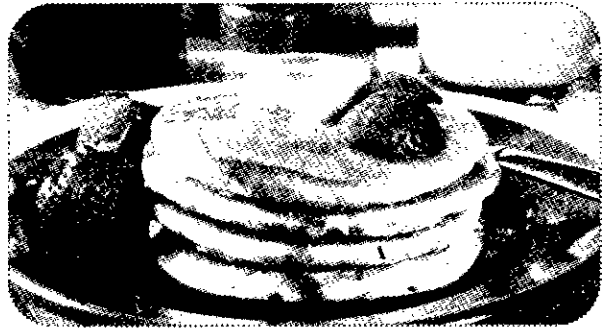


board games (12)

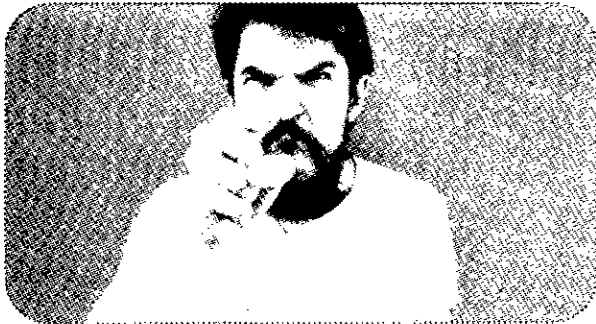
# UNIT 2



mixer (20)



pancakes (20)



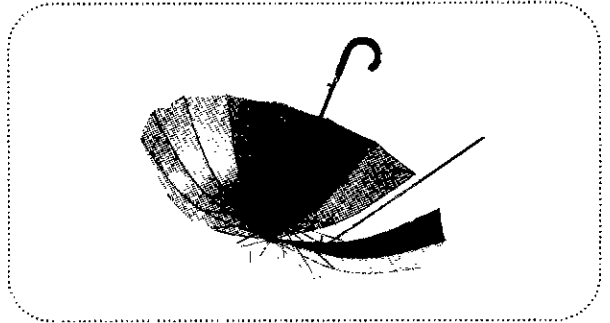
upset (22)



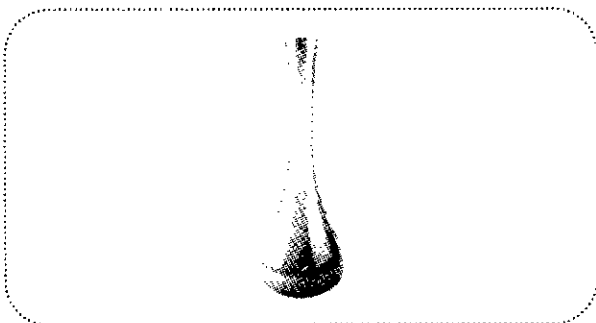
funny (20)



scene (21)



spoke (22)



vase (26)



hiking (25)

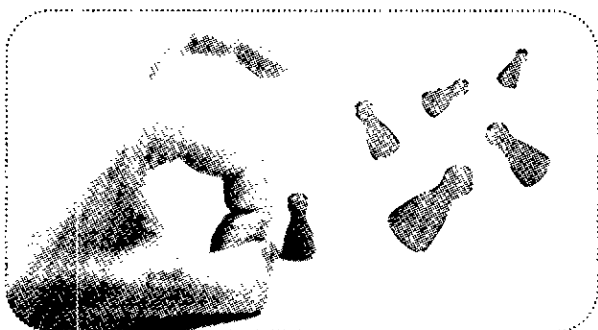
# UNIT 3



water (32)



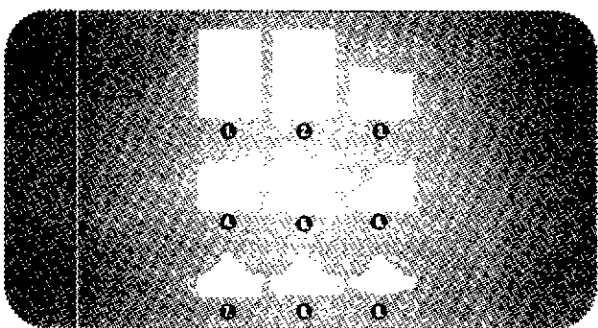
wrap (30)



flick (32)



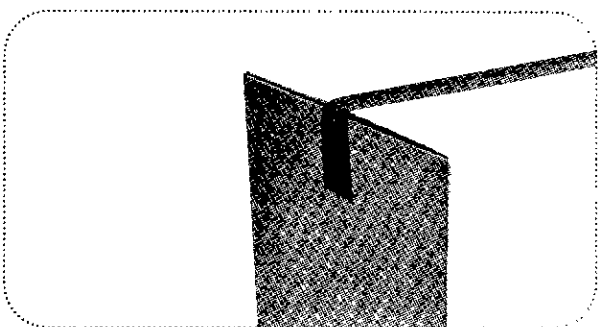
fold (33)



guide (30)



crouch (32)

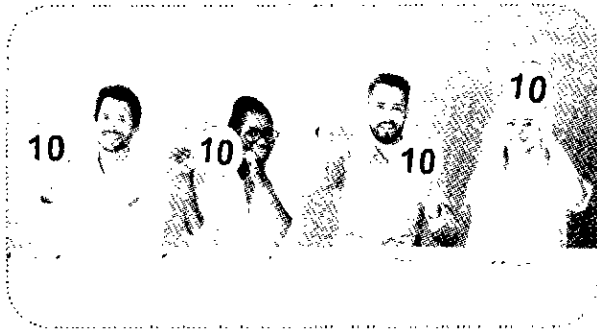


edge (33)



dig (34)

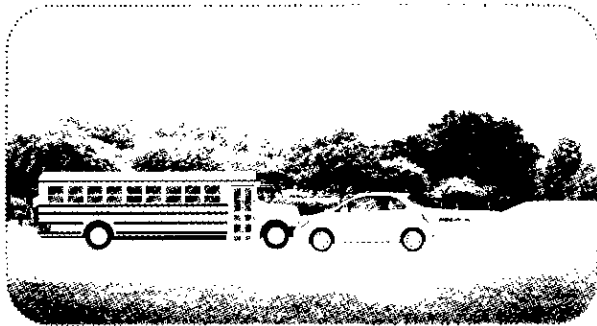
# UNIT 4



judge (47)



display (47)



accident (46)



paintings (47)



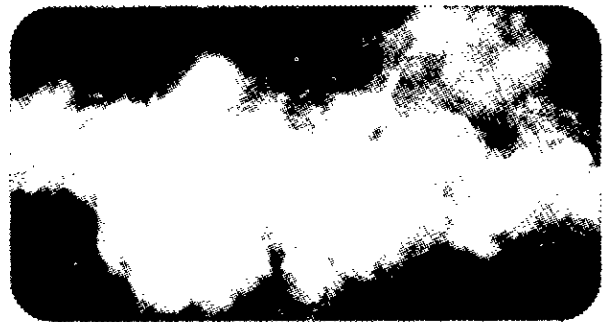
road (46)



firefighter (41)



extinction (45)

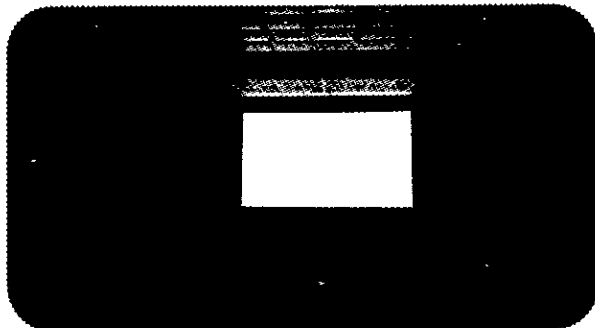


smoke

# UNIT 5



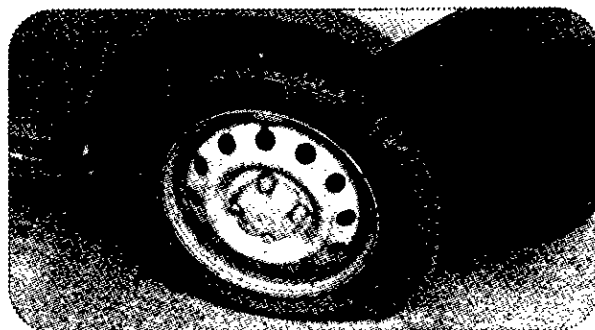
loudly (50)



the movies (51)



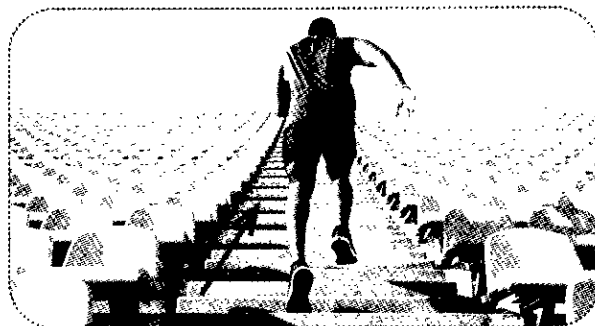
reject (54)



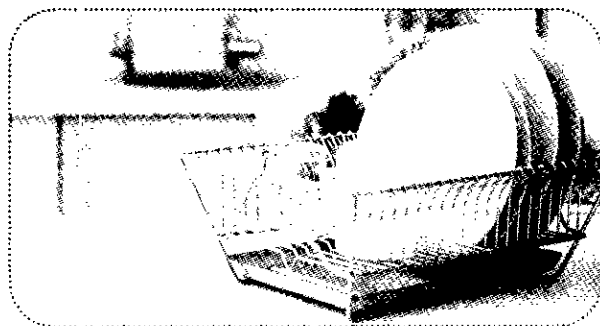
flat tire (52)



borrow (52)



upstairs (56)

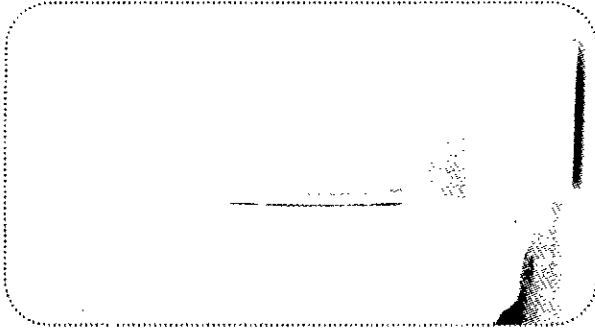


dishes (54)



pass (56)

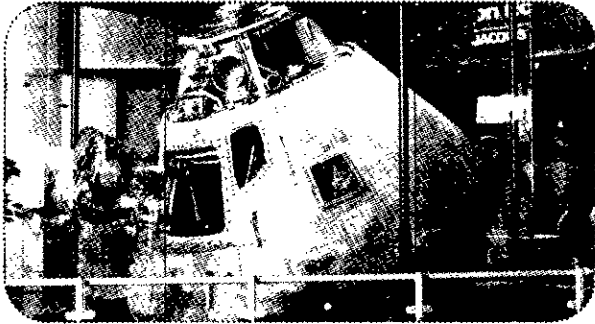
# UNIT 6



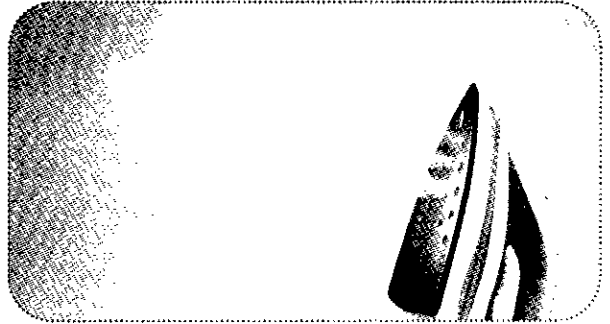
toilet (62)



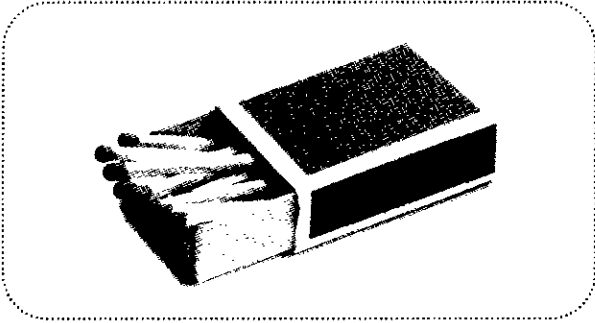
emperor (65)



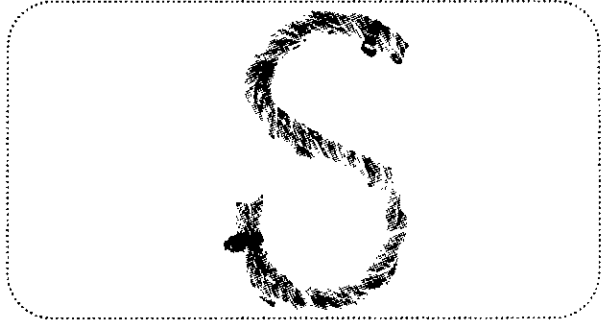
space module (61)



steam (60)



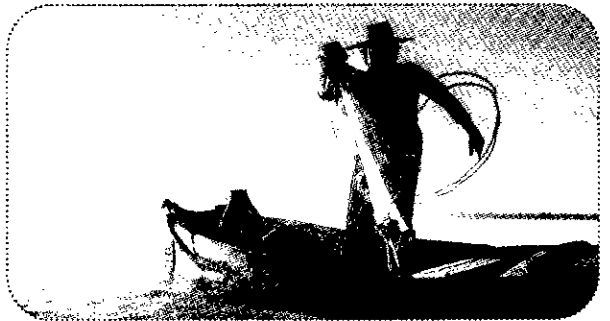
matches (63)



s-shaped (62)



passenger (60)



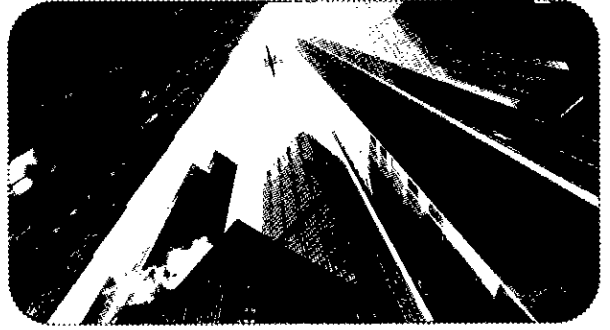
fisherman (60)



# UNIT 7



curly (70)



tall (70)



photograph album (72)



toddler (72)



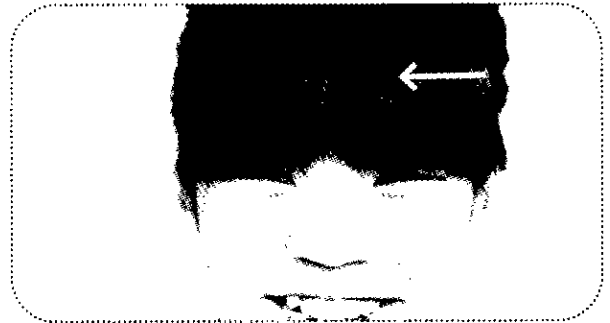
chubby cheeks (74)



bare hands (74)



braids (75)



bangs (75)

# UNIT 8



aquarium (80)



petting farm (82)



supper (86)



cabin (87)



mobile home (87)



wildlife (83)

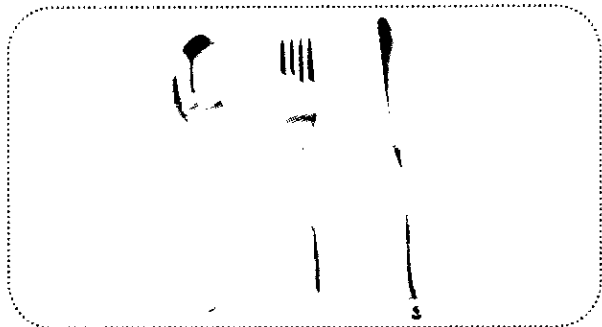


exhibit (83)

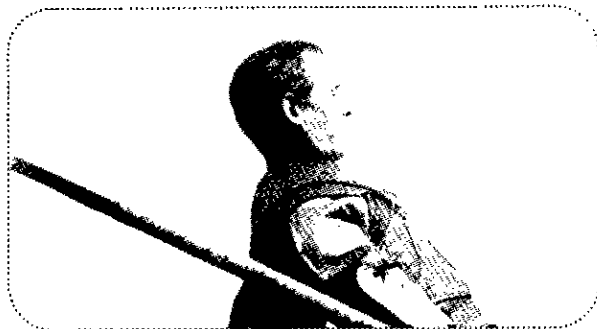


hand-painted (83)

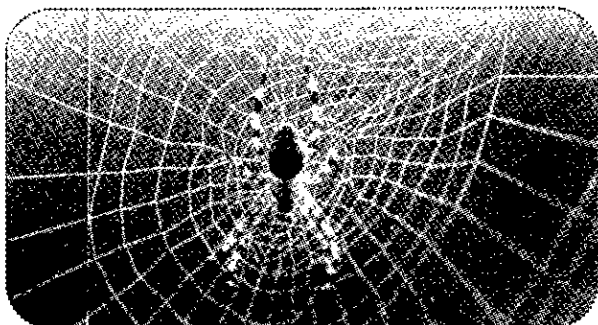
# UNIT 9



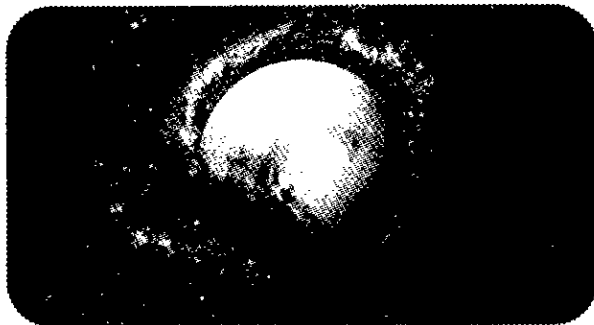
eating utensil (94)



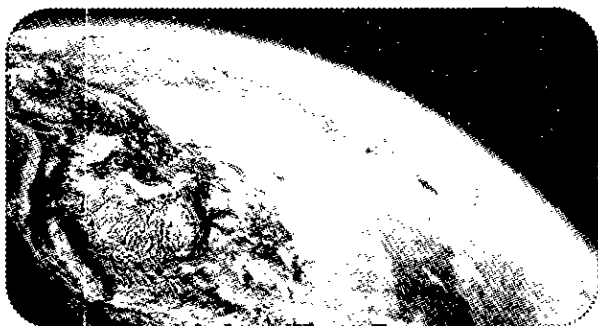
gladiator (94)



spider web (92)



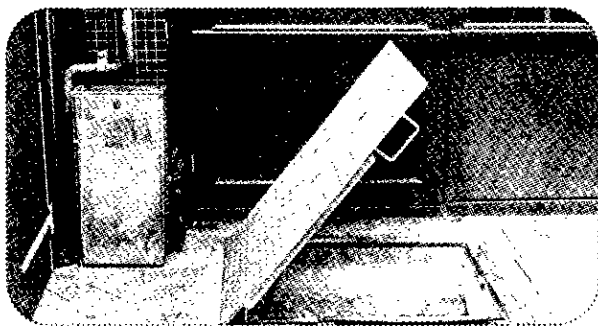
planet (93)



surface (93)



plastic (90)

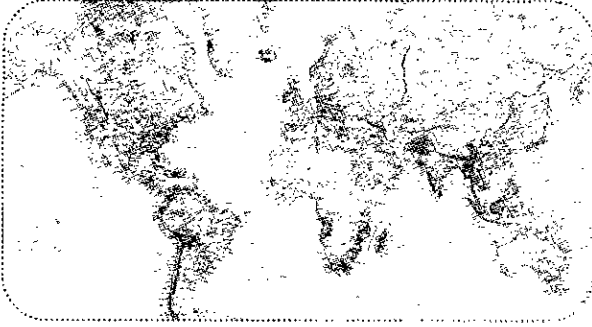


hatch (92)

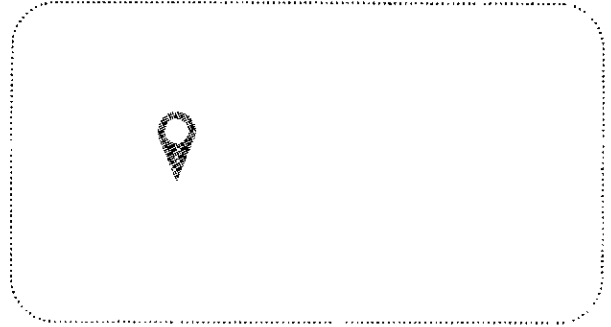


aluminum (91)

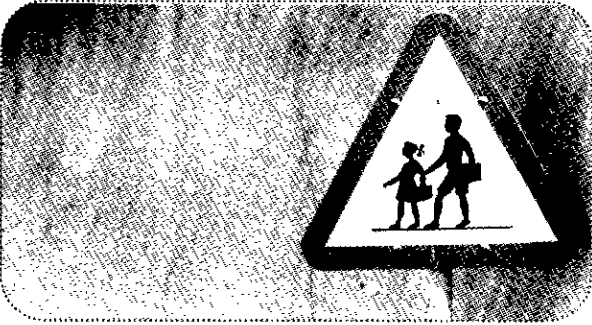
# UNIT 10



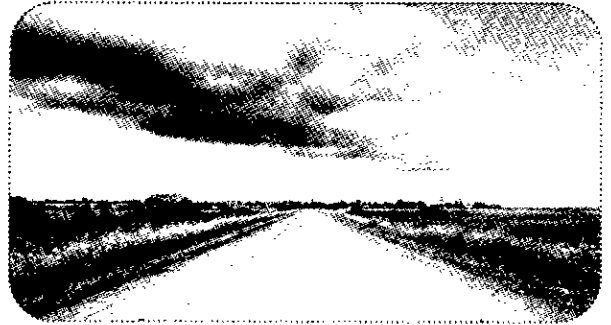
map (100)



crossroad (101)



sign (106)



highway (104)



residential area (104)



outskirts (104)



bus stop (104)



factory (104)

# Bibliography

These books are recommended for children between 8 and 10 years old, just like you. When reading them, you increase your knowledge in English. Some of these books are classic and others are more modern, but they are easy and fun to read and you can learn a lot more about topics that are just for you!

## **Best Friends for Frances**

by: *Russell Hoban*, illustrated by: Lillian Hoban - (Harper & Row, 1969) .

## **George and Martha**

by: *James Marshall* - (Houghton Mifflin Company, 1972)

## **2030: A Day in the Life of Tomorrow's Kids**

by: *Amy Zuckerman and Jim Daly*,  
illustrated by: John Manders - (Dutton, 2009)

## **The Facts and Fictions of Minna Pratt**

by: *Patricia MacLachlan* - (Harper & Row, 1988)

## **Where the Mountain Meets the Moon Paperback**

by: *Grace Lin* (Hachette Book, Co, 2011)

## **The One and Only Ivan Paperback**

by: *Katherine Applegate (author) & Patricia Castelao (illustrator)*  
(Harper Collins, 2015)

# Webography

The following links have been selected as a suggestion for you to visit, have fun, learn and improve your English and digital skills.

When possible, surf the Net supervised by an adult, a family member or your teacher.

Learning about things, places and people  
[www.hsph.harvard.edu](http://www.hsph.harvard.edu)

Games to think and interact in English  
[www.funbrain.com/grade/3](http://www.funbrain.com/grade/3)

Great activities to practice reading and writing  
<http://kcds3.blogspot.com/>

Extensive reading. by Graham Stanley.  
[www.teachingenglish.org.uk/extensive.shtml](http://www.teachingenglish.org.uk/extensive.shtml)

Reading aloud, by James Houlty.  
[www.teachingenglish.org.uk/think/](http://www.teachingenglish.org.uk/think/)

[www.teachingenglish.org.uk/article/story-booksclassroom](http://www.teachingenglish.org.uk/article/story-booksclassroom)

Mary Glasgow Magazines.  
[www.link2english.com](http://www.link2english.com)

Burlington Books.  
[www.burlingtonbooks.com](http://www.burlingtonbooks.com)

Black Cat.  
[www.blackcat-cideb.com](http://www.blackcat-cideb.com)

Don't guess! Learn how things work  
[www.howstuffworks.com](http://www.howstuffworks.com)

I can give directions in English.

I can use English to organize an event.

I can write a quiz about a specific topic in English.

I can use English to tell an anecdote.

I can compare places and cultural and natural aspects in English.

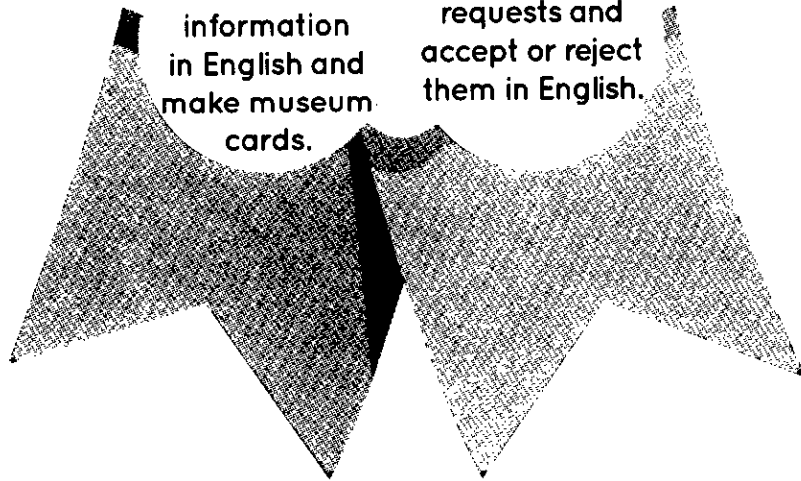
I can write an illustrated guide in English.

I can describe physical appearance and abilities in English.

I can give my opinion about news I hear in English.

I can research information in English and make museum cards.

I can make requests and accept or reject them in English.



I need to practice \_\_\_\_\_

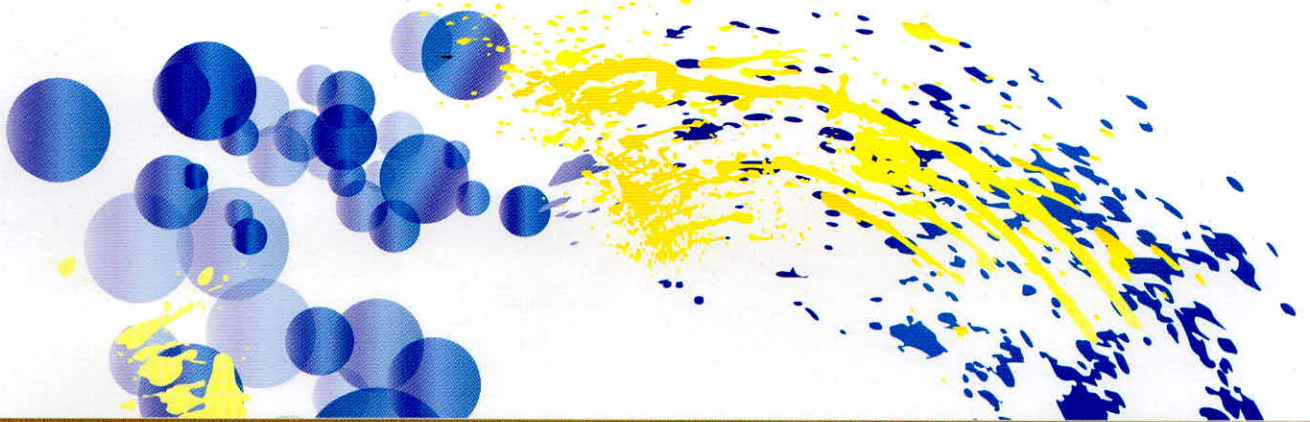
Date

Teacher

**Good job!**

Beats! **5**<sup>primary</sup>

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