

Beats! 6 Primary

Teacher's Edition

Sally Marshall



Ciclo 3

Lengua extranjera. Inglés

Teacher's guide

PRINCETOWN - CORREO DEL MAESTRO

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Presentation

Dear teacher,

Welcome to Beats! 6 Teacher's Edition, especially designed to help you at setting learning environments in an easier way as well as to engage curiosity in 6th 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! 6, 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! 6, 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

The Country Fair	TE page	Social practice of the language	Product	Achievements
Learning Environment: <i>Family and Community</i>		Listens and explores suggestions in dialogs.	A list of suggestions	<ul style="list-style-type: none"> › Listens and explores suggestions in dialogs. › Understands expressions speakers use to make suggestions. › Exchanges suggestions in a dialog.
Lesson 1	24			
Lesson 2	26			
Lesson 3	28			
Review	30			
Show & Tell	32			
Assessment 1	33			

UNIT 2

Fantastic and Magic	TE page	Social practice of the language	Product	Achievements
Learning Environment: <i>Ludic and Literary</i>		Reads fantastic stories.	Collage about a magical object	<ul style="list-style-type: none"> › Explore and read fantasy stories. › Read stories. › Compare similarities and differences between local behaviors, values and settings and those of other countries.
Lesson 1	34			
Lesson 2	36			
Lesson 3	38			
Review	40			
Show & Tell	42			
Assessment 2	43			

UNIT 3

Let's be safe	TE page	Social practice of the language	Product	Achievements
Learning Environment: <i>Academic and Educational</i>		Writes instructions to avoid a risky situation.	Illustrated Report	<ul style="list-style-type: none"> › Revises instructions to avoid risky situations. › Plans how to write instructions. › Writes instructions to avoid risky situations.
Lesson 1	44			
Lesson 2	46			
Lesson 3	48			
Review	50			
Show & Tell	52			
Assessment 3	53			

UNIT 4

An interesting celebrity!	TE page	Social practice of the language	Product	Achievements
Learning Environment: <i>Family and Community</i>		Analyzes and discusses an interview.	Discussion	<ul style="list-style-type: none"> › Explores Interviews. › Understands general information and some details in an interview. › Discusses opinions about interviews.
Lesson 1	54			
Lesson 2	56			
Lesson 3	58			
Review	60			
Show & Tell	62			
Assessment 4	63			

UNIT 5

Countries, culture and traditions	TE page	Social practice of the language	Product	Achievements
Learning Environment: <i>Ludic and Literary</i>		Explains customs using pictures.	Comparing customs and traditions using pictures	<ul style="list-style-type: none"> › Explores and selects images about customs in different cultures › Describes and compares details › Explains customs using pictures
Lesson 1	64			
Lesson 2	66			
Lesson 3	68			
Review	70			
Show & Tell	72			
Assessment 5	73			

UNIT 6

Solving problems!	TE page	Social practice of the language	Product	Achievements
Learning Environment: <i>Academic and Educational</i>		Revises and selects information to solve a common problem.	FAQ's about a problem at school	<ul style="list-style-type: none"> › Poses a problem › Chooses information to answer questions › Registers and organizes information.
Lesson 1	74			
Lesson 2	76			
Lesson 3	78			
Review	80			
Show & Tell	82			
Assessment 6	83			

UNIT 7

Narrating a great event!	TE page	Social practice of the language	Product	Achievements
Learning Environment: <i>Family and Community</i>		Narrates a sporting event.	Narration of a sporting event	<ul style="list-style-type: none"> › Explores narratives of sporting events › Understands general information and details in narratives of a sporting event. › Narates a short segment of a sporting event.
Lesson 1	84			
Lesson 2	86			
Lesson 3	88			
Review	90			
Show & Tell	92			
Assessment 7	93			

UNIT 8

My country and its history	TE page	Social practice of the language	Product	Achievements
Learning Environment: <i>Ludic and Literary</i>		Reads historical tales to compare cultural aspects between Mexico and other countries.	Comic about a historical event	<ul style="list-style-type: none"> › Explores short historical events. › Expresses similarities and differences of historical and cultural events between Mexico and other countries. › Compares historical and cultural events between Mexico and other countries.
Lesson 1	94			
Lesson 2	96			
Lesson 3	98			
Review	100			
Show & Tell	102			
Assessment 8	103			

UNIT 9

What do they do? T€ page	Social practice of the language	Product	Achievements
Learning Environment: <i>Academic and Educational</i>	Register information to make a report about a job or profession.	Illustrated Report	<ul style="list-style-type: none"> › Collects information about jobs or professions. › Explores reports about activities. › Writes information about jobs and professions to make a report.
Lesson 1	104		
Lesson 2	106		
Lesson 3	108		
Review	110		
Show & Tell	112		
Assessment 9	113		

UNIT 10

Carefull	T€ page	Social practice of the language	Product	Achievements
Learning Environment: <i>Family and Community</i>		Understand and express warnings and prohibitions.	Warnings	<ul style="list-style-type: none"> › Listens and explores warnings in public places. › Understands the general sense and main ideas in warnings. › Expresses warnings.
Lesson 1	114			
Lesson 2	116			
Lesson 3	118			
Review	120			
Show & Tell	122			
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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! 6 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.

At this young age, 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 routines. Knowing what to expect gives children a sense of security not to mention the transition between receptive to productive language.

Young learners are not able to sit and listen to explanations for more than 5 or 6 minutes. That's why we recommend that you include activities in your lessons that allow the children to move around. As they grow up, they will develop bigger attention spans and will react in different ways. Meanwhile, children need to be trained to respond physically. Sixth graders also need to be given short instructions with small breaks in between. TPR (Total Physical Response) is a wonderful approach to give the children the possibility to practice English by doing and establishing routines, since the language of these routines is for understanding only. That is, to develop receptive skills.

Let's not forget that children need constant repetition which is basic in the learning process at this age. Children learn fast and seem to be always ready for more, however, not having an interesting activity that captures their attention at the beginning of the lesson and regular cycles of reviews may cause the children develop a negative attitude towards English and get easily bored. Games, songs and chants are essential not only in developing the rhythm of the language but in motivating them and asking for more. When children are enjoying singing, chanting, dancing, moving around, and clapping they grasp the language better which is the key to motivation.

As children grow older and 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.

Taking into consideration the balance of activities mentioned, a lesson in Beats! is divided into three stages:

1. DISCOVER

In this section, the children are exposed to the new language of the lesson. The vocabulary is presented in a very simple and clear way for the children to "discover" it by following basic instructions such as look, identify, say, point, chant.

2. THINK AND DO

This is the section where the children are asked to use the vocabulary learned in the previous section in activities which promote consolidation. The children will trace, color, match, associate, listen and chant.

3. CREATE

In this section, the children use their creative skills by working in the set context with a fun activity which involves doing, coloring, exchanging, writing. This is a step in the developing of the final language product. Such product is presented at the end of every unit which promotes interaction and cooperative learning.

The use of the Reader's is recommended in this part of the lesson. Children will enjoy working with the vocabulary learned and practiced already.

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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 though 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.

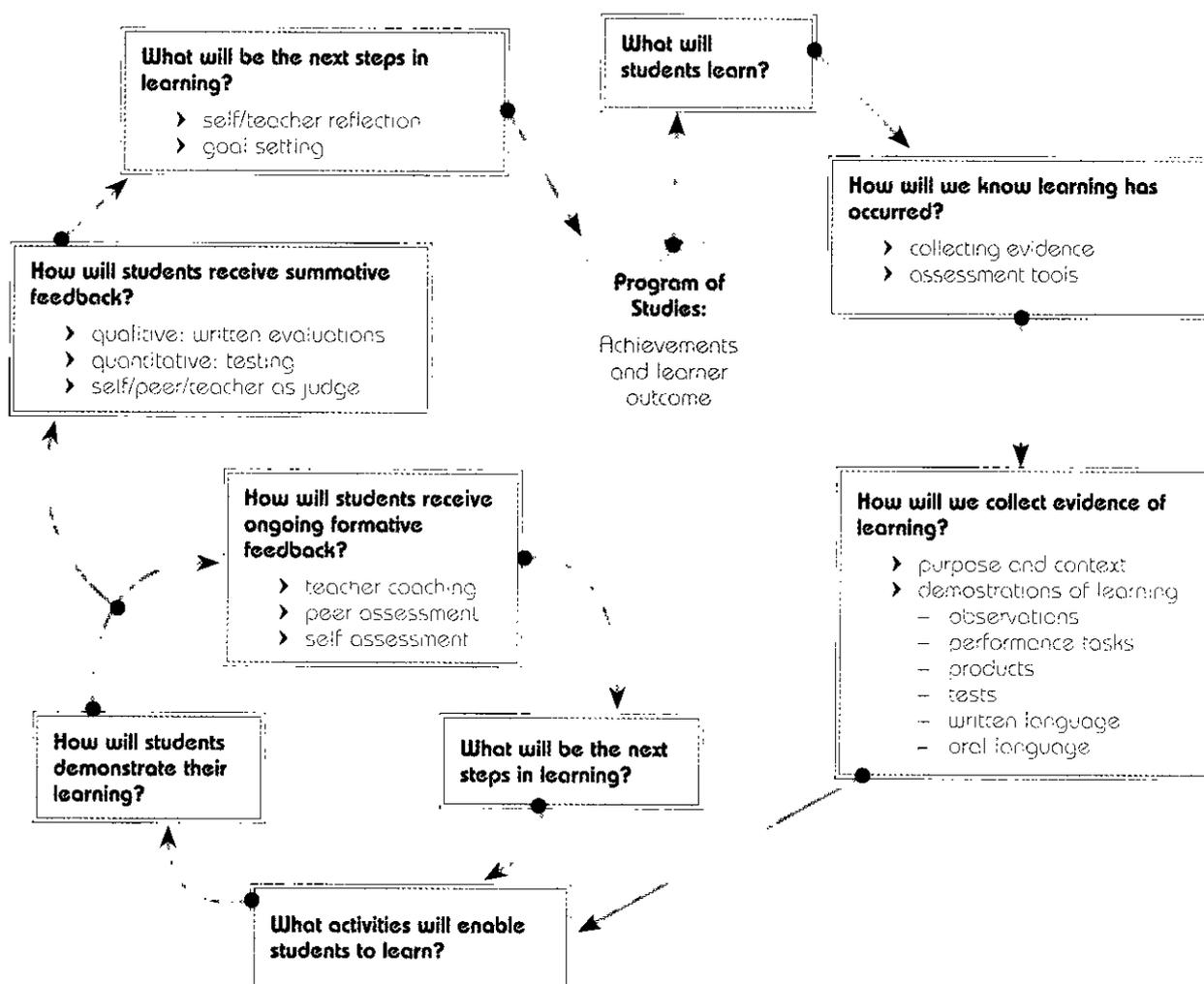


Assessment Process

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! 6 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	
	Yes	No	Yes	No	Yes	No	Yes	No
▶ 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.

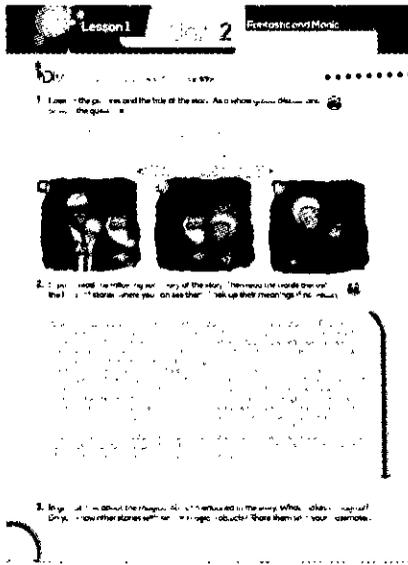
The student can ...	Yes	No
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

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

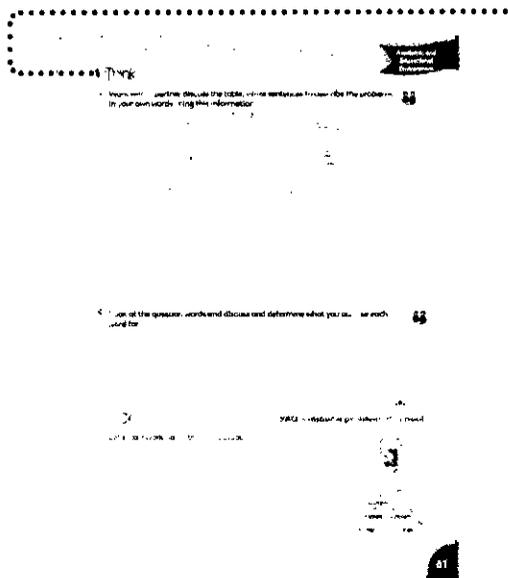
Name _____ LN _____
 Date _____ Grade _____
 Evaluation Instrument - Check list _____ Final grade _____

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

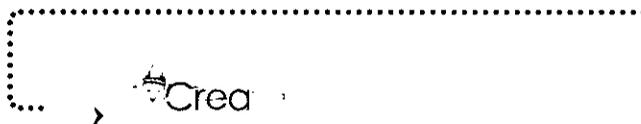
Student's name	Concept observed	Outcome
▶ 1.		
▶ 2.		
▶ 3.		
▶ 4.		
▶ 5.		
▶ 6.		
▶ 7.		
▶ 8.		
▶ 9.		
▶ 10.		
▶ 11.		
▶ 12.		
▶ 13.		
▶ 14.		
▶ 15.		
▶ 16.		
▶ 17.		
▶ 18.		
▶ 19.		
▶ 20.		
▶ 21.		
▶ 22.		



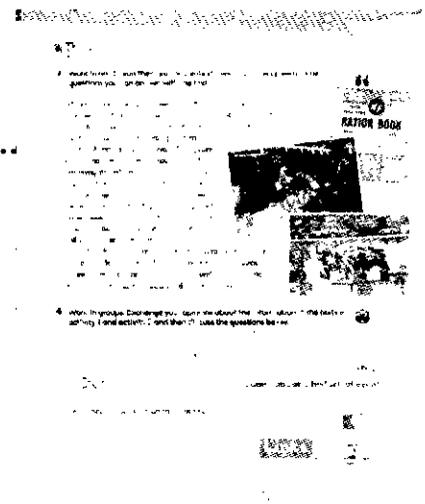
This section appears at the beginning of a lesson offering interesting and fun questions on different topics to awake your curiosity and activate previous knowledge.

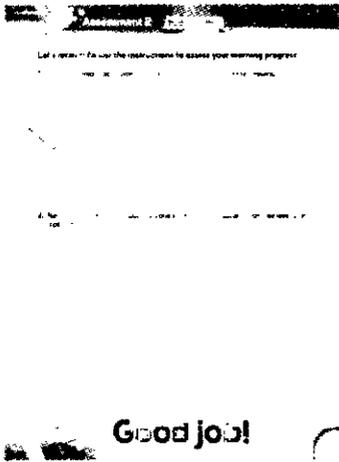


This section for you to integrate what you already know with new concepts as you work on meaningful activities where language aspects and communication come together.



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

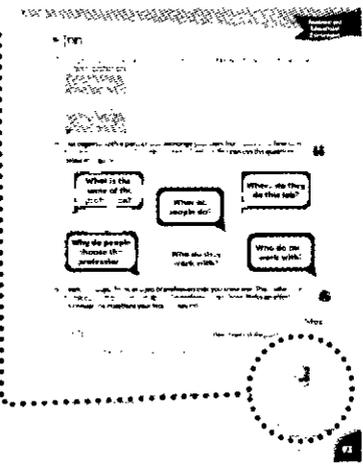




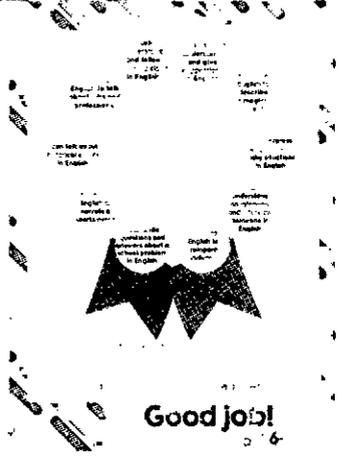
➤ **Assessment** is different to testing; therefore, what you'll find on this page is a specific evaluation that agrees with the contents and achievements in the unit. Nothing to fear but an opportunity to see your own progress and work a little more on whatever you may need to improve.

- You will also share with a partner a co-evaluation where both of you can exchange points of view, needs and wants and see your progress as you provide each other with feedback to overcome possible mistakes and become better users of English.

➤ **Reading time**, is the section that invites you to look at specific pages in your Reader's book and enjoy a fact or a story that agrees with the topic and contents of the unit you are working at that moment.



- A Picture dictionary included at the end of your book to help understanding vocabulary and expressions in an easier way.



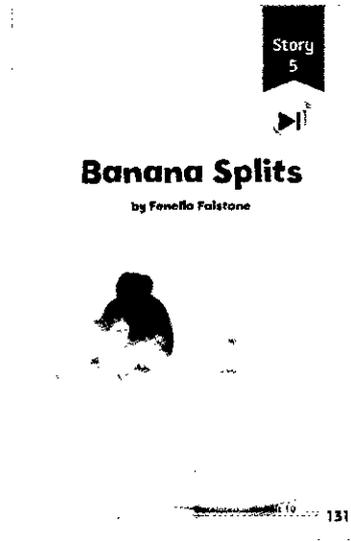
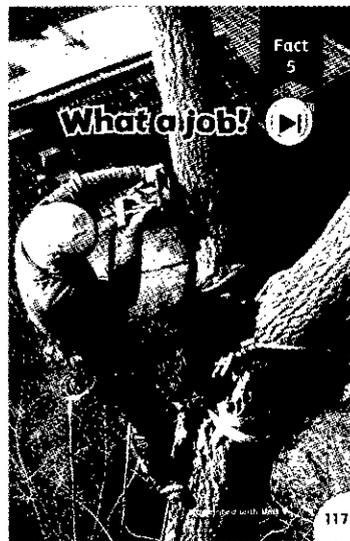
- An End-of-School Year diploma is also found at the end of your book for you to share and show everyone how well you understand and communicate in English and the diploma you got for finishing the course with a beating progress!



The **Reader's Book** is a collection of fiction and non-fiction texts for you to enjoy and improve your vocabulary, reading and listening skills. Each story and non fiction text, has been carefully chosen for them 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!





At first, the fairs were only commercial but then the **merchants** realized that they could take advantage of the townspeople going to the religious services. They started organizing fairs around certain religious holidays. The **merchants** wanted the church to participate.

Glossary

› Glossary

Each reading includes glossary boxes with key words that will help you understand the lesson. Each word included in the glossary box can be identified on the same page where the box is. The key word is presented in **bold** for easy identification. The glossary box shows the meaning according to the context where the word is presented in the lesson.

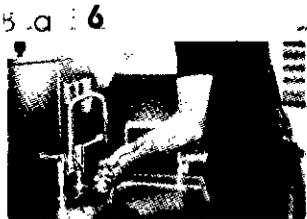
Beats!

Beats! 6
Primary



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

- Listens and explores suggestions in dialogs
- Understands expressions speakers use to make suggestions.
- Exchanges suggestions in a dialog.

Warm Up

First day of classes. Introduce yourself and ask the students to introduce themselves. Before going to the book. You may choose to play a language game to help develop rapport with your students. A tic tac toe or hangman or any other fast game.

You should try to start each Discover section with the guiding question at the top of each lesson. This will help to engage the students and you can see how much knowledge they have about the subject.

Ask students how they have fun when they go to a fair. The discussion may lead to the types of fairs that exist in Mexico. (5 minutes to engage students by expressing what they know)

At 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 pictures and tell your classmates what you think this lesson will be about. Use the questions to express your ideas.**

Whole group discussion: Ask students to look at the pictures on page 10. Ask them

- "What do we know about fairs?" You should accept answers in Spanish if needed.
- Discuss the questions in the book, write some of their answers on the board under a classification of **KINDS OF FAIRS**, (explain that Mexico has a rich variety of types of fairs depending on the area of the country, such as mole fairs, textiles fairs, dance fairs (like The Guelaguetza) food fairs, horse fairs, agricultural and industrial fairs and so on. You can find more here: <https://www.feriasmexico.com/las-10-mejores-ferias-de-mexico/>.)
- You could write: **THINGS WE CAN FIND AT FAIRS** and elicit ideas to write under this classification. You can prompt them with a few ideas, food, rides, arts and crafts etc.

2. **Listen and discuss with your group. What can you do at a fair? ▶ 2**

This would be a good moment to introduce the characters. Ask them to describe each character. "What's Sean like?" etc. and go immediately to their dialogue. Let them listen twice before checking comprehension.

- Who can see the rides and games?
- What does Martha want to see?
- Who do you think is hungry?
- What doesn't Sandy want to miss?
- Who reminds them that they need a ticket first?
- Which ride do YOU think people can see first when they go to a fair? The Ferris wheel because it is taller than everything else.

All ideas and answers should be oral. Mistakes can be accepted.

3. **In pairs look at the picture and say the kind of booth you see. Then discuss the questions.**

Clarify the way that they are going to work in pairs by demonstrating the activity with a student. Ask that student for his/her name and elicit the answers. Then let them work on the questions in the book. Suggest that they write the Q/A in their notebooks as a note taking exercise. It is an ice cream booth/truck.

Think

4. Sean and his friends from school are at the fair. Listen to their conversation and write the name of the child under the corresponding suggestion. Look at the example. Which suggestion do you like best? Discuss in groups and say why.



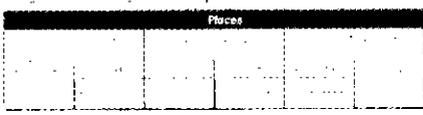
5. Look at the Pictionary of fair rides, choose some to describe to your partner. Why did these rides call your attention? Use the dialog below to help you talk about the fair rides.



Step
A list of suggestions

Create

In this unit you will make a list of suggestions that you will use to plan a booth to sell food at a School Fair.



Reading Time

Unit 1

5. Look at the Pictionary of fair rides, choose some to describe to your partner. Why did these rides call your attention? Use the dialog below to help you talk about the fair rides.

Go over the vocabulary first, ask them if they can add other games, (even if in their mother tongue, This should be a fun activity)

- Have them practice the dialogue with you first. Some choral repetition may be needed for pronunciation.
- Get them to practice in pairs for a few minutes and invite 2 or 3 pairs to "show off" their dialogue in front of the group.

Answer example:

- A: Which is your favorite ride?
I don't really know but I think it is the roller coaster.
- A: Have you been on the bumper boats?
B: No, what's it like?
A: I think it is fun.
B: I suggest that we should try the pirate ship.
A: Yes, I'd like that. Let's go buy tickets.

Create

Product: A list of suggestions

Step 1

You can have students work in small groups of 4 students each. Explain that this unit they will work on a list of suggestions that they will use to plan a booth to sell food at a School Fair.

Organize the students in groups of 4. Explain that they will be working together for the whole of Unit 1, but will or can change their groups after every Unit. You could draw a table like the one on the book for students to explain how to divide the work among the four students and the importance of collaborative working and team building. Since this is the first session to build up to the product, you should offer more guided support. Go from team to team and give them some ideas of what to write down and how to take notes for future reference.

Reading Time!

Reader's Fact
Fairs; Then and Now!
Track 26

This could be a good moment to use the Reader's book. This unit's reading will present students with facts about fairs. This reading will help students expand their vocabulary and their knowledge. Ask students to read pages 6 to 10. You can play the track and have students read along. You can also direct students' attention to the questions under the Reading Time section in their books and ask them to discuss them in pairs or groups. You can invite volunteers to share their answers with the rest of the class.

Think and do

4.  Sean and his friends from school are at the fair. Listen to their conversation and write the name of the child under the corresponding suggestion. Look at the example. Which suggestion do you like best? Discuss in groups and say why.
- ▶ 3

Invite volunteers to read the instructions and clarify doubts.

Tell them that they are going to hear a dialogue a few times as needed. After the 1st listening, let them hear it again, but pause after each exchange so they can decide who is saying what, and write the names in the boxes. Point out Sean's Dad's comment. After the paused listening, let them hear the whole conversation again. Check the answers with the whole group.

Answers: Roberto Martha Sean Sandy

Lesson 2

Warm Up

You may want to start by giving a few expressions in Spanish, such as " La oveja negra de la familia, dar gato por liebre, ser gallina, ser rata. Ask them if they know any in English. Some ideas: A lion's share (the biggest portion), hold your horses(stop) gets my goat (makes me angry), Explain that the only way to learn and understand them is to memorize and make the links. Example A lion's share: A lion gets most of the meat at dinner because he's the king of the jungle. If you were a shepherd, you would be royally angry if somebody took one of your goats.

Discover

1. Look at the pictures and discuss with your group.

Ask students to look at the pictures and invite volunteers to describe them. Ask them if the fairs that they know about have similar animal competitions, then ask the group if anyone has been to a farm animal fair. Ask them about their experience. If you are teaching in a large urban area, ask the group what they think a farm animal fair might be like. Would they like to go to one? Are they afraid of farm animals? If you are teaching in rural areas, ask the group what they think kids from cities should know about animals. Are city kids missing something important by not knowing about farm animals? Go over the questions and use as discussions.

Answer examples: a) At some game booths for example. b) Because they are pretty/because they can do something special, etc. c) toss the ball, ring toss, fishing, etc. d) toys/ teddy bears/ tickets /free rides, etc.

2. Listen to and read the dialog. Circle all the expressions that include horses. What do you think they mean? Take a guess. Share and compare your ideas with a partner. ▶ 4

Remind the group of the characters. Ask them to circle the horse related expressions in pairs and then discuss with another pair. Ask them to share their guesses with the group and go over each utterance to clarify meaning, then invite 4 students to read each part. After each reading invite them to suggest what kind of stress, rhythm and intonation as well as body language to add for effect.

Answers: circle: Hold your horses, horsing around, eat like a horse.

Meanings: Hold your horses->wait a moment
Horsing around->goofing around, playing in a silly way.
Eat like a horse-> eat a lot

Lesson 2

Disco  In what kind of booth can you see animals at a fair?








1. Look at the pictures and discuss with your group.

Answer examples: a) At some game booths for example. b) Because they are pretty/because they can do something special, etc. c) toss the ball, ring toss, fishing, etc. d) toys/ teddy bears/ tickets /free rides, etc.
2. Listen to and read the dialog. Circle all the expressions that include horses. What do you think they mean? Take a guess. Share and compare your ideas with a partner.  ▶ 4

Juan: ¿Qué estás haciendo aquí? ¿Has ido a un juego?
 Ana: Sí, he ido a jugar. Te voy a decir...
 Juan: ¿Qué te gusta hacer? ¿Te gusta jugar?
 Ana: Sí, me gusta jugar. Te voy a decir...
 Juan: ¿Qué te gusta hacer? ¿Te gusta jugar?
 Ana: Sí, me gusta jugar. Te voy a decir...
 Juan: ¿Qué te gusta hacer? ¿Te gusta jugar?
 Ana: Sí, me gusta jugar. Te voy a decir...
 Juan: ¿Qué te gusta hacer? ¿Te gusta jugar?
 Ana: Sí, me gusta jugar. Te voy a decir...
 Juan: ¿Qué te gusta hacer? ¿Te gusta jugar?
 Ana: Sí, me gusta jugar. Te voy a decir...
3. Work in groups. Act out the conversation in activity 2 with your partners. Do you have expressions in your native tongue that relate to animals? Share your ideas with your teammates and then with your class. 

3. Work in groups. Act out the conversation in activity 2 with your partners. Do you have expressions in your native tongue that relate to animals? Share your ideas with your teammates and then, with your class

Ask the students to practice the dialogue in groups of four and invite a few to present it in front of the groups, acting it out with body language and voice modulation.

Think...

4. Identify a suggestion in the dialog in activity 2. Then look at the expressions here. What differences and similarities can you find? Discuss in pairs.

5. In pairs, take turns to ask the questions and make suggestions to answer them. You can use the phrases from activity 4.

6. Work in groups. Think of other questions to ask for suggestions and take turns to give suggestions to answer them. Look at the questions in activity 5 for help.

Step
A list of suggestions

Let's continue working on your product

Reading Time

Unit 1

4. **Identify a suggestion in the dialog in activity 2. Then look at the expressions here. What differences and similarities can you find? Discuss in pairs.**

The suggestion here is to go over the expressions and have students notice that we can use them all to make suggestions in different ways, two of them using a question structure and two as statements.

5. **In pairs, take turns to ask the questions and make suggestions to answer them. You can use the phrases from activity 4.**

The suggestion is to go over the questions and clarify any doubts before you ask students to work with a partner, taking turns to make suggestions using whichever expression from activity 4 they want. You can encourage them to try them all to notice the differences.

6. **Work in groups. Think of other questions to ask for suggestions and take turns to give suggestions to answer them. Look at the questions in activity 5 for help.**

Brainstorm situations where you can make suggestions. Students can use the ideas you come up with as a class to come up with other questions to give suggestions.

Answer examples: What can we...? Do you think we could...? Perhaps we can... Could we...? Do you want to...?

Create

Product: A list of suggestions

Step 2

Once again, the suggestion is to give them guidance as it is only the second time they work collaboratively. You may want to help the individual groups take notes and write questions. You can also encourage them to look at this and the previous lesson for ideas for this step of their product.

Reading Time!

Reader's Fact
Fairs; Then and Now!
Track 26

This could be a good moment to use the Reader's book. Ask students to read pages 11 to 13. You can play the track and have students read along. You can then ask the questions under the Reading Time sections in their books and have a short class discussion where students participate by sharing their opinion. You may want to share your opinion too.

Warm Up

Whole group discussion. Ask the students to describe the booths they have seen at fairs around the country. The food booths have frying pans and "comales" large pots full of corn on the cob in hot water, tables and benches, musicians walking the length of the fair. Colorful signs and drawings of favorite dishes and drinks. Ask them which ones they are attracted to most when they go to a fair. (The bigger ones? More colorful? Where you can see the cooks? Allow them to describe in their mother tongue when they can not find the right word. But let them enjoy this activity. (extension: ask them if sellers at fairs do things to their booths to make us spend more money)

Discover

1. In groups, discuss the differences between the first two booths and the last booths. Where do you think they are from? What kind of food are they selling? What food would you suggest a friend to try? Then, share your answers with the rest of the groups.

Ask volunteer students to read the instructions and clarify any doubts.

You could give them the first two differences to start them off. Ex. The booths on the left seem to be closed, people can't go into them and the ones on the right are open (some would say that they are more inviting. You could draw a line on the board; one side left, the other right and suggest that students use as note taking.

Answer example: I think two are from the USA and two are from Mexico. One of them sells corn dogs, lemonade and funnel cakes, another one sells hot dogs, another one enchiladas and the last one tacos. I would suggest a friend to try the tacos.

2. Listen to the conversations and identify the booths where you can get the people in the conversation mention. ▶ 5

Tell them that they will be listening to some common exchanges at fairs when people want to buy something like What does he want? If it is clear that they are lacking comprehension, repeat the exchange and clarify doubts. Once you have done all, let them identify the booths where the people can buy that food.

Answers: A hamburger booth, an enchilada booth, a hot dog booth, a taco booth, a popcorn booth.

3. Read the exchanges and answer the questions in pairs.

Model the dialogs with volunteers. Allow students to take the parts and read again. Go over the questions first. Refer students to the Picture Dictionary on page 115. Ask them to identify the suggestions in the dialogs. Let them answer the questions in pairs and exchange ideas with the whole group.

Answer examples: 1. You can ask: Do you have...? or What kind of... do you suggest? 2. Yes. Restaurants, fast food places, street food vendors, etc. 3. To a person that comes to visit for the first time.

Lesson 3

Discover: What do booths have to look like to attract buyers?

1. In groups, discuss the differences between the first two booths and the last booths. Where do you think they are from? What kind of food are they selling? What food would you suggest a friend to try? Then share your answers with the rest of the groups.



2. Listen to the conversations and identify the booths where you can get the people in the conversation mention.
3. Read the exchanges and answer the questions in pairs.

Dialog 1	Dialog 2	Dialog 3
<p>1. What do you have here?</p> <p>2. I have corn dogs, lemonade and funnel cakes.</p> <p>3. That sounds good.</p> <p>4. Do you have anything else?</p> <p>5. Yes, I have hot dogs.</p> <p>6. I like hot dogs.</p> <p>7. Do you have anything else?</p> <p>8. Yes, I have tacos.</p> <p>9. I like tacos.</p> <p>10. Do you have anything else?</p> <p>11. Yes, I have popcorn.</p> <p>12. I like popcorn.</p>	<p>1. What do you have here?</p> <p>2. I have enchiladas, molletes and chilaquiles.</p> <p>3. That sounds good.</p> <p>4. Do you have anything else?</p> <p>5. Yes, I have hot dogs.</p> <p>6. I like hot dogs.</p> <p>7. Do you have anything else?</p> <p>8. Yes, I have tacos.</p> <p>9. I like tacos.</p> <p>10. Do you have anything else?</p> <p>11. Yes, I have popcorn.</p> <p>12. I like popcorn.</p>	<p>1. What do you have here?</p> <p>2. I have corn dogs, lemonade and funnel cakes.</p> <p>3. That sounds good.</p> <p>4. Do you have anything else?</p> <p>5. Yes, I have hot dogs.</p> <p>6. I like hot dogs.</p> <p>7. Do you have anything else?</p> <p>8. Yes, I have tacos.</p> <p>9. I like tacos.</p> <p>10. Do you have anything else?</p> <p>11. Yes, I have popcorn.</p> <p>12. I like popcorn.</p>

4. In groups of four, read the conversation and underline the suggestions you find. What can you suggest people to eat in your hometown?

1. What do you have here?

2. I have corn dogs, lemonade and funnel cakes.

3. That sounds good.

4. Do you have anything else?

5. Yes, I have hot dogs.

6. I like hot dogs.

7. Do you have anything else?

8. Yes, I have tacos.

9. I like tacos.

10. Do you have anything else?

11. Yes, I have popcorn.

12. I like popcorn.

4. In groups of four, read the conversation and underline the suggestions you find. What can you suggest people to eat in your hometown?

You can ask for volunteers to take the parts of the characters. Allow other students to take the parts and read again. You can suggest that they take notes on the types of food in the conversation. When the conversation has been read by various volunteers, ask the initial question and allow for a general conversation.

Answer example: People in my hometown could try marquesitas.

Teaching SOS

The suggestion here is to write the foods on the board in a circle while the students read orally, then as you are asking the questions, write the other food they mention, such as , enchiladas, molletes, chilaquiles. Tell them that this is another way of organizing information and taking notes. Ask them what title they would use for their notes and invite them to copy the information from the board.

Think

5. Read the conversation in activity 4 again, underline the phrases used to accept suggestions and circle the ones to reject them.

6. Look at the desserts available at the fair. In pairs write a short dialog to ask for and make suggestions about which dessert to choose. Look at the dialogs and phrases in this lesson and previous lessons for help. You can use the phrases provided here.



7. Role-play your dialog. Take turns to ask for and make suggestions.

Step

Product: A list of suggestions

Let's get to work on our product one more time.

Reading Time

Read the text and underline the phrases used to accept suggestions and circle the ones to reject them.

Unit 1

5. Read the conversation in activity 4 again, underline the phrases used to accept suggestions and circle the ones to reject them.
The suggestion here is to elicit phrases to accept or reject suggestions and identify the elements in each so when they read the conversation they can identify them.

Answers: Circle: Well, I'd rather/ I don't think. Underline: That's a great idea.

Think and do

6. Look at the desserts available at the fair.
In pairs, write a short dialog to ask for and make suggestions about which dessert to choose. Look at the dialogs and phrases in this lesson and previous lessons for help.
You can use the phrases provided here.

Read the instructions and clarify any doubts, Review vocabulary before asking students to complete the activity. Tell them they can use dialogs in this lesson as a model for their dialog and use the provided phrases. You may want to walk around and assist students that need it.

Answer example:

Would you like to eat cake?

I'm not sure. I prefer cookies.

Do you think we could order one cupcake and one cookie?

That sounds like a good idea.

7. Role-play your dialog. Take turns to ask for and make suggestions.

Ask students to role-play their dialog. They can practice role-playing it while reading it and then try to memorize it. Some can present their dialog to the class.

Create

Product: A list of suggestions

Step 3

Help students organize themselves into their groups. Give some suggestions on how to organize their information with examples on the board. Categories with a few examples such as desserts, followed by pies, etc. Questions followed by the questions they have kept. Tell them that they can add phrases on how to order them in the bottom of their lists. You might want to draw a graphic organizer on the board, for example a mind map, and invite volunteers to share categories and elements that you can include in order to exemplify it.

Remind them that they will need to keep their work for their presentations.

Reading Time!

Reader's Fact

Fairs; Then and Now!

Track 26

This could be a good moment to use the Reader's book. Ask students to read pages 15 to 18. You can play the track and ask them to read along. You can now write the questions under the Reading Time section on the board and ask students to discuss them in pairs. You can then share what you like to eat at fiestas or fairs and why you think they are fun and encourage students to share their own opinions.

- 1. Work in pairs. Taking turns, ask the questions to your partner. Write the answers and at the end, exchange and compare them. Do you both think similarly?**

Read the instructions to the whole group and clarify doubts. Demonstrate the activity by asking the first question and writing a student's answer on the board, then invite them to do the same in pairs and show their partners their work. When they are done, invite a few to share with the group.

Answer examples: 1. You can probably buy corn dogs, tacos, enchiladas, maybe tortas, etc. 2. I suggest people sell potato chips. 3. At school we can buy quesadillas, tortas and sandwiches. 4. We can put up a tamales booth.

- 2. Work in pairs. Choose one of your suggestions from question 4 activity 1 and write a short dialog suggesting to sell that food.**

Here again, you could use yourself to demonstrate the activity. Something like a tamale booth, write it on the board and write your suggestion next to it, Ex. I suggest to put a tamale stand, everyone likes them.

Answer example:
 Maria: Do you think we could sell tamales?
 Juan: That sounds like a good idea.

- 3. Role-play your dialog to another pair and listen to theirs.**

Students take some minutes to rehearse their dialog so they can role-play it without reading it. They can share if they accept or reject their classmates' suggestions.

- 4. Make a list of food that you can find in a school fair and in your house. The words in the box can help you**

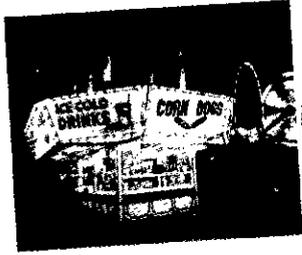
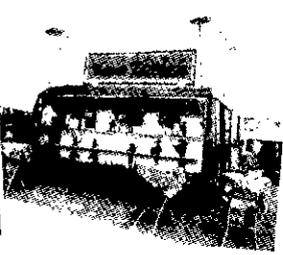
Invite a volunteer to read the instructions and clarify any doubts. Remind them that they can go back to previous chapters to find ideas for different foods. After a few minutes of work, invite individual students to read something from a fair and something from the house. Ask them if anyone has pizza in the house box, then ask them for the recipe. This can turn into a fun activity with a pizza follow up.

Answer examples: School fair: tamales, potato chips, nachos, flavored water, juice, corn, esquites, tacos, gorditas, etc. House: Jamaica drink, tacos, chicken tinga, etc.

- 5. Work in pairs. Share and compare your list in activity 4. Choose your favorite food at a fair and tell your partner why you prefer it.**

Read the instructions and invite the students to compare and share their lists with their partners. Then ask a few to share with the whole group.

Review

- Work in pairs. Taking turns, ask the questions to your partner. Write the answers in your notebooks and at the end, exchange and compare them. Do you both think similarly?
 1. What can you probably buy at a school fair?
 2. What do you suggest to sell at a school fair?
 3. What can you probably buy in your house?
 4. What do you suggest to sell in your house?
- Work in pairs. Choose one of your suggestions from question 4 activity 1 and write a short dialog suggesting to sell that food.
- Role-play your dialog to another pair and listen to theirs.
- Make a list of food that you can find in a school fair and in your house. The words in the box can help you.

School Fair	House

- Work in pairs. Share and compare your list in activity 4. Choose your favorite food at a fair and tell your partner why you prefer it.

Buying food at the School Fair

Since this will be their first presentation, you may want to give them more guidance to facilitate future presentations. Walk them through the steps with timed activities for :

1. Deciding on the food they want to sell or the type of stand (by looking at their lists)
2. Exchanging suggestions and taking turns to ask for suggestions too.

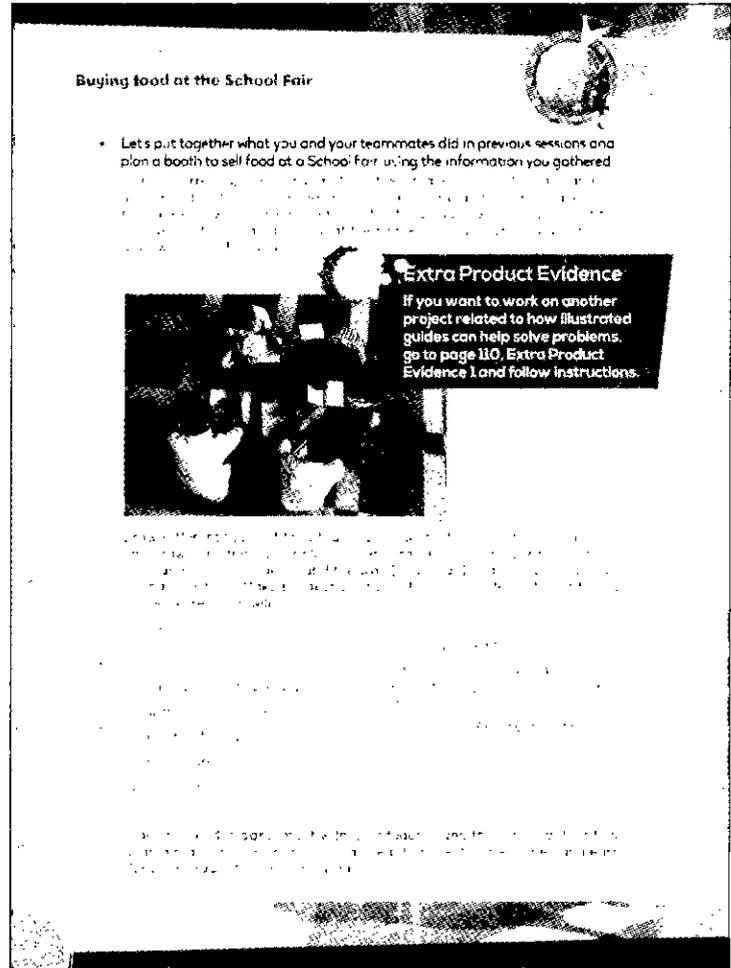
(The suggestion would be about 5 minutes for each) If they haven't made drawings or flash cards in the previous create sessions, give them some time to do so in class while other members of their teams set up their "booths". This should also be timed as you see fit. Tell them to practice their dialogues so that they can walk around and ask others to suggest things to buy from their booths.

If it is possible, ask the school authorities to lend you a camera so that you can take pictures of the "school fair" activity. While they go around asking for and making suggestions.

Stick the pictures on a piece of construction paper , let the students write the title and comments around the pictures, and make it colorful. Stick it up on the wall or bulletin board until next presentation.

Extra Product Evidence 1

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 110 and follow the instructions to have a fundraiser.



Assessment 1

Think and reflect

Let's reflect! Follow the instructions to assess your learning progress.

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.

- a) Write two more things you can do about things.
.....
- b) Write some problems you can solve.
.....
- c) Write three questions you can ask your classmates.
.....
- d) Write two things that you can do to help your friends.
.....

2. Now think of the following questions and write down your opinion. Exchange ideas with a partner.

- a) What are some good ways to spend your time?
.....
- b) What are some bad ways to spend your time?
.....
- c) Think of an experience you had while you were at a fair. Write it down with a partner. You can talk about the things you did and how you felt. Then write down some suggestions for other people to have a better time at the fair. Write down your suggestions on the lines.
.....

3. Work in pairs. Exchange ideas and suggestions on how to improve the way you learn and how to organize your work on your product. Then talk about when and where you can make and ask for suggestions to buy or sell a product in your daily life.

Good job!

Assessment 1

Think and reflect

You can read and clarify the instructions. Explain to the students that this is not a "test" but a way for them to think about how they learn. Read and clarify the instructions. They would probably appreciate some prompting with words to help them express themselves, give them some verbs they can use to describe what they are able to do; Example: want, like, eat To complete the second part you can read slowly and clarify doubts. Again, you could give them some ideas on how to express themselves. For number 3, you can also give them some ideas, Examples: take notes, ... Listen, repeat words, write sentences, ... ask for help...

ACHIEVEMENTS

- Explore and read fantasy stories.
- Read stories.
- Compare similarities and differences between local behaviors, values and settings and those of other countries.

Warm up

To introduce the literary and ludic environment look over the guiding question "What is a fantasy story?" with your students. Ask them if they know what a fantasy story is. Ask them if they know any fantasy stories.

Discover

1.  **Look at the pictures and the title of the story. As a whole group, discuss and answer the questions.**

Look at the pictures as a group. Ask students what they see. You could ask a student to read the questions one by one and try to answer them as a whole group.

- Who was the king that had the knights of the round table?
- What do you think is happening in picture a?
- Look at picture b. What do you think the story is about?
- Look at picture c. Where do you think the story took place?

Tell the students that we are making conjectures and that there is no right or wrong answer at this point. Encourage them to try and share their thoughts.

Answers: 1. Arthur, 2. A wizard takes a baby. 3. Answers will vary, Example: I think it is about a boy. 4. Answers will vary. Example: I think it takes place in a forest.

2.  **In pairs, read the following summary of the story. Then read the words discuss the kinds of stories where you can see them. Look up their meanings if necessary.**

Read over the instructions together. Students need to get into pairs, you could decide on the pairs or have them choose a partner. Ask them to read the story to each other and look for the words kingdom, advisor, tournament, squire and staff. They can look for the words in the dictionary. Students can help each other use the dictionary. Assist if needed. Encourage them to say the kinds of stories where we could see the words even if they do so in their mother tongue. Invite them to think about fantasy stories and say if they think the words could be part of a fantasy story.

3. **In groups, talk about the magical object mentioned in the story. What makes it magical? Do you know other stories with similar magical objects? Share them with your classmates.**

You could decide which two pairs to put together so students can discuss the question. Ask students to identify the magical object (the sword) and say what makes it magical. Encourage groups to share ideas.

Lesson 1 Unit 2 Fantastic and Magic

Discover *What is a fantasy story?*

1. Look at the pictures and the title of the story. As a whole group, discuss and answer the questions.
 - 1. Who was the king that had the knights of the round table?
 - 2. What do you think is happening in picture a?
 - 3. Look at picture b. What do you think the story is about?
 - 4. Look at picture c. Where do you think the story took place?



2. In pairs, read the following summary of the story. Then read the words discuss the kinds of stories where you can see them. Look up their meanings if necessary.

Many years ago, a baby son was born to a King and queen in one of the kingdoms of England. The king and queen were very rich and had many advisors. One day there was a war and the king was killed. The queen was very sad and she hid the baby in a forest. A wizard found the baby and took him to a castle. The wizard trained the boy and he became a knight. The boy was called Arthur and he became the king of the knights of the round table. He was a very brave and kind king.

3. In groups, talk about the magical object mentioned in the story. What makes it magical? Do you know other stories with similar magical objects? Share them with your classmates.

Answer examples: The object is the sword. It is magical because the person that pulls it out becomes the king. I don't know stories with swords, but I know a story with a magical key.

Think or do

4.  **A story has various components. Read what they mean, find them in the story. Then, share your answers with a partner. Next, think of a story you and your partner know and write a sentence that shows the component of that story in the boxes.**

Read over the instructions with your students. Tell them you will show them how to do it together before they fill their own story components in pairs. Go over the components of a story together (beginning, characters, problem, resolution and ending), then ask them to read the story in pairs looking for where they can find these components in the story and to underline them with pencil in their book. When they are finished you may check for comprehension with a few questions such as Is this story set in the future? Does Merlin want Arthur to be pampered? As a group on the board write the components of this story: In pairs think of a story and write the components of their story in the spaces. You may want to invite volunteers to share the components of their story with the rest of the class.

Answers: Beginning: Many years ago, a baby son was born to a King and queen in one of the kingdoms of England. Characters: King, queen, William, Merlin, Arthur. Problem: There was war and Merlin took the baby to keep him safe. Resolution: Merlin trained Arthur and helped him become a king. Ending: And so his new journey began.

Think

4. A story has various components. Read what they mean, find them in the story in activity 2. Then share your answers with a partner. Next, think of a story you and your partner know and write a sentence that shows the component of that story in the boxes.

Beginning Problem Resolution Ending

5. In pairs discuss and write. Have you ever had a problem or an obstacle? How did you solve it? What was the outcome (the ending)?

Create

Collage about a magical object

You are going to make a collage about a magical object for your product in this unit.

Links

Unit 2

Ask students to go over the steps. You may go over them with the students to clarify any doubts students may have. Ask students to tell each other fantasy stories they have heard and discuss the characteristics of them. Students then choose one story and answer the questions. Tell them to choose one with one or more magical objects. (*Who are the characters? What do they do? Where does the story take place?*) You may want to create a table on the board to show them how to fill in the steps on their table. The table may look something like this:

Story	Students story title	King Arthur
Characters		
What do the characters do		
Where does the story take place		
Similarities		
Differences		

Students should answer the same questions on their table about King Arthur's story and locate the similarities and differences in the stories. Remind students to keep their notes and lists in a safe place for their collage.

Links

You can ask students to access the web page in the box and choose one or more fantasy stories to read. This could give them some ideas for their product. You can also encourage students to share a summary of one of the stories they read on-line.

5. **Think** In pairs discuss and write, Have you ever had a problem or an obstacle? How did you solve it? What was the outcome (the ending)?

Ask students to remain working in pairs. Ask them to share problems or obstacles they have had in their past. You could give them some examples from your past that they can relate to, for example being late to an important event. Talk about how you solved it and the outcome. Explain that most stories follow this sequence. Tell them to write one of their past problems, resolutions and outcomes in their notebook after sharing with their classmate.

Answer examples: Problem: I didn't know how to solve the homework. Resolution: I called a friend and asked for help. Outcome: I completed my homework.

Create

Product: Collage about magical object

Step 1

The final product for this unit will be a show and tell where teams will show a collage of magical objects such as a wand, magical staff, flying carpet, etc. Students should work in teams, 4 students per team is a good number but can be decided on the scale of class.

Reading Time!

Reader's Story

The Black Night
Track 27

This could be a good moment to use the Reader's book. This unit's reading is a story which happens in the life of Arthur once he is King. It will help further involve the students in the stories around Arthur and his round table. The reading will expand vocabulary and knowledge of the story. Ask students to look at the pictures on page 19 and then read pages 20 to 23. You can choose to play the audio and ask them to read along. You may also use the question under the Reading Time section to discuss the topic of legends and magic.

Teaching SOS

In the digital world it is sometimes hard to get students to read for pleasure. Having kids do reading at home may sometimes be hard. Perhaps some motivators would help them along with the reading tasks. If you see someone struggle perhaps they can read with a partner.

Warm up

You can have students tell each other, in groups, what type of stories they like to read. You could encourage some volunteers to tell the whole group what stories they like to read. Ask them to look at the picture of Merlin and Arthur and ask if the picture depicts the story they read in lesson 1. Ask them if they can imagine what they are talking about from the expressions on their face.

Discover

1. Listen to the conversation and answer the questions. Then, share your answers with the rest of the class. ▶ 06

Explain you are going to play a conversation where Merlin explains something to Arthur. Play the audio of the conversation between Merlin and Arthur, ask them to pay attention as they listen. Ask a student to read the questions out loud. Ask them, in groups if you prefer, to answer them and then share with the group.

Answers: 1. Example: because they use describing words, 2. Merlin's magical staff, Arthur, Ben., 3. adjectives/describing words such as: old, crooked, skinny, mean spirited, strong, smart, big.

2. Listen to the conversation again and discuss the questions in pairs. Make notes as you listen so you can share your opinion. ▶ 06

You could decide on the pairs or tell students to choose a partner. Read over the questions and check understanding. Play the audio of the conversation again before students discuss the questions. If you prefer you could set the pace by asking each question and giving them time to discuss and make notes. When most students have finished the ones that feel confident enough may share with the group. Ask the students if they need any clarification of meanings in the story.

Answer examples: 1. Because Merlin tells Arthur that he is going to be king, 2. Both Merlin and Arthur., 3. That he is the son of the king.

3. Exchange your ideas with another pair.

You could decide on the groups or ask students to find another pair to exchange ideas. You could share an example of a similarity and a difference so they can see if they understood similar things. Ex. Merlin tells Arthur about his family. is similar to Merlin tells Arthur the truth. while Arthur is a boy. is different than Arthur is the son of a king.

Lesson 2

Discover What stories do you like to read?

1. Listen to the conversation and answer the questions. Then, exchange answers with the rest of the class. ▶ 06
 - 1. Why do you like to read with Merlin and Arthur?
 - 2. What does Merlin do in the story? What does Arthur do?
 - 3. What does Merlin tell Arthur? What does Arthur tell Merlin?
 - 4. What are they talking about?
2. Listen to the conversation again and discuss the questions in pairs. Make notes as you listen so you can share your opinion. ▶ 06
 - 1. Why do you like to read with Merlin and Arthur?
 - 2. What does Merlin do in the story? What does Arthur do?
 - 3. What does Merlin tell Arthur? What does Arthur tell Merlin?
3. Exchange your ideas with another pair. ▶ 06
4. Take turns to exchange with the rest of the class your points of view. Did you all agree? What was different or similar in your views?

4. Take turns to exchange with the rest of the class your points of view. Did you all agree? What was different or similar in your views?

When most students have finished their exchanges, the ones that feel confident enough may share with the group. Ask the students if they need any clarification of meanings in the story. You can start the discussion by asking the questions in activity 2 to all class. Encourage them to use their notes as they share their points of view and the differences and similarities between them.

Think and do

5. Work in pairs. Talk about the sequence of events mentioned in the conversation. Read the sentences and take turns to describe the pictures.



1. Arthur is born to King Uther Pendragon and Queen Igraine Pendragon.
 2. Merlin takes Arthur to his friend William's house to keep him safe from kidnappers who wanted him to trade for land.
 3. Arthur is born to King Uther Pendragon and Queen Igraine Pendragon.
 4. The king and queen have a son, Arthur, who is born to King Uther Pendragon.
 5. Merlin takes Arthur to his friend William's house.

6. Use the sentences in activity 5 to order the sequence. Exchange answers in groups.

Create
 Collage about a magical object

Let's continue working on this unit's product

Unit 2

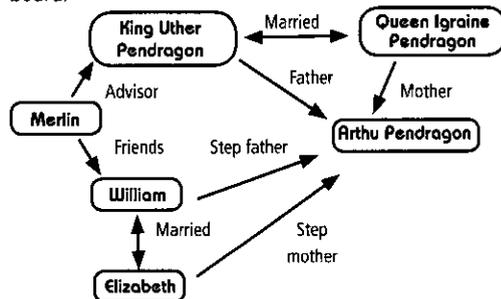
3. Both of Arthur's parents die and Merlin goes to Arthur to help him become king because King Uther Pendragon had asked him. A tournament will be held where the winner will become the new king. Merlin tells Arthur he will be Williams oldest sons esquire.
 5. Arthur does not want to go.
 With the aid if the sequence on the board students may put the pictures in the correct order in the activity book. From left to right the order is 5, 1, 3, 2 & 4, You can check everyone's answers as a class or have them first exchange in groups.

Create

Product: Collage about a magical object

Step 2

Students will continue working on their product for unit 2. You could go over the the steps with them and clarify any doubts. Students can then get together in their teams and take out their notes from the previous lesson. They can look over the characters they wrote from the story of King Arthur and the story they chose and write about the relationship between them. They could make a graphic to help them visually see their relationship. Here is an example you could put on the board.



Ask students to put their work for the product away safely for next class.

Think and do

5. **Work in pairs. Talk about the sequence of events mentioned in the conversation. Read the sentences and take turns to describe the pictures.**

Ask students to take a look at the pictures. You could choose to play track 6 again so you can talk about the sequence of events mentioned in the conversation. You can decide on the pairs or let them choose their partners. Tell them to read the sentences to each other and describe the pictures.

Answer examples: A sad boy, two boys, one has blond hair, the other one has brown hair, a wizard visiting a man and a woman, a Knight riding a horse.

6. **Use the sentences in activity 5 to order the sequence. Exchange answers in groups.**

Ask students to take a look at the sentences in activity 5 again and figure out with you what the sequence of events of the story are. Write it on the board for them to see. Here is an example:

1. Arthur is born to king Uther Pendragon and Queen Igraine Pendragon. At the time of his birth Kings and Lords were fighting over land.
2. 7 days later Merlin Takes Arthur to his friend Williams house to keep him safe from kidnappers who wanted him to trade for land. It was perfect timing because Williams wife, Elizabeth had just had a baby. This is why Arthur thinks they are twins.

Reading Time!

Reader's Story

The Black Night

Track 27

This could be a good moment to use the Reader's book. Ask students to continue reading pages 24-28. You can choose to play the audio and ask students to read along. You could have the students jog their memory by asking them to remember what they read last reading session. Ask them how they think the story could end. You can also use the questions under the Reading Time section to discuss their ideas about knights and their opinion about King Arthur.

Teaching SOS

Students might find some vocabulary hard. Maybe you could have a session to review the vocabulary they dont understand and have other students answer.

Think and do

5. Work with a partner. Discuss the similarities and differences of these two great cultures and share with the group.

6. What similarities and differences can you find between the two warriors? Discuss them in groups and write down your ideas in your notebooks. You can discuss the ideas in the speech bubbles or discuss your own.

Step
Collage about a magical object

Let's start by working on your product

Step
Collage about a magical object

Let's start by working on your product

UNIT 9

Think and do

5. **Work with a partner. Discuss the similarities and differences of these two great cultures and share with the group.**

Students should work with a partner. Ask students to take turns reading aloud for their partner while the other follows the reading in silence. When they finish reading they should discuss the similarities and differences between the English social structure and the Aztec social structure. They may jot down some ideas in their notebook.

Answer examples: The social structures were different, but similar at the same time, there were Lords like the Kings and Queens, there were serfs in both too, etc. There were warriors and there were knights.

6. **What similarities and differences can you find between the two warriors? Discuss them in groups and write down your ideas in your notebooks. You can discuss the ideas in the speech bubbles or discuss your own.**

You could ask students to stay in the pairs they were before and join with another team to make a larger group of 4. Ask them to look at the pictures and discuss the similarities and differences between an English Knight and an Aztec Warrior. Tell them they may use the phrases in the speech bubbles to start them off. If time allows it ask the students which one they would like to be and why so they practice their speech.

Create

Product: Collage about a Magical Object

Step 3

Students will now continue working on their product for this unit. They can get into their product workgroups. 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 add their list of special objects and description from today. You could read each question and ask them to discuss the question. It is important they identify what makes the objects in the story they chose special. Ask them to think about the sword in the story of King Arthur. Students write descriptions about the magical object in the story they chose. Remind them of the describing words in this lesson. The more detail, the easier it will be to illustrate. Tell them to look for the pictures or make the drawings and bring them for the final session.

They can make a list of drawings and pictures of the object they chose to illustrate and describe for next class in order to be prepared, they may write it in a homework journal if they have one. Remind students they need to keep everything in a safe place for the final session.

Reading Time!

Reader's Story

The Black Night

Track 27

This could be a good moment to use the Reader's book. Ask students to continue reading pages 29 to 31. You can choose to read during class or assign the reading for homework play the audio and ask them to read along. You could have the students jog their memory by asking them to remember what they read last reading session. Ask them how close the end was to the one they had predicted. You can ask the question *What do you think it was like being a knight of the round table?* and have a "round table" session where students share their opinions with their classmates.

Teaching SOS

By walking around and listening to students speak you could catch a lot of mistakes and correct them on the spot.

Review

Warm up

1.  **Look at the magic items and write a description for each in your notebooks. Then, get together with a partner and take turns to read your descriptions aloud. Can you guess the object that your partner is describing?**

Go over the instructions with the students. You may tell them to divide their page in half and on one side draw and describe a staff and on the other side draw a sword and describe it. You could put words up on the board to help them with the description. It may be words like long, pointy, handle, heavy, metal, wood. When they are finished they should get into pairs and read their description and see if their teammate can guess that the description is. They should keep their page hidden from their teammate. Monitor and provide any needed assistance.

Answer example: It is a wooden staff. It is brown. It has a shiny gem. / It is a golden key. It is small and light. / It is a magic spellbook. The pages are blue, etc.

2.  **Work in pairs. Choose a story you both know and complete the information. Then, exchange your work with another pair aloud.**

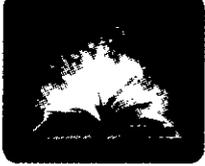
Students should work in pairs. They need to choose a story they both know. You could invite them to think of stories together as a group so they get ideas. If you feel there is time you may model a story and answer it as a group on the board before they answer the questions for the story they chose. Motivate a few to share their story and answers if they feel comfortable enough to do so.

Answer example:
 The main character or protagonist: Arthur
 A secondary character: Merlin
 A support character: Ben
 Who is the narrator: Arthur
 Important relationships: Arthur and Merlin.

Review

1. Look at the magic items and write a description for each. Then, get together with a partner and take turns to read your descriptions aloud. Can you guess the object that your partner is describing?



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2. Work in pairs. Choose a story you both know and complete the information. Then, exchange your work with another pair aloud.

1. The main character or protagonist: _____

2. A secondary character: _____

3. A support character: _____

4. Who is the narrator: _____

5. Important relationships: _____

3. Work in pairs. Choose a story you know that has a magic object. Draw a scene from that story with the magic object. Then, compare your drawing with your partner. Take turns to say what is similar and what is different between your drawings.

4. With a partner write the expressions below in the correct box.

Characters	Magical objects
<p>1. A young prince, 2. A beggar, a sailor named Roger, 3. A queen, 4. A girl, 5. A large fluffy dog</p>	<p>1. A magic ring, 2. A flying broom, 3. A magic lamp, 4. A ring, 5. A cauldron, 6. A wizard's hat</p>

5. Choose one of the objects from activity 6. Write some sentences to describe it and make a drawing. Share your work in groups.

6. Bring:
- A piece of cardstock
- Five markers,
- Magazines or pictures for cutouts.

Unit 2

3.  Work in pairs. Choose a story you know that has a magic object. Draw a scene from that story with the magic object. Then, compare your drawing with your partner. Take turns to say what is similar and what is different between your drawings.

Now students have a chance to be creative. They should get into pairs and choose a story with a magic object in it. You could tell them it's important to choose a different story each. Give them enough time to draw their scene. When they are done they should compare their drawings and find the similarities and differences.

You may want to walk around and listen in to help students when they need assistance.

4.  With a partner, write the expressions below in the correct box.

You may ask students to stay with their partner for this exercise or find a new one. The need to find the expressions that go in the boxes for characters and magical objects. When they are finished you could go over it with them, here are the answers. There are two expressions they won't use. Some students might not know the meaning of the word beggar so they could leave that character out.

Characters:

a young prince, there was a beggar, a sailor named Roger, a queen, a girl, a large fluffy dog

Magical objects:

a magic ring, a flying broom, a magic lamp, a ring, a cauldron, a wizard's hat.

5. Choose one of the objects from activity 6. Write some sentences to describe it and make a drawing. Share your work in groups.

For the end of the lesson ask students to get creative again. Ask them choose one of the magical objects from activity 4 and write sentences to describe it and make a drawing. When they finish, they take turns to present it in small groups.

Teaching SOS

If you notice students struggling with activities in the review, remind them to look at the previous activities to help them complete the activity. You could ask them to work with a fellow student before you assist them.

The collage!

For the product students will present a collage with all their cut outs, drawings and descriptions of the magical object from a story they wrote. You could go over the instructions with your students and ask if they have any doubts to clear them up for them. You may do this by asking a student to read one sentence out loud and clarify if they have questions, then ask another student to read the next sentence and clarify any doubts and so on until all the sentences have been read. Then they get into their teams and get to work. Remind them that they also have to include their descriptions. They can write a sentence that describes the object and then paste the picture that represents that description. They can also write more descriptions if they want to.

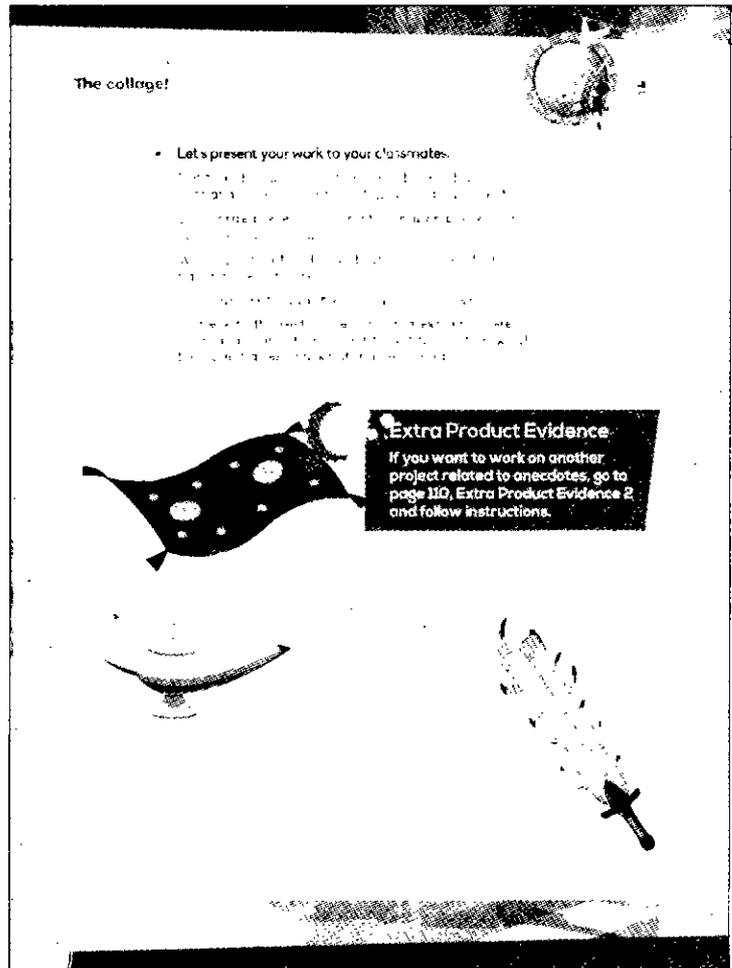
When they are finished tell students they will present their collage to the rest of the group. They should also share their descriptions. They could even share the names of the characters that use the magical objects and what they do with them. You can decide how they can do this to best fit your class, classroom and the time you have available.

Teaching SOS

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 each other before you assist them.

Extra Product Evidence 2

If you want your students to work on another project to practice describing magical objects some more, you can ask them to go to page 110 and follow the instructions to write a story about a magical object.



ACHIEVEMENTS

- Revises instructions to avoid risky situations.
- Plans the writing of instructions.
- Writes instructions to avoid risky situations.

Warm Up

To start a conversation, ask students if they have ever been to an ecological park. You should ask them to describe the parks they've been to or areas in Mexico that are ecological. What are ecological parks? Why do you think they are important? Do they have to be fancy? Are there areas that could be turned into parks? Could there be any danger in an ecological park? What things could happen?

Discover

1. **Work in pairs. Look at the pictures and the poster of the ecological park of Celestun. Describe the pictures. Then, discuss the questions with your class.**

Invite volunteers to read the instructions and clarify any doubts. You can refer them to the picture dictionary on page 117. Draw their attention to the poster. Read it and check comprehension after each utterance. Ask them if they know where Celestun is. Ask a volunteer to show on a map. Others may want to contribute where they know there are more ecological parks. You could invite them to explain the meaning of the rules. You may want to prompt them with vocabulary such as flamencos, mangroves, (manglares), springs (manantiales).

Go over the questions and discuss possible answers such as, I have never been to an ecological park. / I have. / It was fun. / Nothing happened. / My sister fell down.

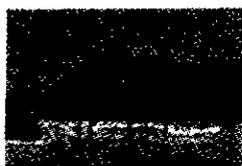
2. **Work in pairs. Read the poster and discuss the questions. Write your ideas in your notebooks. Then, share your ideas with another pair, do you agree? How did you come up with your answers?**

Read the instructions and clarify any doubts. You could demonstrate the activity by drawing their attention to the poster again and discussing #1. (Why is the title bigger?) you can give them some prompts to respond. Ex: do you think that the title is bigger so that people can read it from far away? Do you have any other ideas? Encourage them to work in pairs for a few minutes and pull the discussion back to the whole group. Invite them to give their opinions. (They may need help with vocabulary, so invite them to ask you "How do you say "atraer nuestra atencion" (Get our attention) and so on. Go over #2 and #3.

Lesson 1
Unit 3
Let's be safe

Discover What are some dangerous things that can happen to you at an ecological park or a similar place?

1. **Work in pairs. Look at the pictures and the poster of the ecological park of Celestun. Describe the pictures. Then, discuss the questions with your class.**




WELCOME TO CELESTUN
This is a Special Reserve of the Rio Celestun Biosphere.

For safety, please remember that at the Biosphere:

- The use of motor vehicles is prohibited.
- The use of motor boats is prohibited.
- The use of motor vehicles is prohibited.

Also, you must not:

- Drink alcohol.
- Smoke.
- Use drugs.
- Use weapons.
- Use fire.
- Use any other dangerous objects.

Remember that the purpose of the Biosphere is to protect the environment.

2. **Work in pairs. Read the poster and discuss the questions. Write your ideas in your notebooks. Then, share your ideas with another pair, do you agree? How did you come up with your answers?**
 1. Why is the title bigger?
 - Why is the title bigger?
 - What is the purpose of the poster?
3. **In groups, read the following statements and discuss your opinions.**
 1. The title of the poster is too big and it is not clear.
 2. The poster is not clear and it is not interesting.
 3. The poster is not clear and it is not interesting.
 4. The poster is not clear and it is not interesting.

3. **In groups, read the following statements and discuss your opinions.**

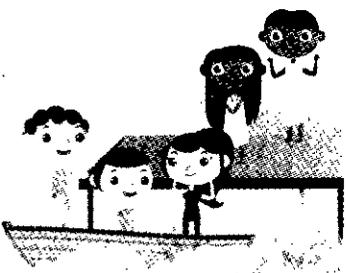
You can tell the students that together you are going to talk about the statements and give opinions. Read the first statement, clarify doubts and ask them who agrees or disagrees. What do they think posters are for? Can they give any examples. Do the same with the next statements. Help them with phrases they may need, such as I agree, or disagree. Places aren't dangerous, yes, people can be hurt, posters aren't frightening, etc.

Answer examples: 1. That is not the purpose. 2. We agree. 3. No, they aren't very dangerous. 4. I don't think so.

Think and do

4. Work in pairs. Listen to Nicte-ha and her brother Aapo answer the questions. Share your answers with another pair.

1. What are the children doing?
2. Why do you think they do it?
3. What do you think about what Nicte-ha and Aapo say?



5. Work in groups. Discuss and determine what parts of the poster these labels refer to. How can you know? Share your ideas with the rest of the class.

Subtitle heading instructions Title Conclusion

6. Work with a partner. What does it mean when someone tells you you shouldn't do something? Read the poster again and identify what visitors should and shouldn't do. What lets you know the answers? Make some notes in your notebook.

Create

Illustrated Report

In this unit you will make an illustrated report. Let's begin.

Reading Time

Unit 3

5.  **Work in groups. Discuss and determine what parts of the poster these labels refer to. How can you know? Share your ideas with the rest of the class.**

Invite the students to form groups of 4 and to help read the instructions. Go over the questions and clarify their meaning. If you think it's necessary, give them the following explanation.

Title: Attract the reader to the document and give an idea of what it's about.

Subtitle expands and explains a bit more

Headings: A piece of information within the document

Instructions: Tell the readers what you want them to do or not to do

Conclusion: Just a nice ending. It isn't always used.

You can "pretend" to be part of a group to demonstrate the activity. Show them the title and let them attempt to label the rest of the poster, walk around to other groups to offer assistance.

Check the labels with the whole group.

6.  **Work with a partner. What does it mean when someone tells you you shouldn't do something? Read the sign again and identify what visitors should and shouldn't do. What lets you know the answers? Make some notes in your notebook.**

Here you could read the instructions as you discuss the answers a bit before they start working in pairs and look at the poster on page 30. Explain that rules that start with Do not means something you shouldn't do and the other that start with a verb, like use, etc. Invite them to write things that people should or shouldn't do based on the rules, for example: People shouldn't feed the birds.

Think and do

4.  **Work in pairs Listen to Nicte-ha and her brother Aapo answer the questions. Share your answers with another pair. ▶ 08**

Here you should draw students' attention to the main characters, Nicte-ha and Aapo. Ask them if they can tell where they are from by their names. Ask them if they can guess where they are. Ask them if they think the kids may be tourist guides on their vacations.

Clarify the meaning of the questions and let them answer in pairs. Invite them to share their answers with the group. Choose a response and write it on the board. Encourage them to copy them as notes.

1. What are the children doing?
2. Why do you think they do it?
3. What do you think about what Nicte-ha and Aapo say

Here are some examples of answers: 1. Walking through the Mayan jungle., 2. They guide the tourists., 3. It is interesting.?

Create

Product: Illustrated Report

Step 1

You can help the students organize new groups for the Unit. Tell them they can choose who they want to work with but they have to stay together for the whole Unit. Read the instructions and clarify any doubts. You could suggest some of the words and expressions used in the unit and tell them to write them down. You could also elicit words and expressions from volunteers and write a list on the board so they can use it as a model.

Reading Time!

Reader's Fact
Better safe than sorry
Track 28

This would be a good time to incorporate the reader. Ask students to read the pages 33 tp 37, you can play the audio and ask them to read along. What did they find out about risks in the city. They could also retell what they read. You can also call their attention to the questions under the Reading Time section and ask them to discuss them in pairs or groups. You could even have a short class discussion where students share their answers and opinions.

Warm Up

You can engage the students by asking them to talk about their own kitchens. Encourage some to describe their kitchens. Ask if they consider anything in the kitchen that can be dangerous or a risk. (you could give them some ideas, like washcloths can catch fire near the stove, the floor can be slippery, and so on. Ask if they have any ideas to prevent problems. Ask them if they ever have helped to cook anything for the family. Let them describe their favourite dishes

Discover

1. Look at the picture and predict what is happening. Then, listen and see if your predictions were accurate. ▶ 09

Read the instructions and clarify doubts. Then ask them to guess what may be happening. In the picture. You can write some of their ideas on the board. You can suggest that they copy the ideas. Then, let them listen to the tape once or twice. Ask them to look at their notes and decide if their guesses were right. Let them listen again if they need it.

2.  Work with a partner. Look at the kitchen below. Discuss and choose the things can put you at risk. Explain the reasons why. Share your discoveries with the group.

Have you ever cooked anything in your kitchen? Are all kitchens the same? What kind of accidents can happen in a kitchen? After going through the previous exercises the students should be prepared to answer the question in pairs without too much guidance. Ask volunteers to read the instructions and clarify any doubts. You can suggest that they work in pairs pointing out the parts that are at risk. You should write a few verbs on the board to they can express the risks. Example: cut, burn, get an electric shock. You could go around and help them with the vocabulary they need to give the reasons. You should let them dictate to you and write their observations on the board. You should accept explanations in their mother tongue if needed. You may suggest that they copy the risks in their notebooks to be used when they go to the create section.

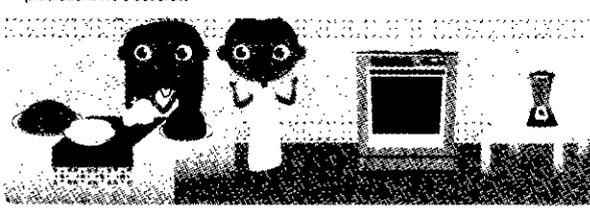
3. Circle the words you can use to write instructions to stay safe in the kitchen.

Go over the words if necessary. Students choose the words individually. Encourage them to think about words to give instructions. The answers are: must, shouldn't, have to, mustn't, should, keep. Keep might be a difficult word for them to choose, you could share an example. Ex. Keep your hands away from fire. Clarify that don't have to cannot be used for instructions because it means that you don't need to do something, but if you want to, you can.

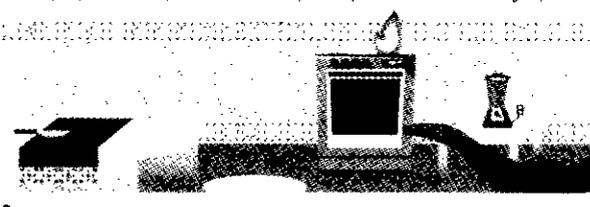
Lesson 2

Discover What are some important things to consider when you are cooking in the kitchen? How do you stay safe?

1. Look at the picture and predict what is happening. Then listen and see if your predictions were accurate.



2. Work with a partner. Look at the kitchen below. Discuss and choose the things can put you at risk. Explain the reasons why. Share your discoveries with the group.



3. Circle the words you can use to write instructions to stay safe in the kitchen.

don't have to	dog	must	shouldn't	instructions	mustn't
pond	keep	mountain	stay	have to	should

4. Write 4 instructions about the picture in activity 2 using the words you chose in activity 3 and the clues.

5. Write a title for your instructions and your instructions on a separate sheet of paper and display it on the classroom walls. Read your classmates' work out loud.

4. Write 4 instructions about the picture in activity 2 using the words you chose in activity 3 and the clues.

Students use the words to write four instructions. They can look at the instructions in the poster from page 30 and the pictures on this page. You could teach some plurals. Ex. knife-knives. Some examples of answers: Don't touch fire. You mustn't play with knives. You mustn't use the oven alone./ You should wash your wash your hands before you cook.

5. Write a title for your instructions and your instructions on a separate sheet of paper and display it on the classroom walls. Read your classmates' work out loud.

You could tell students that good titles contain few words and describes the contents of the text that it refers to. When everyone is finished, put the instructions on the classroom walls and allow them to look at their classmates' work and read it aloud.

Teaching SOS

You may want to clarify the meanings and differences of must/mustn't, have to/don't have to, should/ shouldn't.

Have to is used to express that a person is obliged to do something, usually by an outside force.

The negative don't have to, means that you are not obliged to do something.

Must expresses obligation and is used in written rules and instructions.

Mustn't, the negative form, means that you are obliged to not do something. Should (and shouldn't) can also be used to express obligation, but it can also be use to give suggestions or advice. Ex. You should tell your mom.

Think

6. Look at the pictures below. Then, write five things that you should or shouldn't do in a kitchen.

7. In pairs, share and compare your sentences. Then, talk about the differences between the expressions: should/shouldn't, must/mustn't and have to /don't have to. Make notes.

8. Share your ideas with the class.

Create

Product: Illustrated Report

Step 2

You can ask students to get together with their teammates for their product. Then, you can invite volunteers to share some situations that might be dangerous or put them at risk. If necessary, share an example *It is dangerous to play with fire*. You can then ask them to write down other situations such as the one you gave as an example. Students can then make some notes to explain the reasons why they chose those situations. You may want to talk about resources (besides the provided link) they can use to find more information on the topic. You might need to help them with vocabulary during this session.

Links

You can tell students to access the web page to read more about risk taking and risky situations that might help them complement their product. You might want to encourage them to make notes as they browse the web page so that they can share what they found with their teammates.

8. Share your ideas with the class.

You can use the Teaching SOS on page 46 to explain too. You can draw an example like the one that follows.

- must
- mustn't
- have to
- should
- shouldn't
- obligation
- _____ don't have to
- _____ no obligation

Create

Product: Illustrated Report

Step 2

You can ask students to get together with their teammates for their product. Then, you can invite volunteers to share some situations that might be dangerous or put them at risk. If necessary, share an example *It is dangerous to play with fire*. You can then ask them to write down other situations such as the one you gave as an example. Students can then make some notes to explain the reasons why they chose those situations. You may want to talk about resources (besides the provided link) they can use to find more information on the topic. You might need to help them with vocabulary during this session.

Links

You can tell students to access the web page to read more about risk taking and risky situations that might help them complement their product. You might want to encourage them to make notes as they browse the web page so that they can share what they found with their teammates.

Think and do

6. Look at the pictures below. Then, write five things that you should or shouldn't do in a kitchen.

Read the instructions and clarify any doubts. You can ask the students to try to write about the pictures individually. You could help them with vocabulary if they ask for help. You may want to give them an example on the board. You could write: You should always wear an apron.

Teaching SOS

You may want to clarify at some point that there are differences between should and could. Explain that when we use could, as in "You could buy her a present", we mean it as a possibility. When we use should as in "You should buy her a present", we mean it as advice.

7. In pairs, share and compare your sentences. Then, talk about the differences between the expressions: should/shouldn't, must/mustn't and have to /don't have to. Make notes.

Ask for volunteers to take turns reading the instructions and clarify any doubts. Ask them to share their sentences from the previous exercise with a partner. You can then ask them to look at the instructions they wrote in activity 4 and the ones in activity 6 and come up with their own explanations about the differences between the expressions.

Reading Time!

Reader's Fact
Better safe than sorry
Track 28

Ask them to read pages 38 to 42 of their reader, you can play the audio and have them read along. When you can, ask them to retell the part that they read ask them if risks inside a house are less dangerous than those outside. You can also go over the questions under the Reading Time section and invite volunteers to share if they ride a bike, where they do so and how they stay safe. You might want to encourage them to use vocabulary they've learned so far in this unit.

Think

3. Work with a partner. What happens when you change suggestions into rules? Choose at least two positive suggestions and two negative suggestions and turn them into rules. Then discuss what happens. Share with the rest of the class.
4. Listen to and read the dialog. What happened? What can you do in a similar situation? ▶

Pedro's Accident



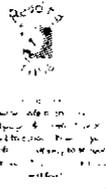
5. Work with a partner and number the first aid instructions in the correct order.
6. In groups discuss the questions. Share with your teacher.

Create

Let's continue working on your product. It should be an illustrated report.

Step

Illustrated Report



Shark (tiburón) shore (orilla) coughing (tosiendo), crying (llorando) hurting (doliendo) bleeding (sangrando) first aid (primeros auxilios)

Let them hear the audio track completely first and ask what they understood. Then let them hear again pausing after two exchanges and ask comprehension questions.

When they have clearly understood the conversation, ask them what they would do if a younger brother fell and cut himself or a similar situation.

5. Work with a partner and number the first aid instructions in the correct order.

Read the instructions and clarify the meaning of some of the vocabulary. Tell them that this is a basic first aid action. Let them work in pairs to put the actions in order. Check the answers with the whole group. The answers are as follows: 1, 4, 2, 3.

6. In groups, discuss the questions. Share with your teacher.

Read the instructions and questions and clarify doubts.

Let them write their ideas in pairs in their notebooks and then read to the whole group. You can explain that instructions have to be written in a specific order, you could ask them to think of a recipe or first aid instructions, while rules don't necessarily need to follow a specific order.

Create

Product: Illustrated Report

Step 3

You can now ask students to get together with their teams to continue working on their products. Students can bring out their notes about their chosen situation and begin writing rules, instructions or suggestions so that they are not at risk. You might want to encourage them to go back on this and previous lessons for help on vocabulary and structure.

Reading Time!

Reader's Fact
Better safe than sorry
Track 28

Ask them to finish the chapter in the reader. They should read pages 43 to 46. You can play the audio and ask them to read along. Ask them to tell you what it was about. Let them know that there are things that they can use from the reader for their product. You can also call their attention to the questions under the Reading Time section and ask them to discuss them in groups. Invite volunteers to share their answers with the rest of the class.

Think and do

3. Work with a partner. What happens when you change suggestions into rules? Choose at least two positive suggestions and two negative suggestions and turn them into rules. Then, discuss what happens. Share with the rest of the class.

Again you may want to give them an example before they do the exercise. Use a school rule as one. Tell them to imagine that a friend says, "You shouldn't get to the class late" Then ask them how the director of the school would say it. If they can't tell you, then say "Imagine that I am the director. I would say, "Don't arrive to class late!". So, we turned a negative suggestion into a rule. Give an example of a positive suggestion. Ex.: You should wear black shoes to school. The rule would be: "Wear black shoes to school."

Now let them work in pairs to come up with their own suggestions/rules. After a few minutes, ask them to share with the rest of the group.

4. Listen to and read the dialog. What happened? What can you do in a similar situation? ▶ 10

You should tell the students that they are going to hear a dialogue between Nicté-na, Aapo and their friend Pedro. Give them some background information about the situation. Ask them what a coral reef is. Explain that it is an "arrecife de coral" in Spanish. Ask if they know what these other words mean in Spanish.

Review

1. Look at the picture and say what happened.

Draw their attention to the picture and invite volunteers to express what happened, remind them that we have heard the words slip, fall, wet floor in this unit. Help them if they need the verbs in past tense

You may want to take advantage of the review section to use it as an assessment tool without the students thinking that it is a test. As you invite students to explain, draw a mark such as a +, or ++ or whatever markings you invent to remind you how students are doing.

2. Write five rules of how you should behave at school so that something like what happened in the picture above doesn't happen.

Read the instructions and clarify any doubts. Ask them to talk about school behavior before they write their five rules. As they express themselves, you could write some of their ideas on the board. These ideas do not have to be in complete sentences, just jotting down a few words per sentence so they remember what they want to write.

Example run—hallways, push, hit —playground, eat—classrooms. Walk calmly out—in case earthquake, and so on.

After prompting them allow them to write their sentences individually. You may want to walk around the classroom to give individual attention to those who need it.

3. Exchange your rules with a partner and see if you agree.

Read the instructions and clarify any doubts, After they have finished writing their sentences, ask them to work in pairs and exchange their sentences. You may want to demonstrate the activity by asking a student to read her first sentence and saying, "yes, I agree. You should clean up any spills." or something that will make them laugh. Then let them work in pairs for some minutes more.

Review

1. Look at the picture and say what happened



2. Write five rules of how you should behave at school so that something like what happened in the picture above doesn't happen.

.....

.....

.....

.....

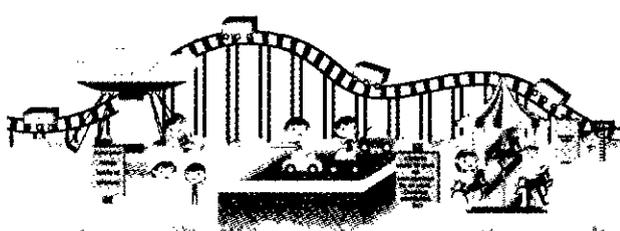
.....

3. Exchange your rules with a partner and see if you agree. 

Writes instructions to avoid a risky situation.

Academic and Educational Environment

4. Work with a partner. Look at the picture. Talk about the situation where a kid like you could be at risk. Share your ideas with another pair.



5. Think of other things that you have to do to stay safe at a fair. Make a poster with rules for the fair. The words in the speech bubbles can help you.

Rules for the fair!

Unit 3

4. Work with a partner. Look at the picture. Talk about the situation where a kid like you could be at risk. Share your ideas with another pair.

Read the instructions and clarify any doubts. Direct their attention to the picture. Remind them of the county fair and tell them this is the section of the rides. Before they work in pairs, ask them to work as a whole group. Elicit the names of the rides such as roller coaster, bumper cars, flying chairs, merry-go-round. Then ask them to focus in to one kid at risk, for example, the child who is standing on his tiptoes to make himself look taller. Ask what is the risk here? They may not have all the vocabulary needed to respond but they should get the idea. They may say, "he can fall from the roller coaster" Or say half in their mother tongue, which is OK. You can say yes, he is putting himself at risk. Ask them is they feel comfortable enough to work in pairs on their own. If not, choose another example until they do. After they have worked in pairs, Invite them to share their observations with the whole group.

5. Think of other things that you have to do to stay safe at a fair. Make a poster with rules for the fair. The words in the speech bubbles can help you.

Read the instructions and clarify doubts. Tell them to get into pairs and draw their poster with rules. This should be easier now because they have been working on rules. Tell them to make their poster pretty by using different colors for the title and rules. They can make drawings on the poster if they want. When finished ask them to share with you first, then the whole group. Do not grade them but make assessment notes in your register.

6. Share your work with the rest of the class.

Once you have given them some written feedback on their posters, give them back (next class) and ask them to share or pin up on a bulletin board or the wall. Assessment tip: Give positive feedback as much as possible. Examples: Good ideas, well written, I like the decorations, keep up the good work, etc. Do not write on their work to correct mistakes.

Illustrated Report

Draw their attention to the photo of students giving their presentation and tell them that it is time for them to give theirs.

You can then read the text along with students and clarify any doubts. You can give them some minutes to decide how they are going to write and illustrate their report or you could also ask them to do this beforehand. You may want to have groups take turns to give their presentations after fixing their report on the board or you can ask them to fix all the reports on the wall and go around the classroom (together) to listen to the presentation and ask respectful questions.

Extra Product Evidence 3

If you want your students to work on another project to practice writing instructions some more, you can ask them to go to page 111 and follow the instructions to write rules at school.

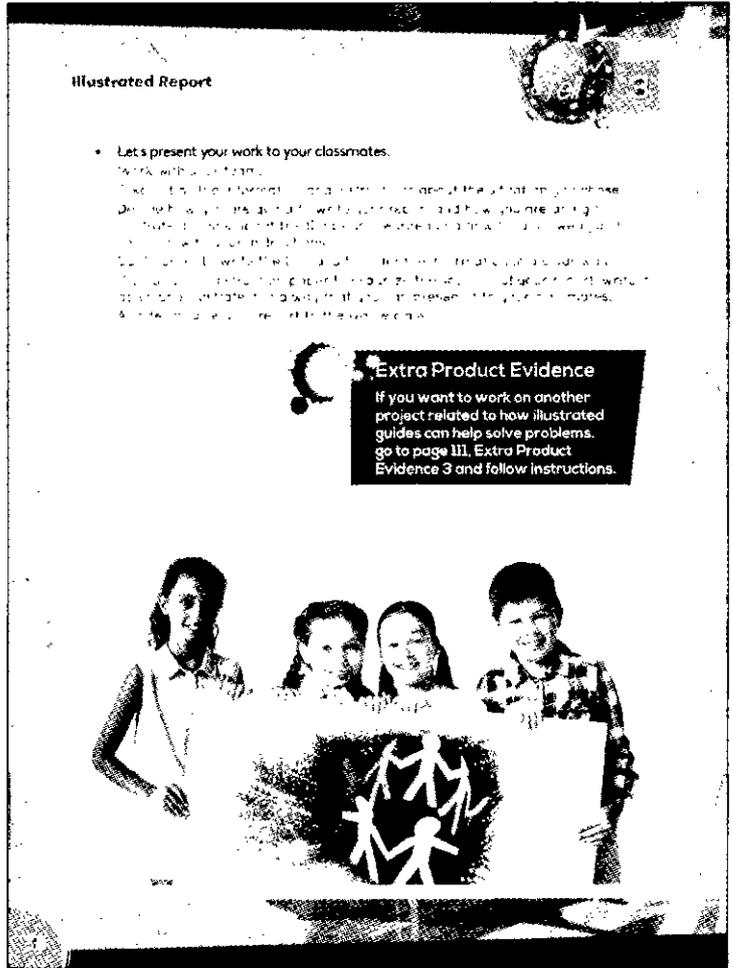
Illustrated Report

- Let's present your work to your classmates.

Work with your team.
 Take 15 to 20 minutes to prepare a presentation about the project. Choose photos, drawings, and illustrations to show how you did it. Write instructions for how to do it. Write a list of questions to ask your classmates.
 Give your presentation to the class. Ask your classmates to give you feedback. Write down the feedback and use it to improve your work.

Extra Product Evidence

If you want to work on another project related to how illustrated guides can help solve problems, go to page 111, Extra Product Evidence 3 and follow instructions.



Assessment 3 Think and reflect

Let's reflect! Follow the instructions to assess your learning progress.

1. Answer the questions. Circle (✓) the words you are able to write down.

should could must
mustn't have to don't have to

a) What are the main parts in a sentence?
.....

b) What are the different parts of a paragraph?
.....

c) How can we use the pronouns in a paragraph?
.....

d) How can we use the adjectives in a paragraph?
.....

2. Now think of the following questions and write down your opinion. Exchange ideas with a partner.

a) Where are the most interesting rules? Why?
.....

b) Where are the most strict or harsh rules? Why?
.....

c) What rules in the school were not fair in your opinion?
.....

d) Why do you think you should know the meaning of the words and instructions in a rule?
.....

Good job!

Assessment 3

Think and reflect

Draw their attention to the reflection activities, read and clarify any doubts. You may want to let them fill it in as you clarify the meaning. For number 1, you may want to elicit answers and check that they are able to identify that the meaning of don't have to and could is slightly different and they wouldn't be able to use them to write rules.

Ask students: How can you use what you learned out of the classroom?

Once they have finished their reflection and wrote their opinions, tell them to work with a partner. Invite them to exchange ideas and discuss how they felt when they started and how they feel now just for a minute or so. Ask them to write a few words to remind them.

Suggest that they ask each other for ideas on how to improve the way they learn and write them down. Finally, you could ask them to share one thing that they can use out of the classroom with the rest of the class. You can also exchange ideas about the importance of understanding the meaning or rules and instructions in English with the whole group.

ACHIEVEMENTS

- Explores interviews.
- Understand general information and some details in an interview.
- Discusses opinions about interviews.

Warm Up

To engage the students, ask them how many famous young people they know. These young people can be artists, singers, sports personalities, even geniuses. Write a few names on the board that the students come up with.

Tell them, "Did you know that there are world wide competitions in mathematics and many other subjects and Mexican kids always get some of the best grades? Well it's true. Mexican kids are good at many things. Why is it that we want to know everything we can about famous people, especially young people, and especially high achievers. Reporters are always trying to interview famous people because they know that the fans want information about their lives and because we feel proud when kids do well representing our country. What sort of things do we want to know about them?"

Elicit ideas from the students and write them on the board. Suggest that they copy the ideas for future use. You could ask them to read the first five pages of the reader for homework to give a strong introduction to the Lesson. Ask them to tell you about it at the beginning of the next class.

Discover

1.  **Look at these pictures of an all-girls rock band group and answer the questions with your group. What do you think is happening in each picture?**

Read the instructions and continue with the group discussion. Ask them if they think that the girls are happy to be interviewed. How many different ways can we get to know this all girl band? Tell them that there was an increase in kids bands since the 1980s. Mexico had a very famous one called "Timbiriche" Ask if they know of some today. Ask them which is their favorite media to see and hear their famous stars

2.  **Look at the picture. Exchange ideas and answer these questions in pairs.**

Read the instructions and let them work in pairs. The introduction in the previous exercise should be sufficient warm up for them, but you may want to walk around and listen to the pairs working and offer your support. It shouldn't matter too much if they fall back on their mother tongue, but you can help by prompting with a few words.

Answer examples: a) TV, radio, newspaper, etc., b) internet, magazines, c) TV, d) watch one because I like to watch TV, e) their likes, d) yes, on TV.

Unit 4 **An interesting celebrity!**

Discover What is an interview?

1. Look at these pictures of an all-girls rock band group and answer the questions with your group. What do you think is happening in each picture?  



2. Look at the pictures again. Exchange ideas and answer these questions in pairs. 

1. How do you think the girls are feeling in each picture?
2. How do you think the girls are feeling in each picture?
3. How do you think the girls are feeling in each picture?
4. How do you think the girls are feeling in each picture?
5. How do you think the girls are feeling in each picture?
6. How do you think the girls are feeling in each picture?

3. Interviews can happen in different places! Why do you think people give interviews in different places? What place would you choose for an interview? Where would you interview your favorite artist? Discuss in groups. 

3.  **Interviews can happen in different places! Why do you think people give interviews in different places? What place would you choose for an interview? Where would you interview your favorite artist? Discuss in groups.**

You can refer students to the picture dictionary on page 118. You could ask volunteers to read the instructions and you should clarify any doubts. Ask them if they think famous people have favourite places where they feel more comfortable to give an interview. Do you think that it is ok to interview famous kids at the place where they are performing? Why? Finish discussing the questions in the instructions.

Warm Up

To engage students into the topic tell them that we are going back to the concept of interviews. Tell them the topic of last lesson was a girls' band and this lesson will be about a boys' band. Ask them if they know of a boys band called BTS. It really does exist. Find out more here.

<https://www.ctvnews.ca/entertainment/who-are-bts-5-things-to-know-about-the-korean-boy-band-storming-pop-music-1.3610951>

Ask the about famous Mexican bands and famous singers, Ask if they would like to interview them some day.

Ask the question in the instructions. They have already talked about this in the previous lesson so they should need little prompting.

Discover

1.  Listen to the interview. Then, read the questions and discuss the questions below in pairs. ▶ 112

Read the instructions. You could play the audio and ask students to read along, you could also ask for volunteers to read the parts in the interview. Ask them to read as if they were really the character. Adele should sound like a reporter, the boys should sound excited.

You could ask them to read at the front of the class, Ask the rest of the group to underline the words they don't know while they listen to their classmates reading.

When they are done (and the group claps) go over the interview with the whole group and ask the whole class to contribute to clarifying meaning of the underlined words.

You could ask for new volunteers to come up and read the interview again. The readers should be having fun. If other students want to do a reading, you should let them have some more fun.

After the readings and listening, ask them to read the questions and invite them to give answers.

You should write the questions on the board, followed by their answers.

Tell them that they can copy the information from the board and use it for their "create" session.

2.  Work in groups. Think about the following:

Sometimes their conversation changed tones,

1. What do you think they are proud of
2. What are they happy and excited about?

Read the instruction together with the questions.

Ask them if their own voice changes when they are excited, angry, happy or proud. Discuss this for a few minutes and let them practice their emotional voices.

As a group answer the questions. You could even play the audio once more.

Disco Why do you think people like to or watch interview?



Listen to the interview. Then, read the questions and discuss the questions below in pairs.

1. Listen to the interview. Then, read the questions and discuss the questions below in pairs.

2. Work in groups. Think about the following:

Teaching SOS

When students need to research, it might be important to review with them good and appropriate sources of information. You could share some useful steps they could follow when they need to research:

- Define a problem or what it is you need to research.
- Make a plan to direct your search and analysis of information. This plan can include questions to guide your research. It should also consider possible sources of information depending on the topic such as the Internet, on-line or paper encyclopedias, dictionaries, books, etc. The plan could contain some ideas about how to solve possible challenges, Ex. We need to use the Internet, but we don't know how to search. This can help them look for possible solutions Ex. Ask the computer lab teacher for help. or Try to search using key words.
- Classify and organize information so that they may use it and share it effectively.

Think

2. Listen to the after show conversation and tell a partner what you understood about the artists families. Then, share what you could say in an interview about you and your family. You can use the questions below for inspiration



4. Read the excerpts from the newspaper and, in pairs, think about what the artists really said. Write it in the speech bubbles. Then, share with the rest of the class.

Create

Let's continue working on your product.

Discussion

Read a story

Unit 4

You could tell them to pretend that they are all very famous members of a band. Tell them to interview each other and write the interview. You could ask for volunteers to share their interviews.

4. **Read the excerpts from the newspaper and, in pairs, think about what the artists really said. Write it in the speech bubbles. Then, share with the rest of the class.**

Read the instructions and explain the excerpts are pieces from the newspaper. Explain that when reporters write their articles about interviews, they don't use the exact words that the famous person used. They report the phrases in past tense. Give a couple of examples

Examples:

The reporter wrote in the paper:	The artist said:
He said that he was very happy to be in Mexico	"I am very happy to be in Mexico"
He said he had to go to the airport	"I have to go to the airport"

You may ask them if they can give you other examples, and then allow them to complete the table in pairs.

Create

Product: Discussion

Step 2

Read the instructions and discuss some ideas of people they could interview and the topics they might like. Write their ideas on the board.

Tell them that they could look for interviews in magazines, on TV and on the internet if possible. Make sure they understand what they have to do and allow them to continue with their work with their groups while you walk from group to group offering support and individual attention. It might be important that you make sure they understand that they have to watch an interview before the next session, so it is important that they choose one and that all the members of the group watch it.

Reading Time!

Reader's Fact

Tell your story

Track 29

This could be a good moment to use the Reader's book. Ask students to read pages 52 to 56. You can choose to play the audio and ask them to read along. You can ask volunteers to read the questions under the Reading Time section aloud and ask students to discuss them in pairs. You can invite volunteers to share their answers with the rest of the class.

Warm up

Prepare two big pictures to show the class. You may want to have the picture of a cat and the picture of a family. Show them to students and tell them the cat is the beginning and the family is the ending. Challenge them to see who can tell the shortest story. Then, change the order of the pictures, show the family first as the beginning and the cat next as the ending. Now they are going to tell a story. Have fun, enjoy the activity and praise students since all the stories will definitely be fantastic.

Think and do

3. **Listen to the after show conversation and tell a partner what you understood about the artists' families. Then, share what you could say in an interview about you and your family. You can use the questions below for inspiration. ▶ 13**

Invite a volunteer to read the instructions and make sure they know what to do. Tell them to underline the new words while they are listening, and clarify the meaning as a whole group.

Then let them work in pairs and write one or two sentences about the band's families. Ask them to share with the group.

Lesson 3

Warm Up

To engage students into the new topic, you could tell them that we are going to be giving opinions about things. Tell them that there are many way to express opinion. They can be positive or negative. We say things like (write these on the board) Well, I think. I don't believe, Really?, I believe, In my opinion. (when we are making fun of something, we say, " In my humble opinion." just like it could be in their mother tongue).

Use a simple example to practice. Tell then that there are many points of view about not making uniforms in school obligatory and give them your opinion

"In my opinion, uniforms should continue to be obligatory. They save our regular clothes from getting worn out.

Elicit their opinions and help them with finding the words they want to use.

Discover

1. Read the excerpts of the interview and the kids' opinions. Are they all positive? Who gives negative opinions about the group? Who gives positive opinions? Discuss as a class.

Tell them that they all give positive and negative opinions.

Read the instructions and answer the questions as a group using the dialogue below. Ask volunteers to take the role of some of the characters. Ask them to use body language and exaggerate their tone a bit so it sounds more like a debate. This will help them with their final discussion You could ask various groups to come up and act out the reading. (again, to have some fun)

Answer examples: No, they aren't all positive. Enrique and Nacho. Susi gives positive opinions.

2.  Now, read the opinions about the group BVT and discuss the kids' opinions in groups. How similar or different are these opinions to their previous ones?

Read the instructions and clarify any doubts. Again, invite valious volunteers to read the parts of the characters and help them with their stress and intonation. This one could be a bit more heated than the first one, kids are giving their opinions but being very emphatic about them.

After a couple of readings ask them to compare both the debates, what are the differences and similarities? In the end you may add that since they didn't seem to agree on much of anything the idea of the roundtable discussion sounds good.

Answer examples: Enrique and Nacho share positive opinions. Susi still gives positive opinions, etc.

Discover How do you share your opinion with others?

1. Read the excerpts of the interview and the kids' opinions. Are they all positive? Who gives negative opinions about the group? Who gives positive opinions? Discuss as a class

Enrique: I was happy about the idea of the group.
 Nacho: I was not happy about the idea of the group.
 Susi: I was happy about the idea of the group.
 Enrique: I was not happy about the idea of the group.
 Nacho: I was happy about the idea of the group.
 Susi: I was not happy about the idea of the group.
 Enrique: I was happy about the idea of the group.
 Nacho: I was not happy about the idea of the group.
 Susi: I was happy about the idea of the group.

2. Now, read the opinions about the group BVT and discuss the kids' opinions in groups. How similar or different are these opinions to their previous ones?

Enrique: In the BVT I was happy about the idea of the group.
 Nacho: In the BVT I was not happy about the idea of the group.
 Susi: In the BVT I was happy about the idea of the group.
 Enrique: In the BVT I was not happy about the idea of the group.
 Nacho: In the BVT I was happy about the idea of the group.
 Susi: In the BVT I was not happy about the idea of the group.
 Enrique: In the BVT I was happy about the idea of the group.
 Nacho: In the BVT I was not happy about the idea of the group.
 Susi: In the BVT I was happy about the idea of the group.

3. The kids are sharing their opinion. What expressions do they use to start the opinions? Make some notes and share with a partner.

3.  The kids are sharing their opinion. what expressions do they use to start the opinions? Make some notes and share with a partner.

Read the instructions and allow them to write the phrases in their notebooks. They might be able to do this alone as these were used to start the lesson and used throughout it.

I think, _____ It seems to me that,
 _____ In my opinion,
 _____ I believe,
 _____ I agree,

Think

4. Work in pairs. Read the excerpts again and now identify and discuss how they refute some of the opinions.

5. Work with a partner. Give an opinion for a statement. Then your partner must refute it.

Discussion

Let's continue working on your product

Step
Discussion

Reading Time

Take a minute to read pages 57 to 60. Discuss the text, and agree on what you will do.

Unit 4

Statements

Opinions

1. I think all schools should ban uniforms.	A: I agree. We should all wear what we want.
	B: I don't think so, we should all look the same; no differences.
2. Foreign music groups are the best!	A: I think it's because they have better technical support.
	B: Oh come on! We have hundreds of great groups and all kinds of music!
3. Schools in Mexico should have cafeterias.	A:
	B:
4. Your own statement	A:
	B:

Create

Product: Discussion

Step 3

You can now ask students to get together with their group to continue working on their product. You might want to go over the text along with students and clarify any doubts. You can ask them to bring out their work from the previous session and talk about the interviews they watched. You can then ask them to decide what part of the interview they are going to present as their product. You can ask them to write down their opinions in their notebooks. Encourage them to make notes so that they all remember what they agreed on. Remind them to keep their notes for the next session.

Reading Time!

Reader's Fact

Tell your story

Track 29

This could be a good moment to use the Reader's book. Ask students to read pages 57 to 60. You can choose to play the audio and ask them to read along. You can write the questions from the Reading Time section on the board *Do you like to imagine your future? Why?* and have students discuss them in groups. You can then invite volunteers to share their answers with the rest of the class.

Think and do

4. **Work in pairs. Read the excerpts again and now identify and discuss how they refute some of the opinions.**

Read the instructions and help them find the phrases. They can go to previous exercises for ideas.

Really? Oh, come on! I don't think so, No, really? I don't believe

5. **Work with a partner. Give an opinion for a statement, Then your partner must refute it. Example:**

Read the instructions and work with one student at the front of the class to demonstrate the activity. Ask a volunteer to read no.1 and you read A; and the other student reads B. Do the same with no.2 and allow them to work in pairs

Review

1. Write four different places where an interview can happen.

Read the instructions and talk about different places interview happen. Tell them to remember where Adele interviewed the bands, then tell them to write "concert hall" on the first line as an example. Let them finish the exercise.

Answer examples: a field, a house, a school, etc.

2. Think of a famous person you want to interview. Write some questions that you could ask that person.

You may want to ask students to look at the previous lessons and review the questions, you could also elicit some possible questions and write them on the board as reference. Students may choose anyone they would like to interview. You could also review question words, for example: What do we use the word "what" for? (to find about objects or people), etc.

3. In pairs, take turns to pretend that you are the famous person your partner wants to interview and answer the questions. Write down the answers. Then, exchange roles.

Ask them to decide who they want to be, and quickly write down some personal information. Like your name, your age, your nationality, things that you like doing where you live and what you do (sing, paint model, act, etc.). Tell them they should write the questions. If they need help, write some questions on the board to be copied. Now take turns interviewing each other.

Review

1. Write four different places where an interview can happen.

2. Think of a famous person you want to interview. Write some questions that you could ask that person.



3. In pairs, take turns to pretend that you are the famous person your partner wants to interview and answer the questions. Write down the answers in your notebook. Then, exchange roles.

4. Now, write your interview questions and the corresponding answers below.

5. Work in groups. Take turns to act out your interview. Make some notes while you listen to your teammates.

6. In groups, take turns to share your opinion about your teammates' interviews.

Unit 4

4. Now, write your interview questions and the corresponding answers below.

Read the instructions and tell the students that they could write the interview together with the partner they practiced with. They could also look at previous lessons for help.

5.  Work in groups. Take turns to act out your interview. Make some notes while you listen to your teammates.

Read the instructions and ask the students to act out their interviews in front of your group of four. Take notes when you are listening to the other teams, so that you can give your opinions later.

6.  In groups, take turns to share your opinion about your teammates' interviews.

Tell the students to use their notes in order to give opinions. They can also agree or disagree with what other people say. Remind them of some expressions to give opinions like Really? I don't believe, Yes! I agree and so on.

Product



You may want to help the students get into their groups and organize their notes. Tell them that they can use the topic and person that they decided on in previous lessons. Tell them to organize their questions and answers, and practice the interview for a few minutes.

Then, you can have them take turns to present the interview to the whole group and allow others to give their opinions. If necessary, give an opinion so that they remember the structures we use to do so, e.g. *I think that. / In my opinion.*

Extra Product Evidence 4

If you want your students to work on another project to practice giving opinions some more, you can ask them to go to page 111 and follow the instructions to exchange opinions about a topic.



Discussion

Let's present your work to your classmates

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Assessment 4

Think and reflect

You should go over the assessment page with the students and clarify meaning, also remind them that this is a way to assess how they learn. 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 and not to be afraid of making mistakes 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 reflection and read the instructions aloud along with students. Go over each statement and clarify any doubts. Ask students to complete the assessment individually. Then, direct students' attention to the second part of the reflection. Go over the instructions along with students. After they have completed it, you can form pairs and ask them to exchange their ideas. Invite some volunteers to share things they can do with questions in their daily life. You could also invite them to share how important they think each of the elements are in a discussion.

Let's reflect! Follow the instructions to assess your learning progress.

1. Complete.

1. How well do you understand the topic?

2. How well do you know the key concepts?

3. How well do you know the key facts?

4. How well do you know the key skills?

5. How well do you know the key terms?

2. Now think of the following questions and write down your opinion. Exchange ideas with a partner.

1. How well do you understand the topic?

2. How well do you know the key concepts?

3. How well do you know the key facts?

4. How well do you know the key skills?

5. How well do you know the key terms?

Elements: 1 2 3 4 5

Know information about the topic.

Have an opinion.

Share only positive opinions.

Good job!

ACHIEVEMENTS

- Explores and selects images about customs in different countries
- Describes and compares details
- Explains customs using pictures

Warm up

Have the class discuss what they think is the importance of learning English. They could talk about understanding movies and song lyrics, being able to talk to tourists, and possibly they might talk about getting better jobs when they are grown up.

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

Have the students come up with their own suggestions. If they find this triggering question hard to answer, they can talk about national costumes, how people greet each other in different countries, language, music, art and the types of houses people live in, etc. this will promote pro-active thinking.

1. **These are images of three different cultures. Discuss with the whole group. Describe what's in the pictures.**

You can begin by giving the students time to look at the images in pairs and talk about what they think they see. They might make two or three notes about the images. Then have them talk about the images in a full class situation. Encourage them to share their ideas freely. They could talk about the ingredients in the pictures and the way the people are eating the food. Encourage everybody to participate in the discussion. You could do this by talking about the food you think is most attractive and saying why.

2. **Work with a partner. Some of the pictures show people from Australia, others from India and others from Mexico. Discuss which ones represent each country. How can you know? Then, talk about what things, besides food, represent culture. Write down your ideas. Write down your ideas.**

Write the names of the three countries involved on the board. Ask what the students already know about the food in these three countries. Get them, in their pairs, to decide which pictures belong to which of the countries. Give them time to write notes about what clues they found in the pictures to help them decide. Then, encourage them to talk with their partner about the things that represent culture (other than food).

Unit 5 *Discover: A culture is made of traditions*

Discover What is culture?

• These are images of three different cultures. Discuss with the whole group. Describe what's in the pictures.



• Work with a partner. Some of the pictures show people from Australia, others from India and others from Mexico. Discuss which ones represent each country. How can you know? Then, talk about what things, besides food, represent culture. Write down your ideas.

If necessary, you can share an example or encourage them to think about the things from their country that they consider culture, it can be anything (dances, games, toys, music, sounds, clothes, etc.) Encourage them to write them down. Have them share their ideas with the rest of the class. You can then make a list on the board titled "Culture" or "Culture and Traditions" depending on what they share and write down their ideas. You might want to ask them to copy them onto their notebooks as reference.

Teaching SOS

As this whole unit is about culture and cultural issues, and culture is a very difficult word to define, the students will probably need a lot of help with unknown vocabulary. Be prepared to help them with vocabulary to do with food, sports, traditions and different behaviors. It could be a good idea to prepare a short list of words before each section, e.g. eating habits, cutlery, ways of cooking like boiled and fried, for the lesson on food, and dance steps, rhythm, dance partner, movement, etc. for lesson 2 on dancing. This will enable you to come up with answers quickly when the students need them.

Think

Work in pairs. Decide where these dishes are from. Why does food represent culture? Share opinions with your class.

Maasla Chai - a hot drink	Meat pies for the young	Hot chocolate for the young
Naan - a flat bread	Waffles for the young	Hot chocolate for the young
Vindaloo - a hot spicy curry	Kangaroo steaks and hamburgers	Hot chocolate for the young
Kanonnas - a hot spicy curry	Hot chocolate for the young	Hot chocolate for the young
Rogan Josh - a hot spicy curry	Hot chocolate for the young	Hot chocolate for the young
Rice	Hot chocolate for the young	Hot chocolate for the young
Lentils	Hot chocolate for the young	Hot chocolate for the young

Work in pairs. Ask and answer about the images on the previous page. Use these ideas:

Read and listen to the dialogs. Write the country they are talking about. Then share with the class what clues gave you the answer.



Create

Compare customs and traditions using pictures

In this unit you will make a chart to put pictures and descriptions to compare customs and traditions.

Answer examples: Have you ever tried Indian food? I think it's naan. They are Indian, because they are eating Vindaloo!

5. Read the dialogs. Write the country they are talking about. Then, share with the class what clues gave you the answer.

Have volunteers take turns to read the dialogs. You could also participate by taking one of the roles. Give the students time to write the countries. Before they share the countries with their classmates, you might encourage them to circle the words which were clues to help them with their answers.

Answers: India, Mexico, Australia.

Create

Product: Comparing customs and traditions using pictures

Step 1
Students will now begin to work on their product for this unit. They can work in teams. Remember this is ongoing and they should keep in the same teams for the duration of this unit. Read through the text with the students, so that they can clarify any doubts they have before the start. You can then ask them to first talk about and write down all the words they can think of that they can use to describe culture. You can then ask them to tell you how lists are organized, e.g. they have numbers or bullets, you write one thing in each line, etc. Then, ask them to make a list of the words and expressions they can use to talk about culture. You can tell them they could use the list you made together during activity 2 as inspiration for this step. Encourage them to add other ideas they might have. Tell them to keep their work carefully where they can find it easily for the next session.

Links

You can ask students to access the web page to read a description about culture. You can tell them that they can use it to complement the one they came up with during Step 1 of their product.

Reading Time!

Reader's Story
Rolling X Three
Track 30
This could be a good moment to use the Reader's book. Ask students to read pages 61 to 65. You can choose to play the audio and ask them to read along. You can then ask the question that can be found under the Reading Time section and invite them to answer. If there are no "rolling" competitions in your community, you can invite them to work in groups and come up with a fun "rolling" competition they could participate in.

Think and do

3. Work in pairs. Decide where these dishes are from. Why does food represent culture? Share opinions with your class.

Have the students change pairs so they are working with somebody different. Suggest that they read the food description and go back to look at the photographs so they can decide which countries these food types come from. They could also use previous knowledge, e.g. kangaroos come from Australia so a dish with kangaroo could come from Australia. Curry comes from India, so dishes with curry are probably from India. Once the pairs have finished talking about the dishes and that they've shared their conclusions, you can write the question Why does food represent culture? and invite volunteers to share their ideas with the rest of the class. If necessary, give an example *I think food represents culture because it is made from ingredients that are easy to find locally.*

4. Work in pairs. Ask and answer about the images on the previous page. Use these ideas.

Go through the ideas in the box, checking that the students understand them. You could do this by asking questions. What food do you eat with your fingers? Which foods don't you like at all? What do you think is absolutely delicious to eat? Make sure everyone is looking at the pictures on page 50 of the student book. When they are pointing at the pictures asking and answering about them, go around offering assistance when requested. Fluency is more important in this type of exercise than insisting on complete accuracy.

Warm up

Write the word 'Dance' on the board. Ask the students all the things they think of when they see that word. Allow them time to express their ideas and ask each other questions on the topic.

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 think dance is part of culture too? Why? Share your ideas as a class.

You can begin by asking students if they think that dance is part of culture and why they think so. Invite everyone to share their opinion and encourage them to say why.

2. Look at the pictures of traditional dances from Mexico, India and Australia. What elements can you compare? Discuss with your class.

You can call their attention to the activity and while the students are looking at the pictures, write the words costume/footwear, hairstyles, social background, on the board. Have the students look at each photo in turn and describe as a class each aspect of the things on the board for each picture. When the students have discussed each photograph as a group, have them compare the photographs in pairs. They may say for example: The dancers from India are not wearing shoes and neither are the Aboriginal dancers from Australia. The Mexican dancers have beautiful headdresses and so do the Aboriginal dancers, etc.

3. Work in pairs. Look at the following descriptions. Talk about them and decide the dance that they describe. Write sentences to describe the dances in your notebooks.

Before the students divide up into pairs, read the first text aloud to them: *They wear feathers on their heads.* Ask the children which dancers are we talking about? (The dancers from Mexico.) This will clarify what the students are expected to do. Have them work through all the descriptions in pairs and write them into the correct boxes. These sentences will help them to write descriptions of the dancers in their notebooks. This they should do individually.

Discover What do you define your culture?

- Do you think dance is part of culture too? Why? Share your ideas as a class.
- Look at the pictures of traditional dances from Mexico, India and Australia. What elements can you compare? Discuss with your class.



- Work in pairs. Look at the following descriptions. Talk about them and decide the dance that they describe. Write sentences to describe the dances in your notebooks.

1. They wear feathers on their heads. They wear large, colorful headdresses. They dance in a circle. They wear traditional Mexican clothing.

2. They wear saris. They dance in a circle. They wear traditional Indian clothing.

3. They wear traditional dress. They dance in a circle. They wear traditional Aboriginal clothing.

- Work in groups. Exchange your descriptions with your teammates. Then, talk about the similarities and differences between the three dances.
- Read the informative paragraph. With a partner, talk about the similarities and differences mentioned in the text.

4. Work in groups. Exchange your descriptions with your teammates. Then, talk about the similarities and differences between the three dances.

The students can decide whether to join with another pair and make a group of four, or to join with two pairs and make a group of six. They can exchange their notebooks to edit each others' work and make corrections. When they have done that, encourage them to compare the three dances within their groups and then make notes about the similarities and differences for a group mini project. There should be time enough after this activity for them to read their notes out to the class.

5. Read the informative paragraph. With a partner, talk about the similarities and differences mentioned in the text.

Give the students time to read the paragraph individually and to underline the parts in the paragraph that indicate similarities and differences. They should then talk about these similarities and differences with a partner.

Answer examples: Similarities: they are all dances. Differences: the names are different, the clothes are different, the dances come from different backgrounds, etc.

Think

5. Look at the pictures and take turns to describe what you see



7. Have you ever presented a dance at school? Which one? Why do you think there are some celebrations at school where you dance? Exchange ideas with your class.

8. In pairs, exchange ideas about how you can explain a traditional Mexican dance to a person from a different culture. You can make notes in your notebooks.

9. Take turns to share your explanations with the rest of the class.

Create

Comparing customs and traditions using pictures

Let's organize what we know!

Step 1

Step 2

Unit 5

8.  In pairs, exchange ideas about how you can explain a traditional Mexican dance to a person from a different culture. You can make notes in your notebooks.

Brainstorm words that can be used to talk about dance and write them on the board. Students can use them for their discussion with their partners. They might need you to share some example structures. Ex. In this dance you wear., The women do., The men ., The music is. Encourage them to take notes so they find it easier to share their ideas in the next activity.

9. **Take turns to share your explanations with the rest of the class.**

Students can take turns to share their explanations with the class.

Create

Product: Comparing customs and traditions using pictures

Step 2

In this part of the Create product, the students can decide which countries they are going to compare for the final product. Then they can decide on the questions they may want to ask to get information about the customs and traditions so they can compare them. Encourage them to write down these questions. You could also help them make a list of possible resources and how to find them.

Reading Time!

Reader's Story
Rolling X Three
Track 30

This is a good time to have the students work on Chapter 5 of the Reader. This reader will help the students expand their knowledge and vocabulary by finding out about three cultural traditions in different parts of the world. You may like to read pages 66 to 70 in class so that the students can talk about the idea behind the plot of the reader. You can choose to play the audio and ask them to read along. In class you might like to ask the students about the three strange traditions, where they take place, which ones they had previous knowledge of, and which one they think would be most fun to participate in. Encourage them to talk about the similarities between the three traditions. You can also ask them to discuss the questions under the Reading Time section in groups and have a volunteer from each group report their answers with the rest of the class.

Teaching SOS

It's always a good idea to get the children to relate to Reader stories. You might like to ask the students about strange traditions in Mexico and talk about whether there is any similarity between the Mexican traditions and the traditions mentioned in Chapter 5 of the Reader.



Warm up

Have the class talk about whether they like dancing and why or why not. Ask them if they think dancing is important in the Mexican culture and if so how important. They could talk about dancing in different situations, at parties, special Mexican celebrations, etc.

6.  **Look at the pictures and take turns to describe what you see.** You could elicit some adjectives from students and write them on the board so they can use them to describe the pictures to their partners.

7. **Have you ever presented a dance at school? Which one? Why do you think there are some celebrations at school where you dance? Exchange your ideas.**

Before starting the activity encourage the students to talk about the traditional dances they know from their own regions. Encourage them to talk about a variety of dances. You can then write the questions on the board and ask students to share their answers.

Warm up

Ask the students what sports they like. Do they prefer individual sports or team games? Ask them if they prefer taking part in sports, or watching sports by going to the games or watching them on television.

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

Read the triggering question out aloud to the class. Have them share their ideas. They could talk about where they would take a foreign visitor and why, for example. It might be nice to set up an E-pal situation with a school in another part of your country or in another part of the world, for example the United States. By doing this they could describe traditions from their part of the country (for example food), and learn about traditions from different parts of their country, or they could describe Mexican traditions and learn about traditions from the US.

1. **Food and dance are culture, but what about sports? Do you think sports can represent a culture? Why? Share your ideas as a class. Then, look at these pictures. How many differences can you find? Share them with the group.**

You may want to begin with books closed and write the word 'Sports' on the board. Then, you can elicit from students the elements that they've seen in the previous lessons that are considered culture (food and dance). Then, you can point at the word sports and ask them, Do you think sports can represent a culture? Why? You can then have students share their ideas as a class or you can first form groups so that they can discuss the questions and then have a volunteer from each group report their conclusions to the rest of the class. Next, you can call their attention to the activity and have the children look at the two photographs and ask them if they can find two similarities and two differences between the two games. When they have studied the photographs, they can share their ideas with the class. As a follow up you could ask them if they know the names of the countries where these sports are part of culture (for Rugby they might say England (New Zealand, France) and for American football the USA.

2. **Read the text. Then read the underlined words and discuss and determine how these words describe the pictures. Discuss with your classmates.**

Disco How can you share your culture with others?

1. **Food and dance are culture, but what about sports? Do you think sports can represent a culture? Why? Share your ideas as a class. Then, look at these pictures. How many differences can you find? Share them with the group.**



1. Read the text. Then read the underlined words and determine how these words describe the pictures. Discuss with your classmates.

2. In pairs, find and underline other words that you think are important to describe the pictures. Share them with the rest of the class. Explain your reasons.

3. Listen to the dialog. In pairs, look at the pictures and discuss the questions.



Have the students talk about the underlined words and their meanings before they look for other words important for describing the games, e.g. teammate, score, pass.

Answer examples: contact describes the sports because the players touch. American football describes the second picture. Helmets is what American football players wear. Safety (gear) is what Rugby players don't wear.

3. **In pairs, find and underline other words that you think are important to describe the pictures. Share them with the rest of the class. Explain your reasons.**

Encourage the students to think about adjectives and other ways in which we can describe pictures. You could pair them up or allow them to choose a partner. You can tell students to remember how they described the dances from the previous lesson. Let them work together to underline other words. Examples of answers are: ball, teammate, side, behind.

4. **Listen to the dialog. In pairs, look at the pictures and discuss the questions. ▶ 14**

Have the students listen to the dialog. It would probably be a good idea to play the audio several times. In pairs students should work out what game Deepak and Roberto are watching. They can talk about where the game is played, the uniform and the equipment needed. And then talk about how it is similar to another game popular in the United States (baseball). In what ways is it different? When the students have worked on the activity in pairs, give them time to share their ideas with their classmates.

Review

Warm up

Start a discussion on what the students perceive as the cultural differences between Mexico and their nearest English speaking neighbor, the United States. They can talk about how they know about the culture in the US, e.g. via TV programs, movies, comics, etc.

1.  Listen to and read the description of the food. Then, discuss the question and follow the instructions below in pairs. ▶ 15

Have the students look at the photograph. Ask them what the photograph tells them. (Indian food, curry etc.) Have them follow the text in their books while listening to it on the track. Tell them to circle the words they don't understand. Give them time to ask their classmates what the words mean. This could be a good moment to have the students use dictionaries to expand their vocabulary. Have them do the activities below the text in pairs. They should reach an agreement about a food they know well and write the four sentences about it as a pair. They can use any of the texts in this unit as an example to write their own sentences.

2.  Get together with another pair and take turns to exchange your comparisons aloud.

After writing about the similarities and differences between the food they chose and the Indian food in the photograph they can get together with another pair and discuss the work they did.

Review

1 Listen to and read the description of the food. Then discuss the question and follow the instructions below in pairs.  

The photograph shows a variety of Indian dishes. There are several bowls of food, including what looks like a curry, a salad, and some bread. The dishes are arranged on a table, and the background is dark, making the food stand out.

2 Get together with another pair and take turns to exchange your comparisons aloud. 

1. Look at the picture and describe it in pairs.



2. Work in groups. Write a description of the dance in activity 3. Then write a description of a dance you do in your community or school.

3. In groups, write 5 sentences to talk about similarities and differences between the dances and how you think they represent different cultures.

Work in pairs

Get started in pairs

Work in pairs

Take turns to share the similarities and differences with the rest of the class.

3. Look at the picture and describe it in pairs.

Have the students talk in pairs. Make sure that the students are looking at the picture and saying all they can about it. For example: the colors, the clothes, what they appear to be doing, etc.

4. Work in groups. Write a description of the dance in activity 3. Then, write a description of a dance you do in your community or school.

Have the children get into small groups to write a description of the dance in activity 3. Finally have them write a description of a dance they have done at school or in your community.

5. In groups, write 5 sentences to talk about similarities and differences between the dances.

In groups have students write on the board similarities and differences between the dance they have done and the dance in the photos.

6. Take turns to share the similarities and differences with the rest of the class.

Talk about the similarities and differences you found with your classmates.

Teaching SOS

Make sure you have some ideas up your sleeve for if the students are finding it hard to come up with original ideas about a photograph. Be prepared to ask them questions to help them like: What seems to be special about this dance? Do the dancers have partners? What type of steps are the dancers doing? Which country do you think this dance comes from? Is there anything similar to this step in Mexican dancing, etc.



Comparing customs and traditions

using pictures

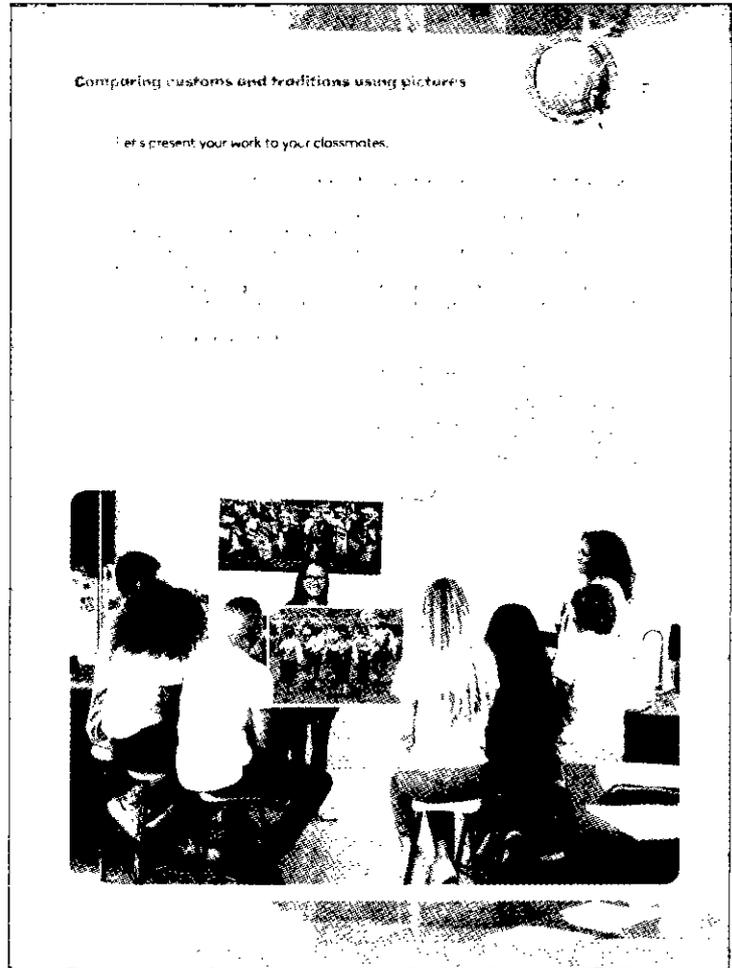
In this section of the unit students will present the product they have been working on throughout the unit. You can ask them to get into their team and lay out all the illustrations they have prepared to use for the presentation of the product. As a team they can now discuss whether they will use a comparative table or write sentences comparing the customs and traditions they have chosen to work with. If they are going to use a comparative table, you might want to draw one on the board as an example to help them. You can then have them paste the illustrations they have prepared onto a sheet of construction paper or similar. As a group, they can now practice comparing the pictures focusing on the similarities and differences. Finally have each group present their product to the rest of the class. Encourage the students to ask and answer questions and make comments.

Teaching SOS

Remember that the goal of listening is helping 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 reinterpreting information can help your students develop these participatory skills.

Extra Product Evidence 5

If you want your students to work on another project to practice making comparisons between different cultures, you can ask them to go to page 112 and follow the instructions to cook and compare food from different cultures.



Let's reflect! Follow the instructions to assess your learning progress.

A. Answer the questions.

1. What is the main purpose of the text?
2. What is the main idea of the text?
3. What is the main message of the text?
4. What is the main theme of the text?
5. What is the main topic of the text?
6. What is the main subject of the text?

B. Now think of the following questions and write down your opinion. Exchange ideas with a partner.

1. How do you think the author feels about the topic?
2. How do you think the author feels about the topic?
3. How do you think the author feels about the topic?
4. How do you think the author feels about the topic?
5. How do you think the author feels about the topic?
6. How do you think the author feels about the topic?



Good job!

Assessment 5

Think and reflect

Explain to the students that this is a reflection and they are going to assess how well they have understood and worked throughout the unit. Go through the statements in the first section and clarify any doubts. Ask them to answer individually, taking into account that this will let them know how much they actually learned throughout the unit. You could invite volunteers to share what they can explain using the picture or you could even ask them to share their descriptions in pairs or groups. When they have finished you can call their attention to the second part and go over the questions to clarify any doubts. Allow them to write their ideas before they exchange them with a partner. You can invite volunteers to share fun traditions from your community with the rest of the class.

ACHIEVEMENTS

- Poses a problem
- Chooses information to answer a question
- Registers and organizes information

Warm up

Start a conversation about what type of education people get at home and what kind people get at school. Which is more important or are they equally important?

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 problems does your school have? Do you talk about these problems? Discuss with the whole group.**

You can refer students to the picture dictionary on page 120. You can read the first question aloud and make sure they understand the question refers to the school and its installations, etc., and not the personal problems the students might have. Have them talk about the problems they see around them at school and write down the three or four of them they think most important. Give them time to share their ideas with their classmates and see which problems they and their classmates seem to worry about most. You can then elicit ideas from each group and write a list on the board as an example. You can tell them that they can keep this list for future reference.

2. **Work with a partner. Look at the sign outside the Rey Yupanqui School. Compare your list with the list in the sign.**

In pairs have the students read the sign outside the Rey Yupanqui school. Ask the students to talk about the problems the sign is focusing on. Then ask them to discuss the answers to the questions a, b, c and d with a partner. Finally open the discussion up to the whole class to see if everyone agrees. It might be a good idea for the students to tell the class what their parents have done in the past to help the school.

Answer examples: a) Two problems are the same. b) The community helps with cleaning. c) Yes, the school asks for help. They help clean the classrooms. d) Sometimes. We help our parents clean.

Unit 6 *Subordinational*

Disco *What is a problem?*

1. What problems does your school have? Do you talk about these problems? Discuss with the whole group.
2. Work with a partner. Look at the sign outside the Rey Yupanqui School. Compare your list with the list in the sign.
3. Work with the whole group. Answer the question orally.

Primary School Rey Yupanqui
Announces

First day of school: August 21st, 9:00am.

Parents:
We need your help!

As usual, every year we ask parents to help prepare the school for your children

We need

- To paint the desks
- Fix the windows
- Fix the doors
- Clean the classrooms in general
- Clean the bathrooms

How do you know that the kids are talking about problems?

60

3. **Work with the whole group. Read the dialog. Discuss the question orally.**

You could have different students read the different parts of the dialog. You might ask the students to underline the problems in one color and the solutions in another color.

Answer examples: Problems: classrooms dirty. Solutions: dads fixed windows and doors

Think

4. Work with a partner discuss the table. Write sentences to describe the problems in your own words using this information.

3. Look at the question words and discuss and determine what you can use each word for.

Create

Let's start working on this unit's product.

FAQ's about a problem at school

UNIT 5 61

5. Look at the question words and discuss and determine what you can use each word for.

In pairs, have the students look at the questions words and you can get them to say what each question word means and under what circumstances you would use it. It might be a good idea to get them to make up questions about the problem they focused on in their own classroom to practice the correct use of the question words. Invite volunteers to share questions to check correct usage.

Answers: What: asking for information about something. Who: asking what or which person or people. How: asking about manner. How many: asking about number. Why: asking about the reason. When: asking about time.

Create

Product: FAQ's about a problem at school

Step 1

You can ask students to choose their own teams for this product. You can then call their attention to the text in the Create section and read it along with them so that you may clarify any doubts. Then you can have them remember the problems they mentioned about their own school and the list you made together and encourage them to make a list of their own. You might want to elicit what a list is (a number of related items that are written in order, typically one below the other). Suggest they add other school-related problems to the list. In their notebooks they can write questions to research how to solve these problems. The students can then agree on the information they will bring for the next Create session.

READING TIME

Reader Facts

Can you help?

Track 31

This could be a good moment to use the Reader's book. Ask students to read pages 75 to 79. You can choose to play the audio. You can then call their attention to the questions under the Reading Section in their Activity Books and go over the questions and clarify any doubts. You can ask them to discuss these questions in pairs or groups and share their ideas with the rest of the class.

Warm up

Have the children link the problems on page 60 to their own reality by discussing if there are similar problems in their own school. Tell the children to look around their own classroom. You can ask them to suggest things they think need improving in their immediate environment.

Think and do

4. Work with a partner to discuss the table. Write sentences to describe the problems in your own words using this information.

Have the students study the information in the table in pairs. Have them complete the letter by writing simple sentences describing the problems. Finally, ask the students how important they think tram work is in the solving of problems.

Answer examples: There is no toilet paper. There isn't any soap. There is garbage on the floor.

Teaching SOS

Researching this kind of information is difficult it might be a good idea for students to be encouraged to talk to teachers, other students, and their own parents, as it is research about a localized problem to do with the school.

Warm up

Exchange ideas about what most students do when preparing for a new school year. This can include getting new items of school uniform, new school supplies, covering books, etc.

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

Use the triggering question in its wider sense. The students can talk about information they get by asking people with a knowledge of the situation, and information they get by researching in specialized books, encyclopedias and on the internet, and watching television programs, for example.

1. Work in pairs. Look at the catalogue and answer the questions

As a class the students can talk about what kind of text the students are looking at, and whether this type of text will help them solve the problems they mentioned. You can refer them to the picture dictionary on page 120. The students could discuss who they would show this information to in order for the problem to be solved.

2. Listen to and read the dialog. Discuss the purpose of the conversation the students are having. ▶ 16

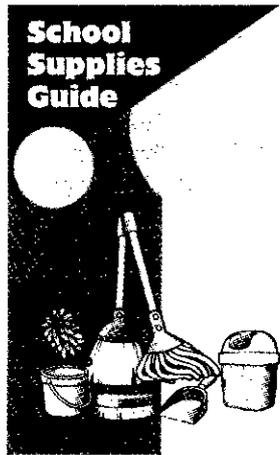
Have the students read the dialog and then listen to it, following the text on the page. Have the students say what the underlined words refer to. The students can talk about the kind of events organized in their school by the students and by the parents' association.

Answer examples: catalogue refers to the thing that they are looking at in order to find a solution to their problems. We refers to themselves. Cakes refers to food (they can sell). School is about their school. The purpose of their conversation is to find a solution to their problems.

DISCO Where do you find information to answer questions?

1. Work in pairs. Look at the catalogue and answer the questions. 

How do you find information to answer questions?
 Where do you find information to answer questions?
 What do you need to know to answer questions?



How do you find information to answer questions?
 Where do you find information to answer questions?
 What do you need to know to answer questions?

2. Listen to and read the dialog. Discuss the purpose of the conversation the students are having. 

How do you find information to answer questions?
 Where do you find information to answer questions?
 What do you need to know to answer questions?

62

Think

3. Read the document. Answer the questions using the information in the document.

Parents' Association Manual
Exchange answers in pairs

How can you help the school community?

Preparing for the start of the school year
a) How are the desks scratched and dirty?
b) How can we make the classrooms more attractive?
c) How can we help the students to get used to the new teachers and staff?

Preparing for special events
d) How can we help the students to get used to the new decorations and games for the students on special occasions like Independence Day, The annual Parade, Children's Day, End of year ceremony.

Supporting street safety
e) How can we help the students to get used to the new safety rules?
f) How can we help the students to get used to the new safety rules?

The effect of our support is a happy student community all year round

- What are the desks like at the start of the year?
- What are the classrooms like at the start of the year?
- What is the school like at the start of the year?
- What is the school like at the start of the year?

4. Exchange answers in pairs.

Create

Step
FAQ's about a problem at school

Let's continue working on your product

1. How can we help the school community?

2. How can we help the school community?

3. How can we help the school community?

4. How can we help the school community?

5. How can we help the school community?

6. How can we help the school community?

7. How can we help the school community?

8. How can we help the school community?

9. How can we help the school community?

10. How can we help the school community?



1. How can we help the school community?

2. How can we help the school community?

3. How can we help the school community?

4. How can we help the school community?

5. How can we help the school community?

6. How can we help the school community?

7. How can we help the school community?

8. How can we help the school community?

9. How can we help the school community?

10. How can we help the school community?

Unit 6

63

4. **Pairs** Next you can allow them to choose a partner to exchange their answers with. You can write the questions on the board, elicit answers and write them.

Once the pairs have exchanged ideas with a partner, you can write the questions on the board, elicit answers and write them.

Create

Product: FAQ's about a problem at school

Step 2

When the students are back in their product teams, they can get out the questions they wrote last time, discuss them with their teammates and make notes on the information they researched after the last Create session, in their notebooks. These may lead to other questions. Each group should write down these questions and go away and find more information for the next session. If possible, you could ask a parent to come to the class and talk about how the parents at the school solve problems.

Reading Time!

Reader Facts

Can you help?

Track 31

This could be a good moment to use the Reader's book. Ask students to read pages 80 to 84. You can choose to play the audio and ask them to read along. You can then call their attention to the questions under the Reading Section in their Activity Books and go over the questions and clarify any doubts. You can then discuss the questions as a class. Encourage everyone to participate.

Warm up

Encourage the children to talk about what they think are the roles of moms and dads in their children's school life and school work.

Think and do

3. Read the document. Answer the questions using the information in the document.

Read the Parents' Association manual aloud while the students follow it in their books. Discuss what the Parents' Association at this school does. Do you think the parents at this particular school have incentives to work with the Association? Find examples. Then ask students to answer the questions.

Answers: a) The desks are scratched and dirty. Maintenance workers need help with the classrooms. b) Help us paint the desks. Join the cleaning brigade. c) Organizing the food, decorations, and games for students on special holidays. d) before and after school street crossing safety.

Warm up

Write the following words on the board. Colors and decoration, furniture, teaching equipment. Have the children discuss what their idea classroom would look like and contain. The words on the board may help them with ideas.

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

Get the students to talk about the problems they've already come up with and to add new ones that have occurred to them throughout the unit.

- 1. Work with the whole group. Talk about the following: If you could do anything to the bathrooms and classrooms in your school, what would it be? These phrases may help.**

You can go over the instructions along with students and make sure everyone understands them. Then, you can have volunteers take turns to read the phrases aloud. Clarify any vocabulary doubts. Next, you can either ask volunteers to take turns to share their ideas or you can form groups so that students can work together to discuss and come up with some ideas. Then, you can have a volunteer from each group share the group's idea with the rest of the class. You could even write their ideas on the board so that they may copy them as future reference.

Answer example: We can put one mirror in each bathroom. We can put curtains on all windows.

- 2. Work in groups. Look at this manual and discuss the problems and solutions.**

Have the students read through the manual and encourage them discuss in their own words what the problems are and that the suggested solutions are. The students could talk about whether these problems reflect problems in their own school and decide whether the solutions could be worked out in the manual.

DISCO What problems do you want to solve?

Work with the whole group. Talk about the following. What would you do to the bathrooms and classrooms in your school? These phrases may help.

Colorful and decoration
Furniture
Teaching equipment

Work in groups. Look at this manual and discuss the problems and solutions.

Parents' Association Manual

How you can support your children's school

Preparing for the start of the school year

Problem: The desks are scratched and dirty.
Solution: Help us paint the desks. (Lunch provided after work)

Problem: Maintenance workers need help with the classrooms.
Solution: Join the cleaning brigade for one week before classes start (party on last day).

Preparing for special events:

The Parents' Association is in charge of organizing the food, decorations and games for the students on special days such as: **Independence Day, The annual Posada, Children's Day, End of year ceremony.**

Supporting street safety

We always lead the path before and after school street crossing safely.

The effect of our support is a happy student community all year round.

Review

Warm up

Start a discussion about what the children in your class could do to help to make their school a better place to work in.

1. **Work with a partner. Discuss the meaning of these problems. Then classify them by school areas. Some problems can be in more than one area. Share.**

In pairs the students can discuss if these problems are really important problems or not, and whether these problems apply to their own school. They should complete the problems with ones that affect them at school.

2. **Listen to and read the dialogue and answer the question. ▶ 17**

After the students have read the dialog and found out why the children are talking to their principal, as a class have them talk about how the conversation did not go the way Rey Yupanki students expected it to. How do they think the students feel at the end of the conversation?

Review

1. **Work with a partner. Discuss the meaning of these problems, then classify them by school areas. Some problems can be in more than one area. Share.**

In pairs the students can discuss if these problems are really important problems or not, and whether these problems apply to their own school. They should complete the problems with ones that affect them at school.

2. **Listen to and read the dialog and answer the question.**

Why did the kids decided to have that conversation with Ms. Benotto?

86

Academic and
Educational
Environment

2. Work with a partner. Write three to five questions to find out what others think could be done in bathrooms and classrooms in your school.

3. With the help of your teacher, go and ask your questions to others in your school. Write their answers in your notebooks.

4. Organize your information. Share your findings with the rest of the class.

21 2015

- Cardboard
- Markers

Unit 6 **67**

3. Work with a partner. Write three to five questions to find out what others think could be done in bathrooms and classrooms in your school.

When the students have written the questions allow time for a feedback session so the students can correct or add to their questions and share ideas. Example question: What can we do about the water in the bathroom? What can we do about the doors in the classroom?

4. With the help of your teacher, go and ask your questions to others in your school. Write their answers in your notebooks.

If possible, arrange beforehand with the teacher in the next classroom for the students to go in and interview the students there. The students should write their answers in their notebooks.

5. Organize your information. Share your findings with the rest of the class.

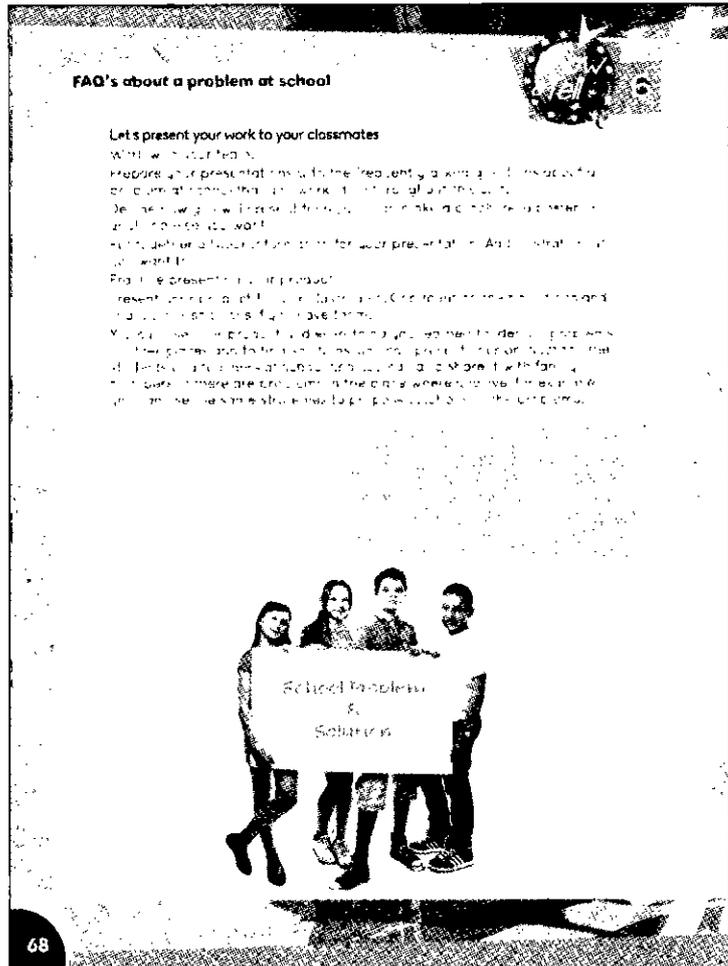
Have the students collate information when they return to their classroom. Suggest to the students that some of the information they have found out might be useful for completing this unit's product.



Product: FAQ's about a problem at school
 You can read the text aloud along with students or ask volunteers to read it aloud and clarify any questions. Make sure everyone understands what they need to do to present their product. You can ask them to create a poster or brochure of frequently asked questions about problems in the school. You can remind them to illustrate their work and practice presenting it within their group. You may need to remind them to prepare possible solutions to the problems posed in the questions. As students present their work you might want to encourage the rest of the class to comment on the importance of the problems and to offer their own solutions to the problems.

Extra Product Evidence 6

If you want your students to work on another project to practice asking and answering questions to solve problems, you can ask them to go to page 112 and follow the instructions to make a guide to solve a problem.



1. Complete.

a) Write the question words you know.

b) Write the question word in the given column with suitable question words.

Question word	To ask about...

c) Write three questions for each of the following situations.

d) Write three questions for each of the following situations.

e) Write three questions for each of the following situations.

2. Now think of the following questions. Exchange ideas with a partner.

a) How can you find out the best way to solve a problem?

b) When is it better to ask for help?

c) How can you find out the best way to solve a problem?

Good job!

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Assessment 6

Think and reflect

Encourage the students to be very truthful in their reflection, since only by recognizing their own shortcomings can they improve. You may want to go over each statement and clarify any doubts before they begin. You could invite volunteers to share what the question words can be used for to check if they have understood that or you still need to work on it.

After the students have answered the questions in the second section, ask them to exchange their ideas with a partner, then have the students share their ideas with the rest of the class. They can discuss other people's ideas and think how they could be useful or true for themselves.

Think

- Listen and read the commentaries again. Discuss the questions in pairs.
 - Which of the expressions of these narrations is best?
 - Which words and phrases are really important when narrating a sporting event?
 - Which of the narrations is the best about the importance of the game? Why?
- Listen to the commentaries one last time. Make a small drawing to represent what you imagine as you listen. Then, exchange and explain your images in pairs.

- Discuss the question. How does the narration help you imagine what is happening?

Create

Step
Narration of a sporting event

Let's start working on your product for this unit

1. Think of a sporting event that you like to watch.
2. Write a short narration of the event.
3. Exchange your narrations with your partner.
4. Discuss the narrations and choose the best one.
5. Write a short narration of the event that you have chosen.

Reading Time
The Chariot Race
Read pages 89-93. Do you think you will enjoy reading this story? Why?

Unit 7

Think and do

Warm up

Do you like watching sport on television? Why? Why not?

4. Listen and read the commentaries again.

Discuss the questions in pairs. ▶ 18

After the students have listened to and read the commentaries again, it might be a good idea to have the students listen to the commentaries with their eyes closed. They can then tell you which commentator makes them see the game better. This can help the students to do exercise 5 successfully. The purpose of the narrations is to describe the game to people that are not watching it. Describing words and action words are really important so that people can imagine what is happening.

5. Listen to the commentaries one last time.

Make a small drawing to represent what you imagine as you listen. Then, exchange and explain your images in pairs. ▶ 18

For their drawing, have them select one part of the commentary they found effective.

6. Discuss the question. How does the narration help you imagine what is happening?

You could write the question on the board and choose students so they take turns to share their answer to the question. You could also ask others to say if they agree with their classmates' ideas or not and why.

Create

Product: Narration of a sporting event

Step 1

Before the students get into their groups you can have them talk about the sports that interest them most so the groups can be made-up of students with similar interests. You can then ask them to get into teams and write a list with possible sporting events they could talk about. You may want to elicit how to make a list before they begin. Encourage them to write what they know about the sports and events they wrote down.

Reading Time!

Reader's Story
The Chariot Race

Track 32

This could be a good moment to use the Reader's book. Ask students to read pages 89 to 93. You can choose to play the audio and ask them to read along. You can then call their attention to the questions under the Reading Section in their Activity Books and go over the questions and encourage students to discuss them as a class.

Teaching SOS

It's always a good idea to focus students' attention on some part of the story to give them a reason for reading. In this case you can give them a question on the main part of the plot in these three pages: Who was Poseidon and what did he do to try and help Pelops?

Lesson 2

Warm up

Do you think you have a good imagination? When you are reading stories do the written words create a picture for you in your mind? As a class, share examples.

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

The students might like to make lists before they start talking about the sports they watch or listen to.

1. Look at the picture and make predictions to answer the questions below.

Encourage the students to read the questions before they concentrate on the picture. This will give them a reason for looking at the picture in detail.

2. Listen to and read the broadcast and determine if your predictions were correct. Exchange your answers with a partner.

▶ 19

As the students are working on narrated commentaries in this unit, it might be a good idea for them to listen to the conversation on the CD before they read the text. Play the CD track two or three times if necessary. The students will need time to tell each other if their predictions were correct, and they can also tell their partner what helped them make their predictions.

Answers: The game is taking place in Monterrey, the weather is hot, they are playing baseball.

3. In groups talk about how you can know when someone is excited. Are the broadcasters in activity 2 excited? How can you know? Identify expressions that show excitement and share them with the rest of the class.

Have the students go back and read the text in activity 2 again. They should underline the words and expressions that indicate excitement - for example 'exciting', 'This is amazing!'

Play the CD again so they can see how the voice sounds excited at a certain volume, pitch and speed. You could have the students practice reading the dialogue aloud in pairs, making their voices sound excited. End this section by encouraging the students to exchange ideas on what it is about the game that is making the two speakers so excited.

Answer example: Because the series is tied, because it is the last game, because their team is winning, etc.

Discover What sports do you watch on TV or listen to on the radio?



- Look at the picture and make predictions to answer the questions below.
 - Where is the game taking place?
 - What time is it?
 - What sport are they playing?
- Listen to and read the broadcast and determine if your predictions were correct. Exchange your answers with a partner.

Hi there! I'm Mike and Ted. I'm excited to announce to you the start of the Mexican Baseball League. Here we are at the end of the first game of the season. It's a hot day in Monterrey. The home team, the Astros, are leading the visiting team, the Braves, 3-1. The Astros have scored 3 runs in the first inning. What happened? Well, the Astros were leading 1-0 in the first inning. The Braves scored 1 run in the first inning. The Astros scored 2 runs in the second inning. The Braves scored 1 run in the second inning. The Astros scored 1 run in the third inning. The Braves scored 1 run in the third inning. The Astros scored 1 run in the fourth inning. The Braves scored 1 run in the fourth inning. The Astros scored 1 run in the fifth inning. The Braves scored 1 run in the fifth inning. The Astros scored 1 run in the sixth inning. The Braves scored 1 run in the sixth inning. The Astros scored 1 run in the seventh inning. The Braves scored 1 run in the seventh inning. 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- In groups talk about how you can know when someone is excited. Are the broadcasters in activity 2 excited? How can you know? Identify expressions that show excitement and share them with the rest of the class. Why are Mike and Ted excited about this game?

Think

- Do you remember describing words? What are they for? Discuss with your class. Then read the broadcast in activity 2 and find all the describing words you can.
- In pairs, exchange the describing words you found. How can these words change a sentence? Can they make you feel something different? Why?
- Work with a partner. Look at the question words below. Write one question with each word that can be answered with the information in activity 2. Look at the example: *Who is battling?*

- Now, identify the main idea and details in the narration. Did the question words help you find them? Tell your teacher why.
- Exchange your work in groups.

Create

Narration of a sporting event

Let's continue working on your product

Write a narration of a sporting event. Use the information you found in the broadcast and the questions you wrote. Make sure you use the question words you wrote. You can use the information you found in the broadcast to answer the questions. You can also use your own imagination to make the narration more interesting. Write your narration on a separate sheet of paper. Use the information you found in the broadcast to answer the questions. You can also use your own imagination to make the narration more interesting. Write your narration on a separate sheet of paper.



Reading Time
The Chariot Race
Read pages 94-98
Discuss the good narration you made a sportswriter or an interested why?

Unit 7

6. Work with a partner. Look at the question words below. Write one question with each word that can be answered with the information in activity 2. Look at the example: *Who is battling?*

You may want to review the purpose of each Wh-question word before students begin. When they have finished writing the questions, they can practice asking and answering them as a class.

Answer examples: What month is it? When does the pitcher pitch? Where are they playing? Why aren't the players running?

7. Now, identify the main idea and details in the narration. Did the question words help you find them? Tell your teacher why.

Ask students to use their questions to identify the main idea and details. Help as needed. The main idea is that the Sultans won. The details are that game is ending, it is the last (seventh) game, the series is tied, the game is tied, everyone is very tense, the batter hits a home run. Students may or may not identify the same number of details. When they are finished, encourage them to tell you how or why the questions helped them identify this information.

8. Exchange your work in groups.

Get students into groups. As they exchange, you can ask them to compare the details they identified and the questions that helped them do so.

Create

Product: Narration of a sporting event

Step 2

You might want to go over the text along with students and clarify any doubts. When the students are in their teams for this product, you can encourage them reach an agreement about what sporting event they are going to narrate. They can ask questions within their group to focus on information about that sport. They can decide whether they prefer to do a television or a radio commentary, and discuss how this would make a difference to how you narrate the event.

Reading Time!

Reader's Story
The Chariot Race
Track 32

This could be a good moment to use the Reader's book. Ask students to read pages 94 to 98. You can choose to play the audio and ask them to read along. You can then call their attention to the questions under the Reading Section in their Activity Books and go over the questions and clarify any doubts. You can ask them to discuss these questions in pairs or groups and share their ideas with the rest of the class.

Think and do

Warm up

Get the students talking by asking them: What program have you watched on television recently that made you feel really excited? What made it especially exciting for you?

4. Do you remember describing words? What are they for? Discuss with your class. Then, read the broadcast in activity 2 and find all the describing words you can.

Ask the students to underline the describing words. For example: exciting, loaded, wild, etc. The students then might like to add a few of the words they didn't know before to their vocabulary notebooks. Suggest they write them in sentences so it's easier to understand them when they look at them later.

5. In pairs, exchange the describing words you found. How can these words change a sentence? Can they make you feel something different? Why?

Before the students start working in pairs, write 'It's a sunny day' on the board. Under that write 'It's a hot, sunny day.' How does the second sentence feel different from the first? In pairs, the students work through the describing words they have already underlined discussing how they make the sentences feel different.

Warm up

Write on the board: 'Far too much television time is spent on sport'. Divide the class into those who agree with the statement and those that don't, and encourage them to argue their points of view.

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.

Encourage the students to use the arguments they heard above to discuss the question.

Discover

1. **Work with the whole group. Listen to and read the text and discuss the information you learned from it.** ▶ 20

Have the students read the text silently to themselves and share the information they got from it with the class. For example, how far through the season they are, who's the commentator, which teams are playing and where, whether it's a good crowd or not, etc.

2. **Work with a partner. Exchange ideas about all the things that can happen during a soccer game and words that are commonly used when describing soccer games. Write some ideas below.**

Students may need a little help with vocabulary here, for example goal, penalty, passing the ball, being given a yellow card, being sent off, and things that could happen in the crowd, like fighting, rioting, doing the Mexican wave, singing and cheering, etc.

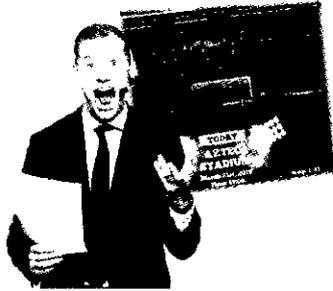
Listen to and read about the game. How are the ideas you wrote down in activity 2 and the events in the text similar or different? Exchange ideas in groups.

3. **Listen to and read the game. How are the ideas you wrote down in activity 3 and the events in the text similar or different? Exchange ideas in groups.** ▶ 20

After they've discussed the differences and similarities, the students might like to add to the list they made in activity 2.

Discover Why do you think people enjoy watching or listening to sporting events?

Work with the whole group. Listen to and read the text and discuss the information you learned from it.



It's Saturday. Another day to show a bit of the action. It's far from being a typical football game. The crowd is big and it's 12:00. It's always an interesting game. It's been a long time since we've been in a big game like this. It's a great day for the fans. There'll be about 60,000 fans in the stadium. The American fans are the best. They'll be there to see the game. The crowd will be fantastic. It's a great day for the fans. There'll be about 60,000 fans in the stadium. The American fans are the best. They'll be there to see the game. The crowd will be fantastic.

Work with a partner. Exchange ideas about all the things that can happen during a soccer game. Write some ideas below.

Listen to and read the game. How are the ideas you wrote down in activity 3 and the events in the text similar or different? Exchange ideas in groups.

After the game is over, the fans are still there. They're still cheering and singing. It's a great day for the fans. There'll be about 60,000 fans in the stadium. The American fans are the best. They'll be there to see the game. The crowd will be fantastic.

Think

4. Work with a partner. Listen to and read. Then discuss the questions.

1. What effect does the music have on the way you listen to the text?
2. How does the tone of voice and the intonation of the narrator affect how you listen to the text?
3. What other words do you know that can make a narration more interesting?
4. How does a good narrator make it so?

When you listen to a recording of a sports event, you can get a sense of the excitement and energy of the event. This is because the narrator uses a variety of intonation and tone to make the text more interesting. For example, the narrator might use a high-pitched voice to describe a goal or a low-pitched voice to describe a foul. This helps to create a sense of drama and excitement for the listener.

When you listen to a recording of a sports event, you can get a sense of the excitement and energy of the event. This is because the narrator uses a variety of intonation and tone to make the text more interesting. For example, the narrator might use a high-pitched voice to describe a goal or a low-pitched voice to describe a foul. This helps to create a sense of drama and excitement for the listener.

5. **Work in groups. How do you imagine Portiz, the commentator in the previous activity looked like when he was narrating the event? Take turns to read parts of the text aloud as you use your body to recreate how you think he acted.**

Create

Step 3
Narration of a sporting event

Let's continue working on your product.

When you narrate a sporting event, you need to use your body to show how you think the commentator acted. This means you should use your voice, facial expressions, and body language to convey the excitement and energy of the event. For example, you might use a high-pitched voice to describe a goal or a low-pitched voice to describe a foul. You should also use your body to show how you think the commentator acted, such as by using hand gestures or facial expressions to show your excitement.



Reading Time
The 1924 Olympic Games were held in Paris, France. The 100m race was won by the American sprinter, Jesse Owens. He broke the world record for the 100m race by finishing in 16.6 seconds. Owens was the first African American to win an Olympic gold medal. He was also the first African American to be named one of the 100 Greatest Americans of the 20th Century.

Think and do

Warm up

Do you ever listen to the radio? Is there any place for the radio in the modern world do you think? Discuss.

4. Work with a partner. Listen to and read.

Then discuss the questions. ▶ 20

Have the students read the questions before they listen to and read the text so that they have specific things to listen for.

After completing the activity, the students can check their answers with another pair.

Answer examples: 1. They add more information to the action. 2. It can help me imagine if things are happening faster, etc. 3. Surprise! / He didn't expect that! / etc. 4. With a greeting and a goodbye.

5. **Work in groups. How do you imagine Portiz, the commentator in the previous activity looked like when he was narrating the sporting event. Take turns to read parts of the text aloud as you use your body to recreate how you think he acted.**

Encourage your students to have fun with this.

Teaching SOS

Having the students practice body language quite often is a good idea because it is part of any language.

Create

Product: Narration of a sporting event

Step 3

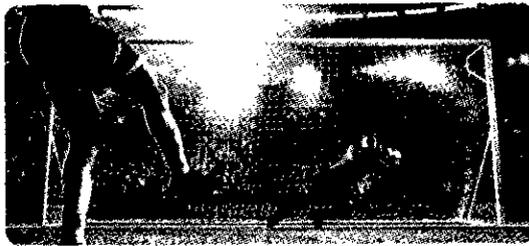
You can read the text along with students and make sure everyone understands what needs to be done. While the students are working in their teams, you can go around and help when necessary. Suggest that they start rehearsing giving the commentary.

Reading Time!

Reader's Story
The Chariot Race
Track 32

This could be a good moment to use the Reader's book. Ask students to read pages 99 to 102. You can choose to rplay the audio and ask them to read along. You can then call their attention to the questions under the Reading Section in their Activity Books and go over the questions and clarify any doubts. You can the discuss the questions as a class, encourage everyone to participate. You can even share your own opinions. You could ask them to tell you if there is something from the reading that can be useful for their product.

Choose one of the situations and write a short narration. You can use activity 1 for help



Read your narration. Can you add anything to make it more intense? Ask for the opinion of a classmate if you feel like it

Practice reading your narration in groups. Remember to use your voice and body language to transmit emotion

4. Choose one of the situations and write a short narration. You can use activity 1 for help.

Invite students to tell you what they see in the pictures (a player scoring a goal and a player missing a goal). Students choose a picture to write their narration, they can follow the same format as in activity 1 if they find it to challenging to come up with their own narration.

5. Read your narration. Can you add anything to make it more intense? Ask for the opinion of a classmate if you feel like it.

When students finish their narration, they can choose to add more details. You could allow them to mingle to have others read their narrations and make comments to improve. Remind them to be respectful.

6. Practice reading your narration in groups. Remember to use your voice and body language to transmit emotion.

Finally the students can practice reading their out loud. Remember this is a fun activity. They should throw themselves into it, even if it means making a lot of noise.

Assessment 7

Think and reflect

Before the students start doing the reflection, allow them time to talk about what they found useful, what they found interesting, and what they found difficult to do in this unit.

Remind the students that they have to be honest when assessing their own progress. You can invite volunteers to share situations in which it helps to show emotions after they have completed the second part of the reflection. For the drawing section, you could encourage students to listen to what their partner is describing with their eyes closed and then draw it or ask them to draw as their partner is sharing the description of his/her feelings.

Answer the questions.

a) Write an advertisement for the new book, *Emotions*.

b) What are examples of details in a narrative?

c) Write a two-paragraph story that shows how a character feels about a friend who is moving to another town.

d) Who is the most important character in a sports narrative?

1. Now think of the following questions. Exchange ideas with a partner.

a) What other words can you use to describe your feelings?
b) How do you feel about the things that help you to learn more about emotions?
c) What other words can you use to describe your feelings?

2. Take turns to describe how you feel today. Draw a picture to represent what your partner described.

What can your partner improve when describing emotions?



Good job!

ACHIEVEMENTS

- Explores short historical events.
- Expresses similarities and differences of historical and cultural events between Mexico and other countries.
- Compares historical and cultural events between Mexico and other countries.

Warm up

Do you think school uniforms are a good idea? Would you prefer not to have to wear one? Why?

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

What is history? What historical events do you know about?

1. **Work with the whole group. Look at the pictures. What will this lesson be about? What things do you know about the 1950s and 1960s?**

To start the ball rolling you could ask them if any of their family members were alive in the 1950s and 1960s. They could talk about things their grandparents have told them about when they were young. Have them look at the photographs and ask them what they show. Ask them what they know about England and the US. They could talk about the capital cities, the language, currency, etc.

2. **Work with a partner. Read the story. Tell your partner if the pictures help you understand the descriptions better and why.**

It might be a good idea to suggest to the students that they could look at the pictures and talk about them before looking at the text. This is a good strategy for understanding texts even when they contain words that they students do not know. You could also ask students if they think the picture lets them think about the era that the text describes and why.

Lesson 1 Unit 8 My country and its history

Discover What is History? What historical events do you know?

1. Work with the whole group. Look at the pictures. What will this lesson be about? What things do you know about the 1950s and 1960s?



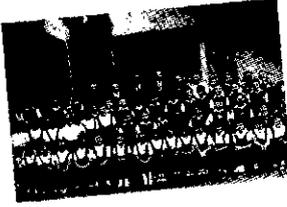
MEXICO



ENGLAND



UNITED STATES
2. Work with a partner. Read the story. Share with your partner if the picture helps you understand the descriptions better and why.



Carlos Miguel has two friends, Billy from the USA and Julian Lee from England. He communicates with them by letter. "Ask your grandparents about their childhood," he told them.

Julian's grandparents told him that when they were going to school in the 1950s, all students had to wear a uniform. They even had to wear a tie! Kids wore uniforms to school in the 1960s and 1970s. It was a long tradition. It is still the same, but the uniforms aren't so formal.

Billy's grandparents went to public schools in the US in the 1950s, and they never wore a uniform. "We didn't even have schools in the 1700s. We were a nation of farmers. The first American public schools that taught academic subjects were opened in the 1830s and they definitely did not wear uniforms. Only kids that went to private schools wore uniforms and to this day, nobody in public schools wears them."

The first minister of education José Vasconcelos started a rigorous public education in Mexico and uniforms were not obligatory in Mexico. In Mexico, uniforms were even mandatory in elite boarding schools in the late 1950s. "I liked them, it was much better because you could find your outfit," his grandpa explained. Students in Mexico still wear uniforms in public schools and in elite schools.

Reads historical tales to compare aspects between Mexico and other countries.

Think and do

- Read the text in activity 2 again. Discuss and answer the questions in pairs.
 - What were the first uniforms made of?
 - What were the first uniforms made of?
 - What were the first uniforms made of?
 - What were the first uniforms made of?
- Work in pairs. Use your own words to rewrite these sentences from the text.

Kids were in favour of uniforms in the 1950s and 1960s because they were simple and practical.

The first uniforms were made of wool and cotton. They were simple and practical. They were made of wool and cotton. They were simple and practical.

They were made of wool and cotton. They were simple and practical. They were made of wool and cotton. They were simple and practical.
- Ask teachers or other adults to tell you about their schools. Make some notes. Was school similar or different? Exchange ideas in groups.

Step 2
Create a comic about a historical event

For this unit you will create a comic about a historical event.

Unit 8

4. Work in pairs. Use your own words to rewrite these sentences from the text.

Students can write sentences like: Children first started to wear uniforms more than 400 years ago. Jose Vasconcelos started obligatory public education, but children didn't need to wear uniforms. He asked his grandparents about their childhood using the internet.

5. Ask teachers or other adults to tell you about their schools. Make some notes. Was school similar or different? Exchange ideas in groups.

In groups the students can write questions to ask their teacher or other older adults about the schools they went to. It would be a good idea to warn older people in the school, for example, older teachers, the school secretary, a school coordinator or principal, that students are going to come and ask them questions. Before discussing their answer in groups the students should come back to the class and talk in general about what they found out. Then you could divide the class into groups to work out how the schools they found out about were similar or different from their own school.

Create

Product: Comic about a historical event

Step 1

You can ask students to get into teams. In their teams the students can look back over the texts in lesson 1 and locate action words and expressions that refer to things in the past, for example: *All students had to wear a uniform. Billie's grandparents went to public school.* Suggest that the students keep this list carefully. A list of action words referring to the past will be essential for the final product.

READING TIME!

Reader's Story
Vela walks again
Track 33

This could be a good moment to use the Reader's book. Ask students to read pages 103 to 107. You can choose to play the audio and ask students to read along. You can then call their attention to the questions under the Reading Section in their Activity Books and go over the questions and then you can invite volunteers to share if they find dinosaurs interesting or not and say why.

Teaching SOS

Remember every time the students work with the Reader you can encourage them to write new and useful words in their notebooks for future reference.

Warm up

How important are grandparents in your family? What activities do you do with your grandparents?

Think and do

3. Read the text in activity 2 again. Discuss and answer the questions in pairs.

When the students are discussing the answers to the questions, they can talk about the purpose of the text being to exchange information about their grandparents' schools. They can find out information about life in the 1950s and 60s from their grandparents and people of the age of their grandparents. They could also look up information on the internet.

Answer examples: 1. To share information about the past. 2. In an old encyclopedia, etc. 3. Grandparents/parents/aunts/uncles, etc. 4. I think they were very different because there wasn't as much technology.

Warm up

Ask students to get in groups of four to practice saying the rhyme in the previous lesson. Explain that each student will say a line of the rhyme when it is their turn. Challenge students to pronounce their lines as accurate as possible and form the perfect rhyme. Groups take turns and say the rhyme on your count, 1,2,3. Listen to all groups and decide which group/groups is/ are the winners.

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: Do you think a photograph can tell a story? Why?

Discuss with your students how much information a picture can give them in a story. Ask students to tell you why they think a picture can tell a story, what feelings they get from the picture and what noises they hear.... pictures talk...

Discover

1. **Work with the whole group. Read what Carlos Miguel and his classmates have discovered about life in the 1950s and 1960s. Then, discuss the question.**

Before the students start, ask them to make notes about the similarities and differences as they read. As a class, when they have read the text two or three times and completed their notes, they can discuss the similarities and differences. You could ask them where their families buy milk these days.

Answer example: Similarities: the milk was delivered by the milkman. Differences: the means of transportation.

2. **Work with a partner and discuss. Imagine that you live in the 1950s. How do you prefer to get your milk? Why? Why do you think the way we get milk changed? Share one statement each with the whole class.**

Encourage the students to talk about the different ideas about the reasons why the way we get milk has changed. Suggest they think of reasons to support their choices. Then their statements can express their opinions and give reasons when they share them with the rest of the class.

Lesson 2

Discover What is history? What historical events do you know?

1. Work with the whole group. Read what Carlos Miguel and his classmates have discovered about life in the 1950s and 1960s. Then discuss the question.

MEXICO



ENGLAND





They discovered that many things were similar in all three countries. People got their milk delivered by the milkman, for example, but the means of transportation might have been different. In the States, it arrived in a milk truck. In England, it came in a milk float or a horse-drawn cart. If you live in a city in Mexico, you must have heard the whistle of the milkman on a motorbike. If you lived in a town, you got it from the beautiful donkey. Today you get your milk at the supermarket in all three countries. Well, you can still get milk at some grocery stores or 'tienditas' in Mexico because some are still around, especially in small towns.

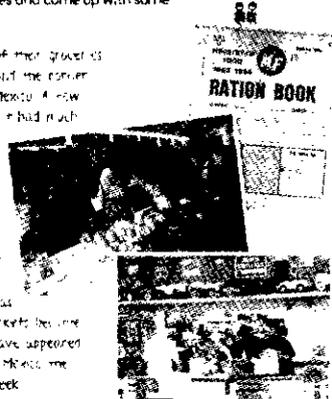
What similarities and differences are there between the three countries?

2. Work with a partner and discuss. Imagine that you live in the 1950s. How do you prefer to get your milk? Why? Why do you think the way we get milk changed? Share one statement each with the whole class.

Think

3. Work in pairs, read their grandparents stories and come up with some questions you can answer with the text.

Before World War II people bought most of their groceries from local farmers like grocery stores around the corner or from vendors as they were called in Mexico. A new grocery store had started up but they had a bad month. After the World War II, people in England still had their food rationed. Rationing meant that families could only buy a certain amount of meat, milk, butter, sugar or sugar. This was because the war had left them with very little. They used ration books to buy their food. Supermarkets began to take over in the US in the 1950s and in England after 1950 when rationing was stopped. In both until 1950, their supermarkets became popular in Mexico. Today farmers' markets have appeared in towns all over the US and England and in Mexico, the markets will never be forgotten, once a week.



4. Work in groups. Exchange your opinions about the information in the texts in activity 1 and activity 3 and then discuss the questions below.

1. What were the main differences between the two countries?
2. What were the similarities?
3. How did the war affect the countries?
4. How did the war affect the people?

Step 2

Comic about a historical event

Let's continue working on this unit's product.

Links

1. You can ask students to access the web page in the box to read about different history topics they can use for their final product. You can ask them to browse the web page and make notes about their favorite historical events so that they can share those notes with their team and then work together to choose a topic they all agree on.

You might want to tell the students to answer the questions individually and then discuss their answers in groups

Answer examples: The only rides were carriages with horses, now there are also cars. The roads are different. Some things are similar, for example people still buy food, but things are different, the money is different and some products are different.

Create

Product: Comic about a historical event

Step 2

Ask students to get into their teams for the product. They can now talk about different events in the past and choose one for their comic. Ask them to make a list with questions that they can ask to find out more about that historical event. Students can a graphic organizer with questions about the historical event they chose. You might need to review what a graphic organizer is, elicit examples from students. You can even ask them to draw examples of graphic organizers on the board. You might need to help them come up with a design for their graphic organizer. Make sure the students keep their notes carefully because they will need them for their final comic.

Links

You can ask students to access the web page in the box to read about different history topics they can use for their final product. You can ask them to browse the web page and make notes about their favorite historical events so that they can share those notes with their team and then work together to choose a topic they all agree on.

READING TIME!

Reader's Story
Vela walks again
Track 33

This could be a good moment to use the Reader's book. Ask students to read pages 108 to 112. You can choose play the audio and ask students to read along. You can then call their attention to the questions under the Reading Section in their Activity Books and go over the questions and clarify any doubts. You can ask them to discuss these questions in pairs or groups and share their ideas with the rest of the class.

Teaching SOS

It might be important for you to discuss with your students what comics are, what their elements are and how they could make one. If possible, look for comics on newspapers or magazines. Some students might be familiar with comics, so you could ask them to bring some comics to class so you can all look at them. You might want to point out that comics represent scenes with images and complement it with text, so it is important to write good descriptions so it is easier to come up with accurate illustrations for their comics.

Warm up

What do you know about World War II? When did it happen? Which countries were involved? Why was it called World War II? You can use these questions to have students discuss in pairs, groups or as a class.

Think and do

3.  Work in pairs, read their grandparents stories and come up with some questions you can answer with the text.

You can elicit question words and write them on the board. Ask them to exchange questions with another pair. Encourage them to find out the meaning of any words you do not understand. You can refer them to the picture dictionary on page 122. You can invite volunteers to write their answers on the board and challenge others to find the answers in the text.

Answer examples: Where did people buy their groceries before World War II? What happened to people in England after WWII? What does rationing mean? When did supermarkets appear in the US? When did super markets become popular in Mexico?

4. Work in groups. Exchange your opinions about the information in the texts in activity 1 and activity 3 and then discuss the questions below.

Warm up

You can write the following questions on the board: What were your favorite toys when you were young? What do you enjoy playing around with now? And you can form groups and have students discuss them. You might want to share your answers to these questions too.

Discover

Ask students what countries they think Mexico shares history with. Ask them what that has meant for the development of Mexico.

1. Listen to and read the monologue. Then, come up with some questions about the text. Next, exchange questions with a partner and answer them.

After the students have read and listened to the monologue, they could write their questions about the text in their notebooks and then ask the questions to a partner to check that everyone understands the text.

Answer examples: What toys did old people play with? What games did they play on parties? Which were his favorite toys?

2. Listen to what Billy's grandpa says and use your own words to write some sentences about it. ▶ 22

After they have listened, they can write sentences about what the grandfather said and share their sentences with a partner to check that they both have the same information

Answer examples: There weren't computer games. Toys were inspired by TV shows. He had a toy that stretched. His favorite toy was the pogo stick. His sister liked her hula hoop and her Barbie.

Lesson 3

Discover

Disco: Why is history so important to a country?

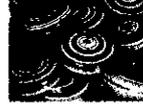
1. Listen to and read the monologue. Then, come up with some questions about the text and discuss them with a partner. 

Children of today and children in the 1950s and 1960s played with different and similar toys. Look at what the grandparents had to say about their childhood toys.











Carlos Miguel's Grandfather (Mexico): "High tech games weren't around but our toys that we could even make ourselves like the spinning tops and marbles. We all loved the yo-yos and had national competitions. Checkers and adders and urtery were favorites for parties. There were lots of wooden toys like trucks and buses. The plastic wrestlers came out in the 1960s. Those were my favorite. My sister had a collection of plastic paper mache painted dolls and all girls had tea sets. I could go on forever but now these toys are considered arts crafts" and don't get me started on the games we played. I declare war against."

2. Listen to what Billy's grandpa says and use your own words to write some sentences about it. 

Reads historical tales to compare cultural aspects between Mexico and other countries.

Think

3. Work with a partner. Read the paragraph and then come up with some questions you could ask your grandparents about the toys they played with.

Tulian's Grandmother (England) We don't have all those gadgets you have now when I was young. Times were changing but we still played with the same things from the past like dolls. My brother had top guns and the regular play-doh. My favorite toys were the Sprogram and the view Master with that I felt I could travel the world. Today, you have virtual reality glasses.



4. Make a list of toys played with in the 1950s and a list of toys played with today. Exchange ideas in groups.

Step
Comic about a historical event

Let's continue working with your product.

Stories
16-19
Read pages 113-116
What historical events
could you choose to
write about?
If you had a time
machine, what
computer program
would you use?

Unit 8

4.  **Make a list of toys played with in the 1950s and a list of toys played with today. Exchange ideas in groups.**

After they have completed their lists they could talk about which toys have not changed much over time.

Create

Product: Comic about a historical event

Step 3

Students get together with their teams for the product. Ask them to take out their work from the previous session. They can now make a chart with all the aspects of the event they chose. Then, ask them to begin planning their comic and their presentation. Remind them that details will make it easier for them to come up with precise pictures that will help them illustrate short sentences. The students could decide whether they are going to write their comic on construction paper or folded bond paper. To make it look like a comic they could divide the space up into squares, illustrate each square and color it. Then they can plan what they will write under each picture in the comic, describing the cultural scene from the past that they chose. This is a good moment to go around, helping them to make corrections in writing and punctuation. Provide any needed help.

READING TIME!

Reader's Story
Vela walks again

Track 33

This could be a good moment to use the Reader's book. Ask students to read pages 113 to 116. You can choose play the audio and ask students to read along. You can then call their attention to the questions under the Reading Section in their Activity Books and go over the questions. Then, you can discuss them as a class.

Warm up

Do you ever look at comics? Did you ever read them when you were younger? Which was your favorite comic then? Which is your favorite now?

Think and do

3.  **Work with a partner. Read the paragraph and then come up with some questions you could ask your grandparents about the toys they played with.**

After they have read the text to give them ideas, they make a list of questions about toys in the past that they could ask their own grandparents. They should share their questions with another pair and add to their list of questions if they want to.

Answer examples: What did you play with? What was your favorite toy?

Review

Warm up

Is it interesting to learn about the past or do you think we should just forget about it?

1.  **Work in pairs. Discuss the questions and write down your ideas.**

You can go over the instructions along with students and make sure they understand the question. Form pairs and encourage students to share their ideas answering the question and make notes.

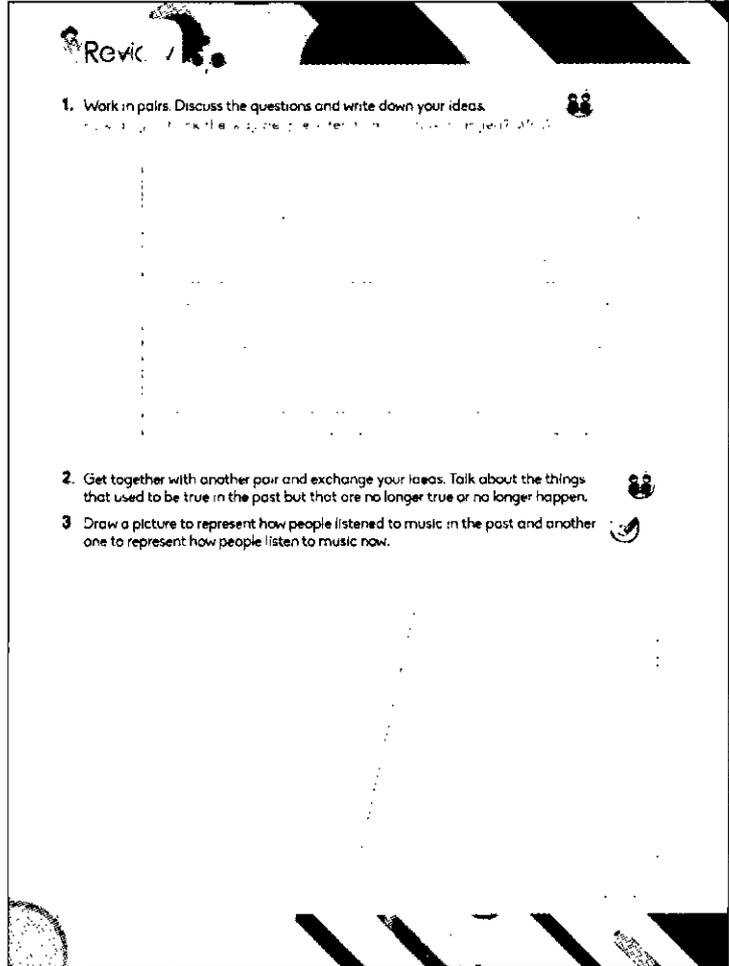
Answer examples: There weren't headphones before. In the past, people could only listen to the radio, etc.

2.  **Get together with another pair and exchange your ideas. Talk about the things that used to be true in the past but that are no longer true or no longer happen.**

Ask students to get together with another pair and exchange their ideas. Ask them to talk about the things that used to be true in the past but are no longer true. Monitor and help as needed. You can invite volunteers to share their ideas with the class.

3. **Draw a picture to represent how people listened to music in the past and another one to represent how people listen to music now.**

Now, ask students to draw a picture to represent how people listened to music in the past and another one to represent how they listen to it in nowadays. You can invite volunteers to share their drawings with the rest of the class.



Review

1.  **Work in pairs. Discuss the questions and write down your ideas.**
How do you think the way people listen to music has changed? Why?

2.  **Get together with another pair and exchange your ideas. Talk about the things that used to be true in the past but that are no longer true or no longer happen.**
3.  **Draw a picture to represent how people listened to music in the past and another one to represent how people listen to music now.**

4. Look at the pictures of the toys and games from the 1950s. Circle the ones that are still used today.



Hopscotch



Toy cars



Board game



Yo-yo



Monopoly



View-master



5. Work in groups. Discuss and make a list of things that are still the same as in the past. Why do you think these things are still the same? Do you think they can change in the future? Why?

.....

.....

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.....

.....

Unit 8

4. Look at the pictures of the toys and games from the 1950s. Circle the ones that are still used today.

When the students have completed the exercise, ask them to get into groups and talk about whether they played with these games when they were younger. Do these toys look the same now or very different?

5. Work in groups. Discuss and make a list of things that are still the same as in the past. Why do you think these things are still the same? Do you think they can change in the future? Why?

Form groups and ask students to discuss and make their list with the things that are still the same as in the past. Encourage them to discuss the questions and make more notes. Invite volunteers to share their ideas with the rest of the class.

For homework you could ask the students could research the history of one of these toys to tell the class about.

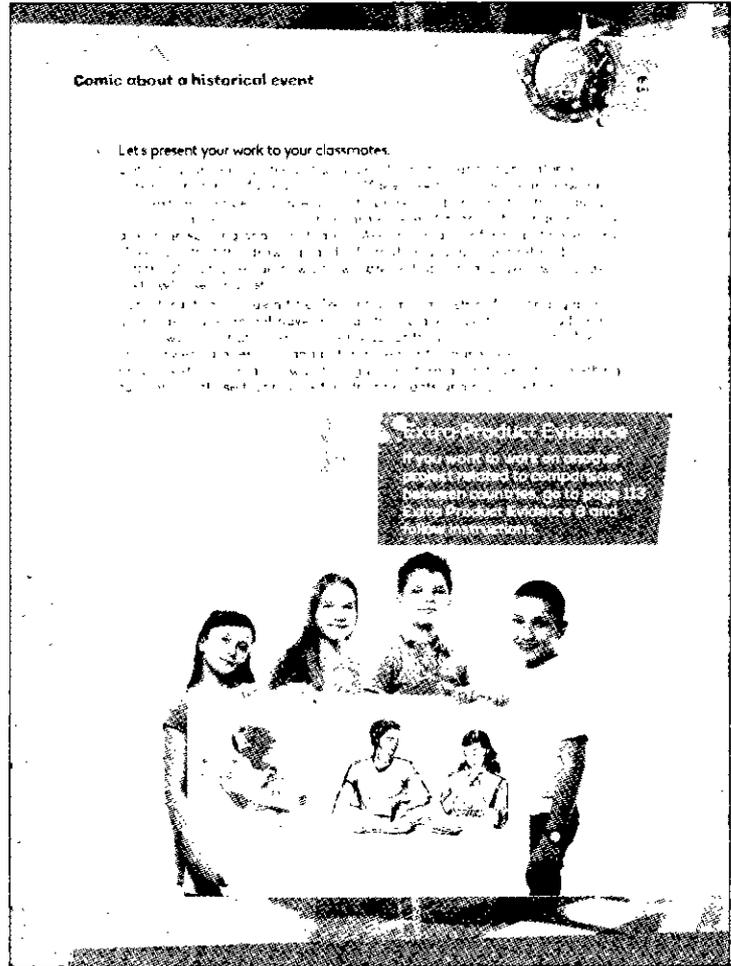
Answer examples: Some toys are still the same. Fruits and vegetables are still the same. etc. I think they are still the same because children still like the toys.

Comic about a historical event

You can decide if you are going to give students some time to prepare their comics during this session or ask them to do it beforehand. To get their products ready, students can copy the texts that they edited and corrected last time under the pictures in their comic, and decide on a title and write it at the top. You can encourage them to decide the order the group members are going to read the comic in to their classmates and rehearse reading the comic. In the Show and Tell session they should be ready to answer questions on the topic of their comic if necessary. Remind them that they can ask questions about the topics in other comics as well.

Extra Product Evidence 8

If you want your students to work on another project to get more practice identifying and comparing cultural events, you can ask them to go to page 113 and follow the instructions for the recreation of a historical event.



Reads historical tales to compare cultural aspects between Mexico and other countries.

Assessment 8 Think and reflect

1. Answer the questions.

- What elements can you compare between Mexican and other countries?
- Write two or three words that you consider to be a part of the park.
- Write three examples of adjectives that you can think of that describe the people of the state capital.
- What is important to you in this country? How would you describe it?

2. Now think of the following questions. Exchange ideas with a partner.

- Why do some things that you can get in Mexico are not found with...
- How can you be helpful to review and learn about history? Why?
- Why is it important to be able to talk about the past in English?

3. Complete the diagram with your partner using the ideas you exchanged.

I think ... We agree on... My partner thinks ...

Good job!

Assessment 8

Think and reflect

You can read and clarify the instructions. Explain to the students that this is not a "test" but a way for them to think about how they learn. To complete the second part, you can read slowly and clarify doubts. When they have finished reflecting on the second section, ask them to find someone to share their ideas with. You could walk around the classroom monitoring their discussions as they work to complete the diagram to figure out what they agree on and the different ideas they have. You can invite volunteers to share what they agree and disagree on. Invite different volunteers to share why they think it is important to be able to talk in English about the past.

ACHIEVEMENTS

- Collects information about jobs or professions
- Explores reports about activities
- Writes information about jobs and professions to make a report

Warm up

Do you like making things? What do you like making? Tell your classmates about it.

What do you want to do when you grow up?

Discover

You could write the jobs the students mention on the board. Then the students can copy the jobs into their vocabulary notebooks.

1. **Work as a whole group. Look at the pictures and read the descriptions. Discuss which picture represents each description.**

You could read the descriptions aloud so that the students can concentrate on listening to you and thinking about the jobs as they look at the pictures and match them to the jobs. It will make the task easier. Answers from top to bottom are: Carpenter, electrician, solar energy technician, baker.

2. **Share with your partner if you find any of these professions interesting and why.**

You could help them share their opinions by sharing your own first and inviting them to say if they agree or disagree with you and then sharing the ones they find interesting.

3. **Work with a partner. Discuss the questions below.**

After the students have discussed the questions with a partner, they could share their ideas with the rest of the class. For example, the text is for finding out about certain jobs. You could find this kind of text on the internet or in brochures at school. Finally have them look through the text and underline words that describe jobs and professions, for example 'skilled professional', 'technology career', etc.

Unit 9 What do they do?

Disco What do you want to do when you grow up?

1. Work as a whole group. Look at the pictures and read the descriptions. Discuss which picture represents each description.
 - 5. Some people like to make things. They are called **carpenters**.
 - Jobs like **electrician** fix things.
 - It's a very **new** job to make solar energy.
 - For some students who are good at **maths** or **science**, there are more **interesting** jobs to do when you grow up.



2. Share with your partner if you find any of these professions interesting and why.
3. Work with a partner. Discuss what the questions below.
 - 1. What do you want to do when you grow up?
 - 2. How do you think you will do that?
 - 3. What are the most interesting jobs to do when you grow up? Why?

90

Academic and Educational Environment

Think

- Get together with another pair and exchange ideas. Discuss the meaning of the words you underlined. Why do you consider they describe a job or profession? What other thing can these words be used for?
- What jobs or professions do you know? Write some jobs or professions that you consider are representative of your country.

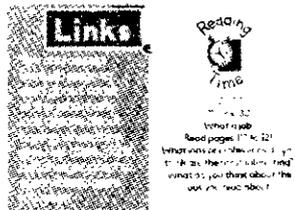


- Get together with a partner and exchange the jobs and professions you came up with. Then think about how you can describe some of these jobs or professions. Describe at least two. Share your descriptions with the rest of the class.

Create

Illustrated Report

Now it is time to begin working on this unit's product: an illustrated report about jobs and professions.



Unit 9 **91**

- Get together with a partner and exchange the jobs and professions you came up with. Then think about how you can describe some of these jobs or professions. Describe at least two. Share your descriptions with the rest of the class.

Working with a partner the students can choose one job and one profession from their list and work together to write a description to read out to the class. For example they could write about an English teacher. *English teaching is a profession. An English teacher has to know English very well. He or she has to know how to pass their knowledge on to their students. They should like teaching and make their classes fun so that their students can learn. etc.*

Create

Product: Illustrated Report

Step 1

You may want to go over the text along with students and clarify any doubts. Then, you can ask them to get into groups to work on their product and begin talking about the jobs and professions they know. You may want to draw a chart on the board so that they may use it as an example. If they are in any doubts about the difference you could tell them that a profession a vocation based on special educational training. A job can often be short term and something a person does because they need money in order to live.

Link

You can ask students to access the web page to read about kids dream jobs. You could ask them to write down if any of those jobs are their dream jobs and, if not, you can encourage them to write what their dream job is so that they can share it with the rest of their classmates.

Think and do

Warm up

Ask the question: What do you think is the difference between a job and a profession? and encourage students to discuss it in pairs or groups or you could do so as a class.

- Get together with another pair and exchange ideas. Discuss the meaning of the words you underlined. Why do you consider they describe a job or profession? What other thing can these words be used for?

The pairs can get together with another pair to exchange ideas on the words they have underlined. Or it might be a good idea for pairs to circulate in the classroom, exchanging ideas with all the other pairs.

- What jobs or professions do you know? Write some jobs or professions that you consider are important in your country.

Give the students time to make 2 lists: jobs and professions. You might have to help them with vocabulary. Write the words on the board so they can add them to their vocabulary notebooks. You could ask the students to say why these jobs and professions are particularly important in Mexico. For example: oil rig workers.

Reading Time!

Reader's Fact What a job!
Track 34

This could be a good moment to use the Reader's book. Ask students to read pages 117 to 121. You can choose to play the audio and ask them to read along. You can then call their attention to the questions under the Reading Section in their Activity Books and go over the questions and clarify any doubts. You can ask them to discuss these questions in pairs or groups and share their ideas with the rest of the class.

Teaching SOS

With the reader it is usually a good idea to have the students look at the pictures before they do the reading as the visuals help comprehension. Don't forget to remind the students to add new words to their vocabulary notebooks.

Warm up

Talk about the important workers in your community. Who are they? What do they do? Do you know any of them?

Discover

The students will come up with their own ideas, but in case they are having trouble, a report (in the context they are going to be using it) is a spoken or written account of something that one has observed or investigated.

1. **Work as a whole group. Do you know these professions? What are they? What do the people in these professions do?**

Give the students time to look at the pictures before they share their ideas. You can ask them if they have one of these professionals in their family (teacher, vet, nurse).

2. **Work with a partner. Read the title and subtitle of the report and predict what it is about.**

Students should share their predictions with the rest of the class.

3. **Listen to and read the report. Then, in pairs talk about the purpose of this report. How does the author present her ideas? ▶ 23**

Have the students close their books and listen to the report. Then they could say what they understood. After that they could open their books, listen again following the text, and checking how accurate their comprehension of the spoken word was. Make sure that all the students understand that this type of report gives information in an informal way and students and clients are talking about the way they see the professionals from personal experience and that it is important in all professions how workers are perceived by others.

Lesson 2

Discover What do you think reports are? What can we use them for?

1. Work as a whole group. Do you know these professions? What are they? What do the people in these professions do?



2. Work with a partner. Read the title and subtitle of the report and predict what it is about.
3. Listen to and read the report. Then, in pairs talk about the purpose of this report. How does the author present her ideas?

Report on Professions
 What do the students think about the different professions?

Testing different people about their professions – I also asked my whi I know them

Prof. Daniel Basurto

I believe that I help students to work knowledge and skills. I try to be accurate and inspire them so that they do their best. You see, school isn't only about academic learning, it's also about social learning and I think that I have a positive effect on them.

He makes the classes fun and he is funny. He listens to us and he always tells us how well we are doing. He says thank you! Good job! He makes us want to learn.

Vet. Angela Martínez

Well, my profession is great! I treat all kinds of pets and farm animals but I do with doctors and dentists do for humans. I also teach owners how to prevent problems for their animals.

She is very polite with my Flory. It's almost like she can understand what the dog is saying. She always has a tail who to be them and cut their hair.

Dr. José Francisco González Well here at the clinic I take care of kids when they aren't feeling well and call your parents. At the hospital I carry out the doctor's instructions to care for patients and give them their medicines.

During the pandemic, the medical staff and nurses sure we think about school. Sometimes when we have the 15-minute campaign, he gives us a clapping.

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Think

Academic and Educational Environment

4. Use your own words to explain what the author of the report says about the three different professions

5. Get together with a partner and exchange your work from activity 3. Take turns to ask each other questions about the professions. You can use the questions below as a guide.

6. Work in groups. Think of a job or profession that you know well. Then take turns to ask each other questions about the profession you chose. Make an effort to answer the questions your teammates ask.

What is the name of the profession?

Where do they do this job?

What do people do?

Who do they work with?

Why do people choose this profession?

Who do they work with?

6. Work in groups. Think of a job or profession that you know well. Then take turns to ask each other questions about the profession you chose. Make an effort to answer the questions your teammates ask.

Create

Illustrated Report

Step 2

Let's continue working on this unit's product

Reading Time

Unit 9 93

They answer telephones. They contact parents, etc.) Where does the music teacher work?, etc. After that they can ask and answer questions about the teacher, the vet and the nurse.

6. **Work in groups. Think of a job or profession that you know well. Then, take turns to ask each other questions about the profession you chose. Make an effort to answer the questions your teammates ask.**

Encourage the students to think of other professions and jobs that have not been talked about in class. They could write on a sticky note, for example, 'I am a mail carrier' and stick the note on their sweaters. Then they can work in groups or even better, walk around the class, go up to someone to see what their profession is and start asking questions, for example: Where do you collect the letters? Do you work at the post office? What equipment or special clothes do you need for your job?

Create

Product: Illustrated Report

Step 2

You can go over the text along with students and clarify any doubts. You can then ask students to get into their product groups to decide how, when and where they will research information about jobs that interest them. You might want to remind them to make notes on these. You could talk about possible sources of information.

Reading Time!

Reader's Fact What a job!

Track 34

This could be a good moment to use the Reader's book. Ask students to read pages 122 to 126. You can choose to play the audio and ask them to read along. You can then call their attention to the questions under the Reading Section in their Activity Books and go over the questions and clarify any doubts. You can ask them to discuss these questions in pairs or groups and share their ideas with the rest of the class.

Teaching SOS

To decide on the procedure to follow to gather the information for their report, you can share some questions with students:

What information do I need?
Do I need to go to the library?
Do I need to interview or observe people?
Do I need to use the Internet?
How do I record the information.

Think and do

Warm up

Play 'What is my job?' Give the students time to decide on a job or profession and write notes to describe it without mentioning the name of the job. They take turns to describe the job using their notes. Can their classmates guess the job?

4. **Use your own words to explain what the author of the report says about the three different professions.**

Before the students start you could suggest they read through the report again.

Answer examples: Teacher: He is funny and nice. He does a good job. Veterinarian: She treats pets and farm animals and teaches owners how to keep their animals healthy. Nurse: He takes care of kids and when he is at the hospital, follows doctors instructions.

5. **Get together with a partner and exchange your work from activity 3. Take turns to ask each other questions about the professions. You can use the questions below as a guide.**

Before starting this activity you could have the students practice questions by getting them to ask each other questions about the people who work at the school, for example: What is the name of Miss Gonzalez' profession? (She's a sports' teacher) What do the people in the office do? (They keep records.

Warm up

Have you ever been on a farm? Was it a crop farm or an animal farm? Share your experiences. What products in shops come from farms?

Discover

1. **Work as a whole group. Discuss. What do you think these professionals do?**

Give the student time to look at the photographs and to read the names of the jobs and professions. The answers are to be found in the texts in this unit.

2. **Read the paragraph and identify the underlined words. In groups, talk about what these words are for. How do you know? Share your ideas with the rest of the class.**

The students could read the text first and find out if they were right in what they thought an agricultural engineer does. Individually they should look at the underlined linking words and decide what they mean and what they can be used for (to join sentences/to expand on the information). Then they can discuss how they are used in groups.

3. **Work in pairs, read the sentences and choose the one you like best. Write a sentence to explain why. Then, share and discuss with the whole class. Answer the questions below.**

The students will probably decide that the second sentence is more formal, but the first one is more the sort of thing they would say themselves, because it is more informal.

Answer example: I like the second one best because it is simpler and better for my age group.

Lesson 3

Discover What can you do to find out more information about a job? How do you share it with others?

1. **Work as a whole group. Discuss. What do you think these professionals do?**



2. **Read the paragraph and identify the linking words. In groups, talk about what these words are for. How do you know? Share your ideas with the rest of the class.**

Use what you know about agricultural design and build stuff that will make sure it works really well. For this an agricultural engineer designs the mud that is used in the furthest parts of the field. In farms in the past, they used big tractors and used what was called the best of the best. In which is the best type of farm performance?

3. **Work in pairs, read the sentences and choose the one you like best. Write a sentence to explain why. Then, share and discuss with the whole class. Answer the questions below.**

1. I like the second one best because it is simpler and better for my age group.

2. I like the first one best because it is more formal and sounds like something a professional would say.

3. I like the second one best because it is more informal and sounds like something a professional would say.



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Think and do

Academic and Educational Environment

4. Read the report. Then in pairs discuss what is missing.



Let's continue working on this unit's product.

Step 3

Create

Illustrated Report

Let's continue working on this unit's product.

Reading Time

Unit 9 **95**

Teaching SOS

To help students decide on the structure of their report, you could elicit or share some common elements of written texts. Title, an introduction, information (findings, details, etc.), conclusions. One way for students to write their first draft is to write the title of each section their report will include and write down the information they want to include under that section. When they read their draft, they can make changes and either delete or add information. Remind them to check grammar, spelling and punctuation.

Think and do

Warm up

If you decide to be a farmer when you grow up, what kind of farmer would you like to be? Which animals would you like to have? Which crops would you like to grow? Why?

4. **Read the report. Then, in pairs report discuss what is missing.**

Call students' attention to the report. You can have volunteers take turns to read it aloud. Then, form pairs and encourage them to think about what reports should include. You could make a list on the board. Then, have students say what is missing.

Answers: Missing: The title. Circle the two pictures with scientists.

5. **With your partner, choose a title from the box to give to your report. Present your work to your class and give reasons why you chose the title you gave your report. Make notes in your notebook about details others mention.**

You can go over the titles along with students. Then, ask them to work with their partner to choose the most appropriate. Encourage them to justify their answer. Elicit answers from volunteers. Check and correct as needed.

Answer example: Biological farming /The Science of Farming, etc. I chose it because the text explains...

Create

Product: Illustrated Report

Step 3

You may want to go over the text along with students and clarify any doubts. Then tell students that they can use the jobs and professions on the lists they made and check the information they have on those jobs. You can then ask them a draft version of your report and then write it in sections on the construction paper to create their report. You can encourage them to make illustrations on pieces of papers and color them, or find photographs in magazines or on the internet. You can tell them to stick pictures in the right places on your report.

Reading Time!

Reader's Fact What a job!

Track 34

This could be a good moment to use the Reader's book. Ask students to read pages 127 to 130. You can choose to play the audio and ask them to read along. You can then call their attention to the questions under the Reading Section in their Activity Books and go over the questions and clarify any doubts. You can ask them to discuss these questions in pairs or groups and share their ideas with the rest of the class.

Teaching SOS

As a fun extra, you could have a competition in class. Everyone stands up and strikes a pose. See who can last the longest without moving.

Review

1.  **Look at the pictures. In pairs, talk about the profession that deals or takes care of them. How do you know?**

Have the students talk about the pictures, the types of animals and the age group of the people in the pictures and their relationship to each other before they talk about the professions.

Answers: Vets and doctors.

2.  **Now, with your partner write some sentences to explain how they do their jobs.**

Have the students change pairs, so they are not always working with the same person. You might have them talk about the things that vets and doctors do as a group before they write brief paragraphs in pairs.

Answer examples: Vets take care of animals. Vets check animals. Vets help pet owners. Doctors take care of people. Doctors help you when you are sick, etc.

3. **Exchange ideas with the rest of the class.**

When they read their paragraphs to the rest of the class, make sure that there is enough time for a question/answer session on what the pairs have written, e.g. someone could say they disagree with something a pair has written and explain why.

Review

1. Look at the pictures. In pairs talk about the profession that deals or takes care of them. How do you know? 




2. Now, with your partner write some sentences to explain how they do their jobs. 
3. Exchange ideas with the rest of the class.

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Academic and Educational Environment

4. In pairs, write a short report about one of the professions in the previous page. Choose one. In your notebooks, write down some questions that you can use to find out more information. Answer the questions. 

5. Use your information to write a report with your partner. Remember to include a title and an illustration. Share it with the rest of your class. 

Unit 9 97

4.  In pairs, write a short report about one of the professions on the previous page. Choose one. In your notebooks, write down some questions that you can use to find out more information. Answer the questions.

In pairs you could ask the students to write questions about a profession and then the pairs give their questions to another pair to answer. They can look back at the lessons in this unit for ideas to write their questions. Some pairs might want to research the information needed to answer the questions, which they can do if there is a classroom computer.

5.  Use your information to write a report with your partner. Remember to include a title and an illustration. Share it with the rest of your class.

When the questions have been answered, the students can write a short report with the information they have found out. Remind the students that they have to add a suitable title and illustrate their report.

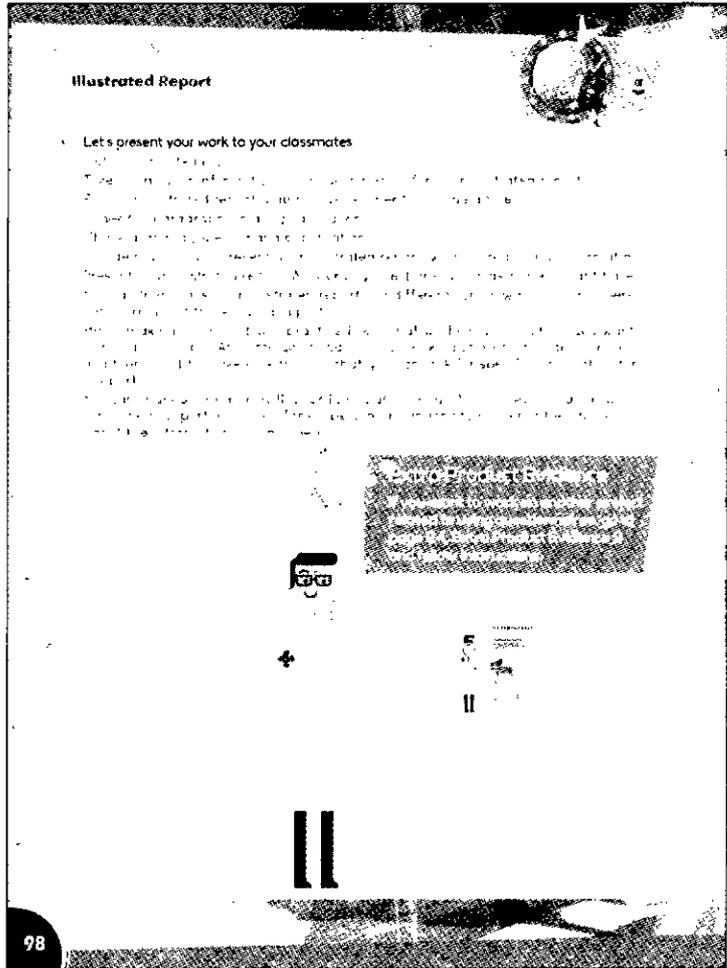


Illustrated report

Once the students are in their product groups, ask them to carefully check their reports and make any changes they think necessary. They might want to pay special attention to spelling and punctuation as this is a written report. You might want to decide how you want them to present their reports, perhaps you can have the groups take turns to stand at the front of the classroom, display their reports and take turns to read them aloud. You may also want to ask some questions or you can encourage their classmates to do so. Once all groups have presented their illustrated reports, they could fix their reports onto walls around the school for everyone to see and to get work information from. Of course they should check with you before sticking up their reports so that they are displayed in the most advantageous place for everyone to see them, like in the reception area, at the school entrance and in the library if the school has one. Tell the students they might like to share their report with their family and friends. It is always a good idea to involve the family, as then people at home will support the students in their English studies.

Extra Product Evidence 9

If you want your students to work on another project to get more practice making reports about jobs, you can ask them to go to page 114 and follow the instructions to make a presentation of their favorite job.



Assessment 9 Think and reflect

Let's reflect! Follow the instructions to assess your learning progress.

1. Complete

- a) Write a title for a brief summary of a review.
- b) What is the main idea of a text?
- c) Write a data table for your class and report.
- d) Write a summary for a website and report.
- e) Write a report for a class and report.
- f) Write a report for a class and report.

2. Now think of the following questions. Exchange ideas with a partner.

- a) What is the main idea of a text?
- b) What is the main idea of a text?
- c) What is the main idea of a text?

Good job!

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Assessment 9

Think and reflect

As always remind the students that reflection only works if they are really honest in their answers. You may want to go over the statement and questions and clarify any doubts. Encourage them to think about their answers before writing them down. When they get to letter f, encourage them to think about their final product for this unit and check the elements that they included in their illustrated reports.

Encourage them to think about real life as they complete the second part. As they finish, they can get together with someone else to exchange ideas. Exchanging ideas can enable them to think more proactively as they swap ideas. Invite volunteers to share some practical uses of reports or perhaps other classes that might ask them to hand in reports.

ACHIEVEMENTS

- Listens and explores warnings in public places
- Understands the general sense and main ideas in warnings
- Expresses warnings.

Warm Up

This is the last unit in the book. You may want to say that because it's the last one they need to give it all they've got. To introduce the lesson you could talk about how sometimes we can avoid accidents if we follow rules. Perhaps you could share a personal story that is pertinent. Then you could ask them if anyone would like to share an incident where if rules were followed an accident would have been avoided.

Discover

1. Look at the pictures. In groups, discuss how you can stay safe in these places. Make some notes in your notebook and then discuss with the whole class.

Ask students to look at the pictures and talk about how they would keep safe in those places. You could give an example for each to get them on track. In the first picture, the pool, you could say you wouldn't run because it can be wet and slippery. In the second picture, the restaurant you could say that you would keep your chair tucked in so other people passing behind you won't fall. In the third picture, the supermarket, you could say that you wouldn't pick the fruit from the bottom of the pile so the rest don't fall and hurt someone. Tell them to write their own ideas in their notebook. When they are done some students can share with the rest of the group.

2. Work with a partner. Look at the signs. What signs do you think you can see in each place in activity 1? Who should follow them? Explain your reasons.

Read over the instructions together. Students need to get into pairs, you could decide on the pairs or have them choose a partner. You may go around and offer assistance to those who get stuck. At the end of a period, you could put a table up on the board and ask them where they would put those signs up, why and who should follow those instructions.

Lesson 1 Unit 10 Careful!

Discover: What is a safety place? How do you keep safe?

1. Look at the pictures. In groups, discuss how you can stay safe in these places. Make some notes in your notebook and then discuss with the whole class.



2. Work with a partner. Look at the signs. What signs do you think you can see in each place in activity 1? Who should follow them? Explain your reasons.



Think and do

3. Work with a partner. Look at these safety hazards. Say what the hazard is.

1. Litter can make cars skid and provoke accidents.
2. Share the road with horse-drawn carts.
3. Cars go into work area.
4. Potholes no warning signs cars fall in.
5. Thousands of electrical lines together on one electric post.
6. Bicycle riders in front of traffic causing congestion and accidents.

4. Look at these words. In which country do you think they are used?

freeway motorway cinema movie theater
car park theater theatre parking lot

USA:
UK:

5. Work with a partner. Read the sentences in activity 3. Decide which warning signs you would set up in the area of the hazards. Write the sentence number below the sign.

Create

Let's start working on this unit's product.

Step 1

Warnings

Unit 10

5. Work with a partner. Read the sentences in exercise 3. Decide which warning signs you would set up in the area of the hazards. Write the sentence number below the sign.

Students work with a partner. Ask them to read the sentences in activity 3 and choose which one they can choose to put up at a hazard area. Remind students to speak in English. Then, invite volunteers to share their ideas with the rest of the class.

Answer example: The sign of the person littering for number 1.

Create

Product: Warnings

Step 1

You can ask students to follow the instructions and get into teams of four. Then, you can ask them to make a list of warnings and signs. Tell them they can use the ones in this lesson. Encourage them to add as many as they know. Remind them to keep their work for the next session.

Reading Time!

Reader's Story

Banana splits

Track 35

This could be a good moment to use the Reader's book. Ask students to read pages 131 to 135. You can choose to play the audio and ask them to read along. You can then call their attention to the questions under the Reading Section in their Activity Books and go over the questions and clarify any doubts. You can ask them to first discuss these questions in pairs and then share their ideas with the rest of the class.

Teaching SOS

As this is the last unit in the book, you may want to take the opportunity to acknowledge their efforts in staying with the program. Let them know that you are aware of how difficult it has been for all of you and this unit should be more satisfying than all.

Think and do

3. Work with a partner. Look at these safety hazards. Link the hazard with the sentences.

Form pairs. Ask students to look at the safety hazards and discuss with their partner which word represents the hazard in each sentence. Monitor and provide any needed assistance. Elicit answers from volunteers. Check and correct as needed.

Answers: 1. litter can make cars skid and provoke accidents. 2. share the road with horse-drawn carts, 3. cars go into work area. 4. potholes no warning signs cars fall in. 5. thousands of electrical lines together on one electric post. 6. bicycle riders in front of traffic causing congestion and accidents.

4. Look at these words. In which country do you think they are used?

Go over the words along with students and as a class discuss where they are used. What strategy did they use to figure this out?

Answers: USA: freeway, theater, movie theater, parking lot

UK: motorway, car park, theatre, cinema

Warm Up

There are general things that one can do to keep safe. For example, when you cross a busy street you look both ways before you cross. You should ask students to give other examples of general safety guidelines. Use this as an introduction to then go on to more specific safety guidelines in school.

Discover

1. Work as a whole group. Discuss.

Read over the instructions together as a group. Continue from the warm up and talk about safety measures from school, the general ones and the more detailed ones pertinent to your specific school. Remind them of the importance of them in case of an emergency, for example, an earthquake. Discuss with the group.

2. Listen to and read the teacher's announcement. Then discuss the questions in pairs. You can write down your ideas in your notebooks.

▶ 24

Students should get into pairs. Tell the students you are going to put an audio of a principal talking to the students on the first day of school coming back from the summer holidays. They should read the announcement along with the audio in silence to better understand.

Then in pairs, they can discuss the answers to the questions and write them in their notebooks. When most students have finished the ones that feel confident enough may share with the group. While students are in pairs discussing and answering the questions you may want to ask the students if they need any clarification of meanings in the narration and check in they are on task.

Answer examples: – Mr. Basurto shares warnings. I think they are important because they help keep children safe. He makes an announcement because children just returned from holidays. I don't run or push and I don't eat or drink in the hallways.

Lesson 2

What is the difference between a safety measure and a safety hazard?

- 1. Work as a whole group. Discuss.**
 What type of safety measures do you think of today? Do you know any more? Write them down. Write the date.

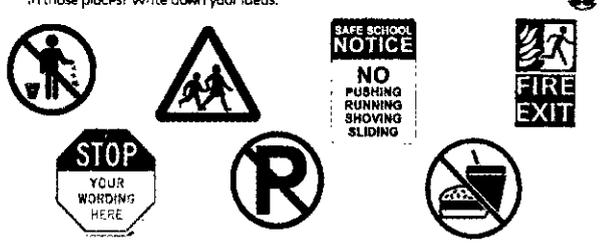

- 2. Listen to and read the teacher's announcement. Then discuss the questions in pairs. You can write down your ideas in your notebooks.**  

Mr. Basurto shares with you some important safety measures at the school. Listen to the audio and read the announcement.

 1. What is the purpose of the announcement? (to inform the school about the summer holidays and the importance of safety measures.)
 2. What are the safety measures mentioned in the announcement? (Don't run or push, don't eat or drink in the hallways, don't use the stairs, don't use the elevator.)
 3. What are the safety hazards mentioned in the announcement? (Running, pushing, eating or drinking in the hallways, using the stairs or elevator.)
 4. Why is it important to follow the safety measures mentioned in the announcement? (To keep the school safe and avoid accidents.)

Think and do

3. Work with a partner. Look at these signs. Where do you see them? Why are they in those places? Write down your ideas.



4. In groups, exchange your ideas. Then, think about the words or phrases that are part of the signs. What do they mean? Are they all the same? Which signs must you follow? Which signs ask you to be careful? How do you know? What does forbidden mean?

Step 2

Warnings

Let's continue working on this unit's product.

Helpful Hint: Warning signs are used to tell you about a possible danger or hazard. They are usually yellow with black text and a black border. Some warning signs have a black triangle with a white border. Some warning signs have a black circle with a white border. Some warning signs have a black square with a white border. Some warning signs have a black diamond with a white border. Some warning signs have a black rectangle with a white border. Some warning signs have a black circle with a white border. Some warning signs have a black triangle with a white border. Some warning signs have a black square with a white border. Some warning signs have a black diamond with a white border. Some warning signs have a black rectangle with a white border.

Unit 10

Now ask students to get together with another pair and create a group. You may want to go over the instructions with the whole group before they start. They should now look at the signs again and share between pairs what they wrote down. Then in their groups, they can look at the words or phrases on the signs and talk about their meaning. They need to see the differences and similarities between them and then see if there are some that are more important to follow or not. For example, the use of color, red has a definite no and green is more of a suggestion to follow. You should make sure they understand that forbidden is something that you can't do or is not allowed. You may want to walk around to aid any group that is having difficulties and make sure they are speaking in English.

Answer examples: The words sometimes explain or clarify the signs, they aren't all the same. You should follow all signs. Forbidden means that it is not allowed.

Create

Product: Warnings

Step 2

Students can now continue working on their product for unit 10. You can ask students to now get into the groups for their product. You can go over the instructions and clarify any doubts. You can tell them they can look back on this lesson if they need to. You may want to ask them to take their list of warning signs out from last class and add what they are for and who should follow those signs. Ask students to put their work for the product away safely for next class.

Reading Time!

Reader's Story
Banana splits
Track 35

This could be a good moment to use the Reader's book. Ask students to read pages 136 to 140. You can choose to play the audio and ask them to read along. You can then call their attention to the questions under the Reading Section in their Activity Books and go over the questions and clarify any doubts. You can ask them to discuss these questions in pairs or groups and share their ideas with the rest of the class.

Teaching SOS

Students might find some vocabulary hard. A question/answer session could be held. A student raises their hand and says the word or phrase she/he didn't understand and a student who did understand can explain it to the group. It can go on until all doubts are clarified.

Think and do

3.  Work with a partner. Look at these signs. Where do you see them? Why are they in those places? Write down your ideas.

You could ask students to stay with the same partner they were working with, in the previous exercise to save time, unless there is time to spare. Go over the instructions with the students in case they have questions.

You may want to help the students to organize their notes by showing them how to make a table with the information the questions ask for.

Answer examples: Some signs I can see at school, on the street, at the movie theater, etc.

4.  In groups, exchange your ideas. Then, think about the words or phrases that are part of the signs. What do they mean? Are they all the same? Which signs must you follow? Which signs ask you to be careful? How do you know? What does forbidden mean?

Warm Up

You could go back to the previous lesson by asking them why signs are important. You may want to add that we don't always have someone to tell us what to do in case of an emergency and we need to be aware of signs which can help us.

1. **Has there ever been a natural disaster in your area of Mexico? What was it like? What did you learn? Share your ideas with the rest of the class.**

Give a moment for the students to look at the pictures. Then you should go over the questions with the students. This can be a difficult but moving conversation with the group. You should be aware of their feelings. After talking about Mexico and natural disasters you may want to talk about some more renowned international disasters like the wildfires of California in the US.

2. **Work with the whole group. Read the paragraph and say what it is about. Next, read the underlined sentences. How are they related to staying safe?**

Students should get into teams. One person in the group should read the paragraph out loud and the rest should read along silently. Then they may go back to the underlined sentences. One person could read the first one and students should discuss how they are related to staying safe. For example in the first underlined sentence (Students in schools today have fire and earthquake drills), students could talk about how these help prevent hazards and keep them safe. You may want to go around and check they are speaking in English and stay on task.

3. **Work with a partner. Listen to and read the radio broadcast. Answer using your own words. ▶ 25**

You should tell the students what the tape will be about. Explain that the radio will broadcast the danger of a national disaster along with the sirens for earthquakes. Usually the broadcaster will tell us how far away the natural disaster is and how long we have to get to a shelter.

Tell them that they will hear the broadcast as many times as they need. First let them just listen so that they can hear the tone and urgency in the voice. Then tell them that they can underline the words that they don't understand. Take a small break and discuss the words that students have underlined. Ask all to participate, many students can tell the meaning by the context and share. Then let them listen to the broadcast again. Ask them how much their understanding improved by the third time. Now, let them answer the questions and share with the rest of the group.

If needed, here is where students who have gone through a natural disaster can share their experience (even if in their mother tongue)

Lesson 3

Disco 1 Why should you pay attention to warnings?

1. Has there ever been a natural disaster in your area of Mexico? What was it like? What did you learn? Share your ideas with the rest of the class.





2. Work with the whole group. Read the paragraph and say what it is about. Next, read the underlined sentences. How are they related to staying safe?

Natural disasters during the last 30 years in Mexico have taught us that it is very important to be prepared for any type. Students must have fire and earthquake drills. There is no moment in the history of Mexico when a disaster is going to end up to a week without actually happening. We must be aware of it.

When the mayor says we will take care of the local government, we know when it is best to send an emergency in the broadcast to send them. The radio will be the same. After we have you up to you will be able to get out of a building before it falls. We can use this. We can use the fire but we can know how to use it.
3. Work with a partner. Listen to and read the radio broadcast. Answer using your own words.

[Radio Broadcast Audio Placeholder]

Think

4. Work with a partner. Look at these warning signs in case of a disaster. What things are similar? Which are different? Why do you think they are different? Why is it important to follow these signs? Exchange ideas.

5. Choose a natural disaster and write an emergency radio broadcast. Use activity 3 as an example. Write on a separate piece of paper.

This is an emergency radio broadcast. There was / There is / There is a/an...

Practice your broadcast and read to the whole group.

Step 3

Warnings

Let's continue working on this unit's product.

Unit 10

5. Choose a natural disaster and write an emergency radio broadcast. Use exercise three as an example. Write on a separate piece of paper.

You may want to ask a volunteer to read the broadcast in exercise three again so that they get the "feel" of it again. Then draw their attention to the beginning and as a group give an example of the first sentence. You should remind them that it would be better if they relate it to their area of Mexico. Walk around and help where needed. If they prefer to work in pairs or groups, encourage them to do so. When they have finished ask for volunteers to try out their broadcast. (make sure the group claps when they have finished.) *This is an emergency radio broadcast. There was / There is a/an...* Practice your broadcast and read to the whole group.

Create

Product: Warnings

Step 3

You can now go over the text along with students and clarify any doubts. You can ask them to get into their product groups and bring out their work from the previous sessions and now talk about the words and expressions that they can use to give warning, make warning signs or forbid something. You may want to remind them that they can look back on this and previous lessons if they need to. Then, you can ask them to talk about the people that should follow those signs. It might be important that you have them define how they are going to present their product, ask them to discuss this with their group and reach an agreement.

Reading Time!

Reader's Story
Banana splits
Track 35

This could be a good moment to use the Reader's book. Ask students to read pages 141 to 144. You can choose to play the audio and ask them to read along. You can then call their attention to the questions under the Reading Section in their Activity Books and go over the questions and clarify any doubts. You can ask them to discuss these questions in pairs or groups and share their ideas with the rest of the class.

Teaching SOS

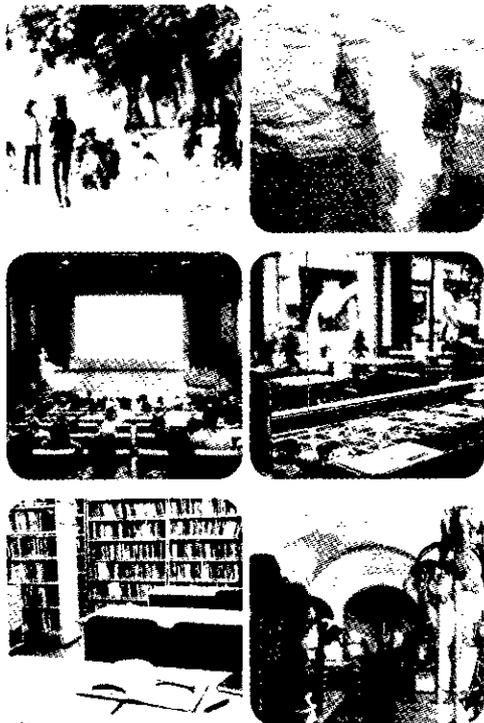
By using a wide variety of graphic organizers such as charts, grids, webs, maps, templates, diagrams, and wheels students can become organised and display information and findings better.

Think and do

4. Work with a partner. Look at these warning signs in case of a disaster. What things are similar? Which are different? Why do you think they are different? Why is it important to follow these signs? Exchange ideas.

Read the instructions and clarify any doubts, You could start them off by telling them that you see a similarity (any one will do, for example numbers) then once the activity is demonstrated, give them a few minutes to work in pairs and exchange their ideas as you walk around helping with vocabulary. They could take notes and you could have volunteers share ideas with the rest of the class.

4. What are these public places? Work in pairs to write warnings for these public places.



5. Share your work with another pair. Work together to design a warning for one of the public places. Share with the rest of the group.

Unit 10

4. What are these public places? Work in pairs to write warnings for these public places.

Ask for volunteers to help read the instructions and then clarify any doubts

As a whole group you can ask them to describe and label the public places: park, swimming pool, movie theater, restaurant, library, museum. Then let them write the public place, followed by the warnings. Ex: Swimming pool: Don't run, etc. in their notebooks or a separate sheet of paper. When they have finished you can invite them to form groups of 4 and share their warnings, adding ones from the other pair to theirs. Then tell them that they can choose one and design the warning sign. They should share their work or put it up on the wall or bulletin board.

5. Share your work with another pair.

Work together to design a warning for one of the public places. Share with the rest of the group.

When they have finished you can invite them to form groups of 4 and share their warnings, adding ones from the other pair to theirs. As a follow up (time permitting) you could tell them that they can choose one and design the warning sign that they could put up on the walls or the bulletin board.

Teaching SOS

You may have noticed that this unit has more "hands on" work. They will definitely benefit from all the positive feedback you can give them, Not only of the work they produce but also of the process of pair and group work as you are walking around the classroom offering help. "Great job!" I like how you speak to each other and so on.



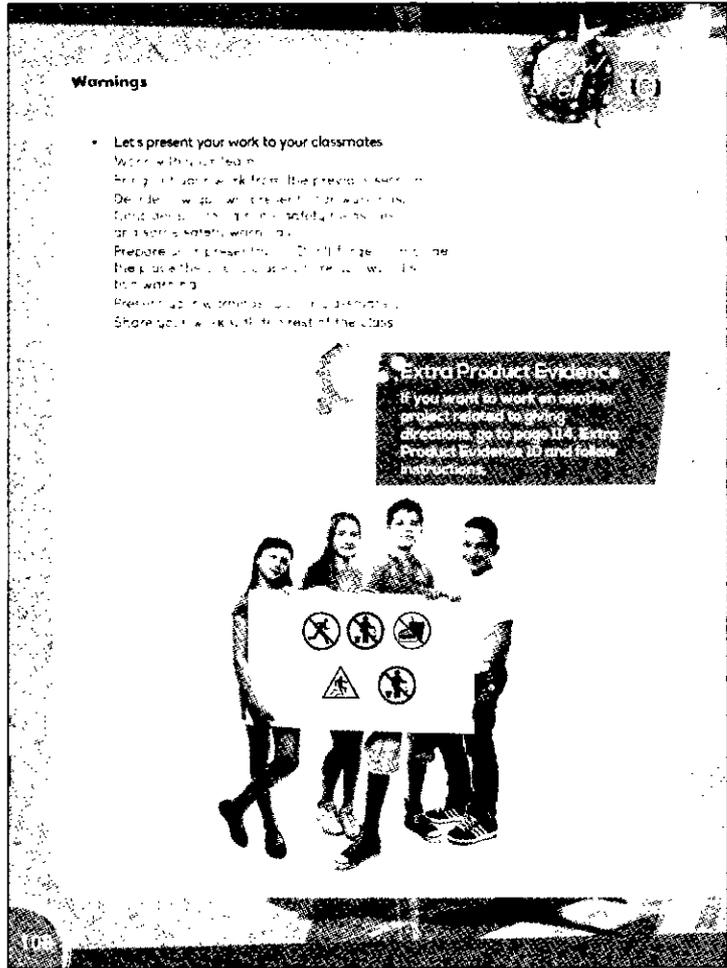
Warnings

You may want to read together with the whole group and clarify any doubts. At this point, organizing their product should be habitual and easy.

However, you may want to let them know that you are there to support them in the process. You might need to remind students to be respectful during their classmates' presentations. You may even encourage students to think where, in the "real world", they could place these signs.

Extra Product Evidence 10

If you want your students to work on another project to get more practice on writing warnings, you can ask them to go to page 114 and follow the instructions to make signs for school.



Assessment 10 Think and reflect

Let's reflect! Follow the instructions to assess your learning progress.

1. Complete and answer the question

a) Write five ways to stay safe at school.

b) Draw a sign you can see at school.

c) Write two ways in which you can stay safe at home.

d) Write five things you should know about road traffic signs.

2. Now, think of the following questions. Exchange ideas with a partner

a) What's the best way to deal with a bully? Do you have to pay attention to it?

b) What kind of pink signs are there around a school? How can you use them?

c) Why are road signs so important? How can you use them?

Good job!

Assessment 10

Think and reflect

You should read all the aspects of the reflection with the students and make sure they understand not only the concepts, but also how they are expected to answer. You could ask them to have colors available to draw the sign. Ask them if they accept your walking around to help and support or answer their questions. This should be an enjoyable task. Let them know that they will not be graded.

For the second part you might want to read the instructions and go over the questions. You can invite volunteers to share their ideas on why people should pay attention to and obey prohibitions or share the prohibitions there are around their community. Ask them if it is possible to keep their assessments and self evaluations to try and improve the program the following year,

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 about a magical object



Rules at school



Opinions about a topic



Cooking and comparing
food from different
cultures



Guide to solve a problem



Acting out a sports
event



Recreation of a historical
event



Presentation about my
favorite job



Signs for school

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 cel 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...

Many/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 and explore suggestions in dialogs, because I'm able to

b) Understands expressions speakers use to make suggestions, because I'm able to

c) Exchanges suggestions in a dialog, because I'm able to

2. 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 and explore suggestions in dialogs, because I'm able to

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Name _____ LN _____

Date _____ Grade _____

Coevaluation sheet _____ Final grade _____

1. Read the statements and mark them according to your performance. Then, add comments that can help you improve.

Now I can...	Very well	Well	Need practice
Predict what a story will be about.			
Understand how a story is structured.			
Distinguish all the components of a story.			
Follow the sequence of a story			
Distinguish similarities and differences.			
Link certain aspects of a story to my life			

- Comments:

.....

.....

.....

2. Work with a partner. Work in pairs. Discuss with your partner how you felt when you started Unit 2 and how you feel now after you finished the unit. Talk about what you learned and what you found difficult to learn. Exchange your comments, ideas and suggestions on how to improve the way you learn and how to organize your study better. Then, write down some ideas to answer the question.

1. How can you use what you learned out of the classroom?

.....

.....

.....

1. Read the statements and mark them according to your performance. Then, add comments that can help you improve.

Now I can...	Very well	Well	Need practice
Predict what a story will be about.			
Understand how a story is structured.			
Distinguish all the components of a story.			
Follow the sequence of a story			
Distinguish similarities and differences.			
Link certain aspects of a story to my life			

- Comments:

2. Work with a partner. Work in pairs. Discuss with your partner how you felt when you started Unit 2 and how you feel now after you finished the unit. Talk about what you learned and what you found difficult to learn. Exchange your comments, ideas and suggestions on how to improve the way you learn and how to organize your study better. Then, write down some ideas to answer the question.

1. How can you use what you learned out of the classroom?

Name _____

LN _____

Date _____

Grade _____

Value scale _____

Final grade _____

1. Check the boxes that describe what you know.

I can	Very well	Well	Need more practice
understand how different sentences are written.			
write different types of sentences.			
detect risky situations.			
order instructions in a logical order.			
understand how to avoid risky situations.			

2. Work with a partner. Work in pairs. Discuss with your partner how you felt when you started Unit 2 and how you feel now after you finished the unit. Talk about what you learned and what you found difficult to learn. Exchange your comments, ideas and suggestions on how to improve the way you learn and how to organize your study better. Then, write down some ideas to answer the question.

How can you use what you learned out of the classroom?

1. Check the boxes that describe what you know.

I can	Very well	Well	Need more practice
understand how different sentences are written.			
write different types of sentences.			
detect risky situations.			
order instructions in a logical order.			
understand how to avoid risky situations.			

2. Work with a partner. Work in pairs. Discuss with your partner how you felt when you started Unit 2 and how you feel now after you finished the unit. Talk about what you learned and what you found difficult to learn. Exchange your comments, ideas and suggestions on how to improve the way you learn and how to organize your study better. Then, write down some ideas to answer the question.

How can you use what you learned out of the classroom?

Name _____

LN _____

Date _____

Grade _____

Self evaluation sheet _____

Final grade _____

1. Check the box that describes your performance in this Unit best.

	Level 1 (best)	Level 2	Level 3
Description	I can describe problems clearly and completely with no mistakes.	I can describe problems in general clearly with a few mistakes.	I need more practice to describe problems as clearly as I would like.
Definition	I can define other aspects of a problem with understanding and detail.	I can define other aspects of a problem almost clearly with a bit of detail.	I can define one or two other aspects of a problem with some language mistakes
Inquiry	I can formulate (make) questions that will clarify details about a problem clearly and easily.	I can formulate (make) questions that should clarify details about a problem with some clarity.	I need more practice to formulate (make) questions that are to clarify details about a problem.
Text organization	I can recognize and analyze how a text is organized in order to find information easily.	I can recognize how a text is organized and find information but have difficulty analyzing it.	I need more practice in recognizing and analyzing how a text is organized to find information.
Management	I can formulate information on a table to facilitate answering questions easily.	I can formulate information on a table to facilitate answering questions with a bit of help.	I need practice so I can formulate information on a table to answer questions.

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 describes your performance in this Unit best.

	Level 1 (best)	Level 2	Level 3
Description	I can describe problems clearly and completely with no mistakes.	I can describe problems in general clearly with a few mistakes.	I need more practice to describe problems as clearly as I would like.
Definition	I can define other aspects of a problem with understanding and detail.	I can define other aspects of a problem almost clearly with a bit of detail.	I can define one or two other aspects of a problem with some language mistakes.
Inquiry	I can formulate (make) questions that will clarify details about a problem clearly and easily.	I can formulate (make) questions that should clarify details about a problem with some clarity.	I need more practice to formulate (make) questions that are to clarify details about a problem.
Text organization	I can recognize and analyze how a text is organized in order to find information easily.	I can recognize how a text is organized and find information but have difficulty analyzing it.	I need more practice in recognizing and analyzing how a text is organized to find information.
Management	I can formulate information on a table to facilitate answering questions easily.	I can formulate information on a table to facilitate answering questions with a bit of help.	I need practice so I can formulate information on a table to answer questions.

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.

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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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.

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
		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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		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.

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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Can you		Yes, very well	Yes, in groups or pairs	I need more help with this
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	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.

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
✓	✓	I understood how to fill out this assessment with my partner.	✓ ✓		
Explore		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.			
		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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Unit 1**Track · 1**

Beats! Primary 5 Activity Book 1
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Unit 2**Track · 2**

Sean: Look! I can see the rides and games.
Martha: I want to see the animal competitions.
Sandy: We can't miss the pie and cake contests.
Roberto: The food is the best, corn dogs, popcorn, cotton candy!
Martha: Everything is great but we must buy the tickets to get in, so hurry up and let's get in line.

Track · 3

Roberto: Let's make a plan.
Martha: I get sick on the Ferris Wheel.
Sean: Girls go on merry go round, boys go on the pendulum!
Sandy: Let's go to the bumper cars.
Sean's Dad: I bought your tickets for the rides.

Track · 4

Martha: Look at those colts! They are so beautiful!
Roberto: What are colts, they look like horses.
Sandy: Hold your horses, mister. They are young boy horses.

Martha: What does "hold your horses mean" ?
Sandy: It means stop!
Roberto: Those girls are our age and they are dressed like cowgirls!
Sandy: That's because they are cowgirls.
Sean: Why don't we meet them?
Martha: No, don't be silly.
Sean: I'm just horsing around. I suggest we get some food, I'm starving.
Sandy: You will just have to wait, we all know you eat like a horse.
Roberto: All these horse expressions make me dizzy, let's go eat, please.
Sandy: Yes, I'm hungry, too.

Track · 5

A: Do you have hamburgers?
B: Sure, how many do you want?
A: Two please
A: How much are the enchiladas?
B: 20 pesos an order
A: Can I have two please?
B: Sure
A: Can we get four hot dogs?
B: Ketchup, mayo and mustard?
A: Yes, please
B: Coming right up!
A: What kinds of tacos do you have?
B: Any kind you want.
A: We will take 2 potato and cheese, and 2 sausage tacos
B: Sure, the sauce is over there.
A: A bag of popcorn please.
B: Here you are 3.00 dollars please.
A: Here you are.
B: Thanks.

Unit 3**Track - 6**

- Merlin:** How old are you now, Arthur?
Arthur: I'm 13; almost 14, Merlin. You are getting old.
- Merlin:** No, it's time to tell you the truth.
Arthur: About my parents?
Merlin: Yes, I have some sad news. But let me start from the beginning.
- Arthur:** From when you saved me from pirates? And turned them into pigs with your crooked branch that you call a magic staff?
- Merlin:** This old crooked branch can still turn you into a frog! You skinny looking monkey!
- Arthur:** OK, I'll behave. Tell me, who am I?
Merlin: Well, you are Queen Igraine and King Uther Pendragon's son. I was your father's advisor. When you were born, the kings and lords were fighting each other for more land, and everyone wanted your father's lands
- Arthur:** But why am I not with them?
Merlin: Because many mean spirited people wanted to kidnap you.
- Arthur:** To trade for my father's lands?
Merlin: That's right! William told me about your strength and intelligence. Anyway, I brought you here, to my friend William's farm and family so you could grow up strong and smart. I brought you here when you were only 7 days old. William's wife, Elizabeth, had just had a baby too, So it was perfect timing.
- Arthur:** I thought that Ben and I were twins for years! But he is such a big bully!!
- Merlin:** I know, but things are different now. Unfortunately, both your parents have died. I had thought that someday I could take you back, but now danger is everywhere.
- Arthur:** But I heard that the winner of the tournament is to be king.

- Merlin:** This is true, nobody knows who you are, so you will go as William's oldest son's squire.
- Arthur:** I want to stay here!
Merlin: No. I promised your father to help you become king.

Track - 7

Everything was so fast!
 Edward, William's oldest son took Ben and I as squires. But at the tournament, Ben bullied me. Edward made me do all the hard work; polish his armour and his shield, brush his horse, get water for his bath and get food. Ben didn't do anything. That made me feel terrible. I wished I had Merlin's staff so I could do everything with a swoosh! Then the next day, Ben pushed me out of the tent, "go get water from the river", he shouted. I took a big bucket and walked to the river. There was a pretty girl getting water too. Her smile was sweet and she asked my name, I told her I was Arthur, "I'm Guinevere, which noble family is yours?" I couldn't tell her the truth, so I said I was Edward's squire. She looked sad, but was still nice to me. We walked back together talking and laughing until she went to her tent.

As I continued, I saw a rock with something sticking out of it, it was a beautiful sword! Some squires were watching. Merlin had told me, "Arthur, if you find anything strange, do what your heart tells you". So, I pulled the sword out. The squires ran away shouting and before long everyone was around me looking angry. I looked at the sword, It had a shiny long blade with a silver handle with golden letters that said "whoever pulls this sword from the stone, is the rightful king of England. Suddenly, Merlin was there, calming the knights and Lords. He put the sword back into the stone and told everyone to try pulling it again. They all tried, even Ben!, but the sword wouldn't move. So, he turned to me and told me to try. "He's just a servant", yelled Ben. And I got the courage to try again and it slipped right out with a swoosh. And so, here I am. I hope Merlin comes back soon. I never found Guinevere, she probably still thinks I'm a squire.

Unit 4**Track · 8**

- Girl:** Now we can take a walk through the Mayan jungle. It's free!
- Boy:** We can see spider monkeys, frogs, lizards more flamingos, and 300 more bird species! Maybe even a Guacamaya bird, they're almost extinct.

Track · 9

- Adulto:** Welcome to the Kid's Yucatecan Cooking Class. Today you will learn how to prepare papadzules, but first lets review some important information to keep you safe. Can somebody tell me what are important rules to follow to stay safe in a kitchen?
- Nicte-Ha:** Do not play with fire?
- Adulto:** Exactly. We advice you to ask an adult for help when you need to use fire.
- Aapo:** Don't run in the kitchen.
- Adulto:** Yes, thank you. Now, please read the poster on the wall. We ask you to follow these guidelines in order to stay safe...

Track · 10**Pedro's Accident**

- Nicte-ha:** Are you sure that you cut your hand on the coral reef?
- Pedro:** I thought it was a shark and I started swimming to the shore.
- Aapo:** When he got out, he was coughing and crying.
- Pedro:** It's hurting and it's bleeding.
- Nicte-ha:** Let's get you some first aid.
- Aapo:** Yes, coral cuts can get infected very easily.

Unit 5**Track · 11**

- Adele:** Hello fans of the Vietnamese rock band Purple-Blue! I'm here interviewing them before their concert in Mexico City. Can you tell us a little about yourselves? What do you like to do when your not on tour?
- Ivanna:** Well, I'm Ivanna. I'm the lead singer! I like to bake when I'm not singing.
- Sun:** Hi, I'm Sun! I'm the guitarist. I love to dance.
- Jen:** I'm Jen, the drummer. I read in my spare time.
- Melly:** and I'm Melly, the bass player. I never stop playing!
- Adele:** How did you all come together to form a band?
- Jen:** We all went to school together. Sun and I know each other since 6th grade!
- Ivanna:** Yea, but we didn't have our first album until we were in high school. That's when our silver record for the hit song, "The Big Bang"
- Adele:** Wow. Well, you must be eager to go out and play. Thank you very much for giving us this time. Good luck!

Track · 12

- Adelle:** Good evening, tonight we are interviewing the Korean group BVT. They are here in Mexico to give three concerts. Why don't we start with your names?
- T:** Well, three of us have letter names. I'm T, this is V, and that thin boy is B.

Jin: I'm Jin and this is Kim.
Adelle: Where are you from?
Kim: All of us are from Busan, it's the second biggest city in South Korea.
T: And it's very beautiful You should come to visit.
Adelle: Why did you come to Mexico?
T and Jin: Because of our fans! We have thousands of them here.
Jin: And we can speak a little Spanish, Si? Tu mucho bonita
B: And we want to sing and rap for them
V: We love Mexico! We want to visit everything in the city! (excited)
Adelle: Oh, I can hear your fans calling you to the stage. Can we continue after the show?
All boys: Sure, of course.

Track · 13

Adele: That was an incredible show!
Jin: Thanks Adele
T: We really enjoyed it
Kim: The audience here is incredible!
V: And the girls are pretty!
Adele: Tell us a little about your families
B: My parents met in Japan. They had gone to study and married there. My sister is Japanese.
V: My family had been living in Seoul but moved to Busan after the war.
Jin: Sorry Adele, but we have to sign hundreds of autographs.
T: Yeah, they are telling us where to go.
Adele: That's ok boys, I can catch up with you later

Unit 6

Track · 14

Roberto: What's happening Deepak?
Deepak: The Indian team is batting. That batsman, the one with the helmet, is trying to hit the ball with the bat. It's like baseball!
Roberto: It's like baseball!
Deepak: Well, no. This is Cricket. some things are similar. Once the batsman hits the ball, two players run between the wickets. See? Those three wooden poles.
Roberto: What's happening now?
Deepak: The team in the field is trying to make sure the batsmen don't make many runs.
Roberto: To me it looks like baseball.
Deepak: Actually, it's not. Let's analyze it carefully. What does the batter do in baseball?
Roberto: He runs around field to touch 4 bases, there are players in the field trying to stop him.
Deepak: Well, the players in the field is similar but the batsmen only has to run back and forth between wickets.
Roberto: This is still too complicated for me.
Deepak: That's ok, if you stay long enough, you will learn. And that's that!

Track · 15

This table has interesting food. Hm... Let's take a look. Now let's have a taste. Yummy, yummy... This is very spicy, it has curry, tumeric, ginger and other spices. I see that there is no beef dishes here! That is probably because cows are sacred in the country. Ah... but that naan bread, is so delicious, especially with the rice and lentils. And of course, some Masala chai tea.

Unit 7

Track - 16

- Andres:** We need money for the things in the catalogue.
- Natalia:** We can have bake sales every month!
- Tonatiuh:** And the boys can have car washes every month.
- Ixchel:** I'll write to the mothers to send cakes, pies, and cookies.
- Magdalena:** We have to ask the Parents' Association first.
- Andres:** That's right, they already do a lot of things for the school.
- Tonatiuh:** I know! Let's read their manual.

Track - 17

- Ms. Benetto:** I have heard many good things about your project.
- Tonatiuh:** Thank you, Ms. Benetto,
- Natalia:** We need some help.
- Ms. Benetto:** Really?
- Magdalena:** Yes: We can't find the Parents' Association members.
- Ms. Benetto:** That's your problem?
- Andres:** Yes, We want to have bake sales to get money for supplies and...
- Ms. Benetto:** I understand, you want their help, right?
- Ixchel:** If they give out letters, the moms will also help us with cakes and stuff.
- Ms. Benetto:** We don't have a new Parents' Association yet, kids. There's a new one every year.
- Tonatiuh:** Ohhh! Now what can we do?
- Ms. Benetto:** I will help you! You have been very proactive these last few days and I agree with everything you want to do,
- Natalia:** Really?
- Ms. Benetto:** Yes, now, I must tell you that the school fixes many of the problems you found.
- Magdalena:** Really? Yes, but we always welcome help, especially from kids like you!
- All kids:** Ah shucks, really? Oh, my.

Unit 8

Track - 18

Raul Portiz (Mex.)

...with three minutes left in the game, Marquez is running with the ball moving it forward quickly into the path of Pardo, but Oh! Wilson kicks it right through his legs! Is that a foul? No, just a warning from the referee. The ball is back in play, now Ochoa takes it and is steering it quickly towards Medina! He takes it and is zigzagging through the Spanish defense! Just too exciting! Oh. No! there are too many defensive players! Ochoa needs to pass it to someone! Who? But here comes Little Pea on the right, takes the pass and shoots straight to the goal...Gooooooool! Oh...oh. What genius! What a team! What a golden goal!... un/be/lie/vable

David Hinkle (USA, invited)

Here we are at the Monterrey Stadium and The Sultans are taking on those Red Devils. They have their helmets and mitts It's the seventh Inning and there's the pitch, it's a ground ball. Looks like he was trying to put the ball to the right side but,,it's ball one....

And here's Marco up to bat. Swing and miss! Strike 1. That was quite a swing, Oh, strike two, and I'm guessing, yes...strike three. He's out.... Here we are at the bottom of the ninth inning. There's the swing by Adrian and that shot is going to the fans! That's three home runs for the boys from Monterrey. And a win! What a delightful game!...

Track - 19

- Mike:** For those of you who just turned on your televisions, this is the end of the Mexican Baseball League. Here we are, at the end of September and it has been a wild ride. And it's still hot here in Monterrey.
- Ted:** Well this championship game between the Sultans and The Red Devils is worth it. This is the seventh game and they are tied 3-3. It's really exciting!

- Mike:** So, what happened while I was gone, Ted?
- Ted:** Well, we are nearing the end of game; we are at the end of the ninth inning. The Sultans are batting and all the bases are full and loaded. The game is still 4-4 and the crowd is going wild! Everyone is standing on this hot, sunny day. This is amazing!
- Mike:** Yes, it's so exciting! But tense, you can cut the air with a knife.
- Ted:** Here comes Rodríguez to the plate, ready to bat. Oh my Gosh! This is too intense!
- Mike:** The pitcher comes up to the mound. He gives the catcher a signal and he pitches...
- Ted:** This is it, Mike. That ball is going out of the stadium. Wow! Look at that ball go!
- Mike:** It's going, going, gone! Incredible! Unbelievable!
- Ted:** The players are not even running from base to base, this is one of the best home runs I've seen.
- Mike:** The Sultans! The new National Champions!

Track - 20

Part 1

It's Saturday! and because you asked for it, it's soccer day! We welcome you to the fourth game of the season. and I, Raul Portiz, always at your service, will be narrating the game for the Blue Cross and America United teams. from this lovely stadium in Mexico City. There must be about 80,000 fans here today. The America United team is wearing their yellow uniform and the Blue cross team, of course their typical blue. Our boys may not be as tall as the European Teams, but just look at their strength!

Part 2

Attention! The ball is in play, Rafa Marquii takes the ball and runs right down the center field, passes it to Omar Brave. Oh! He loses the ball to Reyes. Reyes passes to Alonzo, Alonzo passes it back, it seems they are dancing....Brave takes it back! He lifts the ball. Blanco jumps to try and stop it but ... it's a goal! Goal! Goal! What a start to the game! America United is up by one. There come the Blue Cross players. Pardo is running down the left field and passes it to Little Pea. Full concentration! Little Pea passes to Simansky and there's a penalty, penalty! And its... not marked as a yellow card. No matter, Simansky is zipping right down the center he pulls a dummy on Marqii, and he places it. Finish it! Finish it! Yes, goal! goooal!

Part 3

It's near the end of the second half. The teams have both been on the offensive and we are still tied. Things are quite difficult. They look very tired but still running fast. Reyes has the ball and is trying to pass to Marquii; really? He's too far away. He passes to Alonso, Alonso to Marquii who has broken free, thank goodness! He pushes past two more players and passes to Reyes. The fans go quiet, it's really intense! Reyes passes to Brave, the ball is lifted into the air! It's in! Gooooal! America United have taken the game. Well, that's it for us folks. We hope you enjoyed this incredible game as much as I did. I shall see you right on time for the next season. Portiz, over and out.

Unit 9**Track - 21**

Carlos Miguel's Grandfather (Mexico): "High tech. games weren't around, but our toys that we could even make ourselves like the spinning tops and slingshots. We all loved the yo-yos and had national competitions! Chutes and ladders and lottery were favorites for parties There were lots of wooden toys like truck and buses. The plastic wrestles came out in the 1960s. Those were my favorite. My sister had a collection of plastic paper mache painted dolls and all girls had tea sets. I could go on forever, but now these toys are considered arts crafts" and don't get me started on the games we played! I declare war against...."

Track - 22

Billy's Grandfather (United States):
We didn't have those fancy computer games you have. Just like today, toys were influenced by TV and film characters, like Popeye. We had a character named Gumby that stretched who had his own cartoon. I loved to see how far it would stretch. My favorite toy was the pogo stick. I jumped around everywhere! My sister was in love with her hula hoop and her Barbie of course.

Unit 10**Track - 23**

Report on Professions
What do they really do?

By Carmen Miranda

I asked different people about their professions. I also asked kids who knew them.

Teacher: Prof. Daniel Basurto.

I believe that I help students to get knowledge and skills. I try to encourage and inspire them so that they do their best. You see, school isn't only about academic learning, it's also about social learning and I hope that I have a positive effect on them.

His students: He makes the classes fun and he is funny. He listens to us and he always tells us how well we are doing. He says things like " Good job". He makes us want to learn.

Veterinarian: Vet. Angelina Martinez.

Well, my profession is great! I treat all kinds of pets and farm animals too. I do what doctors and dentists do for humans I also teach owners how to prevent problems for their animals.

Her clients: She is incredible with my Flossy. It's almost like she can understand what the dog is saying. She also has a staff who bathe them and cut their hair.

Nurse: Francisco Gomez: Well here at school I take care of kids when they aren't feeling well and call your parents. At the hospital I carry out the doctor's' instructions, care for patients, and give them their medicines.

A student: Our nurse is incredible; he calls our parents and makes sure we are ok at school. Sometimes, when we have the flu shot campaigns, he gives us a lollipop.

Unit 11

Track - 24

Mr. Basurto: Good morning kids. Today we have received new safety guidelines for the school and new signs to put up.

1. Let's start at the beginning, how you get to school.

For those of you who walk to school, stay on the sidewalk! Cross to school only at school crossings. Don't bring cell phones to school. If parents or visitors need to talk to me they must register at the front desk.

2. Now, about the hallways, we know that they are a bit narrow, so make sure that you always walk, don't run, don't push, don't eat or drink in the hallways. If there's an earthquake, you still need to walk. You can eat in the playground at recess.

3. In the playground, listen to and respect the teachers on duty. Follow their instructions the first time they give them. The playground is a 'No Bullying' area. Respect your schoolmates. Only play in the designated areas. If a ball or something goes out of the area, one student should go for it. After the bell rings walk back to your classrooms, don't run. Don't litter the playground.

4. If the earthquake and fire alarm goes off, follow the instructions on the signs to the emergency exit as we do when we have a drill. Get out of your desks, walk calmly to the hallway and follow the instructions on the walls. We will discuss this more later.

Track - 25

This is a radio broadcast alert. Hurricane Veronica will be hitting the west coast of Mexico between Cuyutlán and San Juan de Alina in 7 hours. This is a mandatory evacuation announcement. Go to your closest shelter. Shelters are open in Colima and buses leave every hour. This is not a drill. Be aware of flash floods and severe floods. Some areas may experience mudslides. Follow the emergency evacuation signs. I repeat this is not a drill.

UNIT 1



Fair (10)



Rides (10)



Corn dogs (10)



Food booth (14)



Cowgirls (12)



Dessert (15)



Colt (12)



Dizzi (12)



Win (12)

UNIT 2



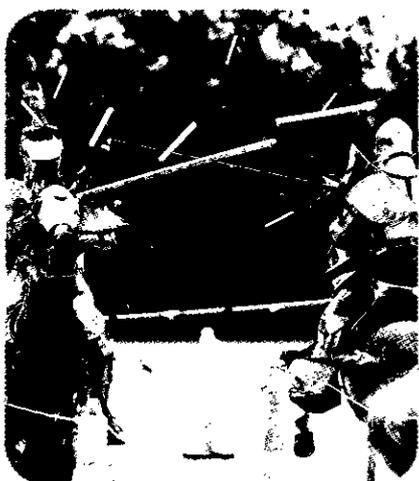
Fantasy (20)



Sword (20)



Wizard (20)



Tournament (20)



Knight (20)



FarTent (24)



War (23)



Bucket (24)



Chores (20)

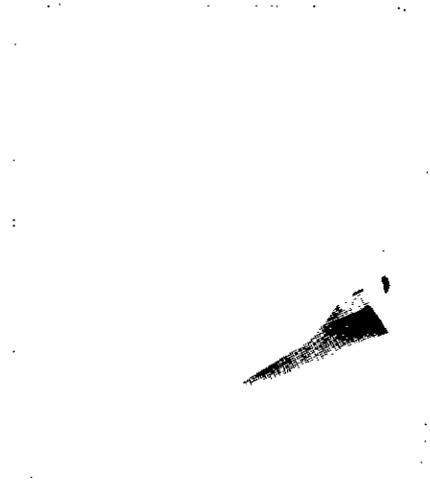
UNIT 3



Bandage (35)



Coral reef (35)



Helmet (34)



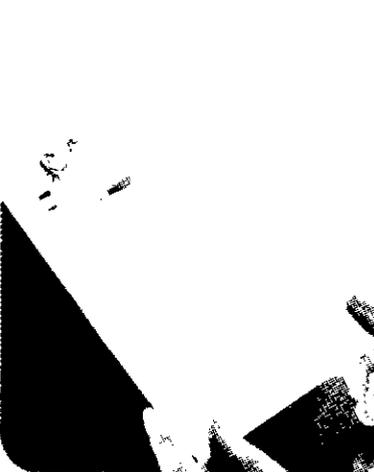
Ointment (35)



Zip-lining (34)



Scrub (35)



Brochure (34)



Shore (35)



Protect (30)

UNIT 4



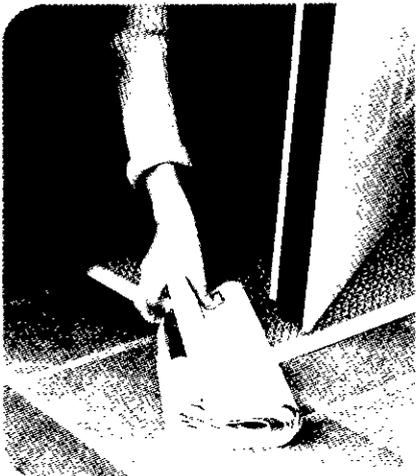
Band (40)



Interview (40)



Fans (41)



Newspaper (43)



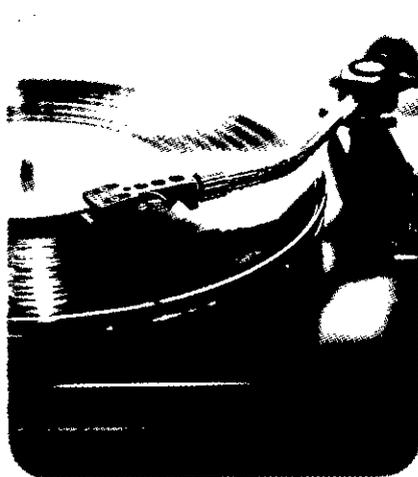
Guitarist (41)



Bass player (41)



Concert (41)



Record (41)



Drummer (41)

UNIT 5



Culture (50)



Rugby (54)



Dance (54)



Head piece (52)



Spicy (56)



Gravy (51)



Pastry (51)



Customs (51)



Barefoot (52)

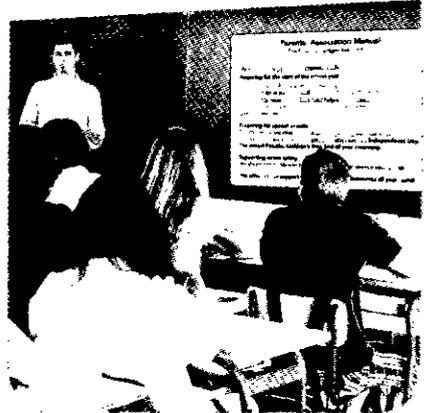
UNIT 6



Community (60)



Catalogue (62)



Parents' Association (62)



Broom (65)



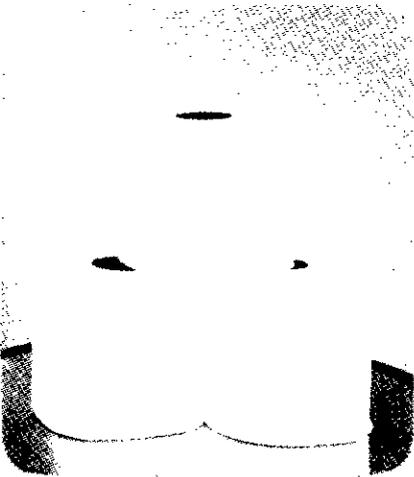
Dirty (61)



Garbage (61)



Messy (61)



Toilet paper (65)



Dispenser (65)

UNIT 7



Sports items (70)



Team (70)



Narrator (70)



Broadcast (72)



Swing (70)



Path (70)



Referee (70)



Championship (72)



Pitcher (72)

UNIT 8



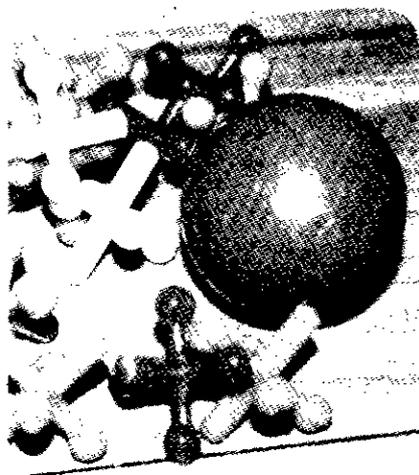
Milkman (82)



Supermarket (82)



Arts craft (84)



Toy (84)



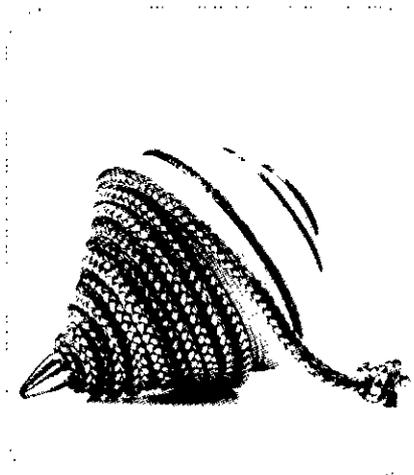
Whistle (82)



Childhood (84)



Milk truck (82)



Spinning top (84)



Gadget (85)

UNIT 9



Furniture (90)



Nurse (92)



Soil (94)



Farm (95)



Design (94)



Harvest (94)



Sprinklers (94)



Fertilizer (94)



Diseases (95)

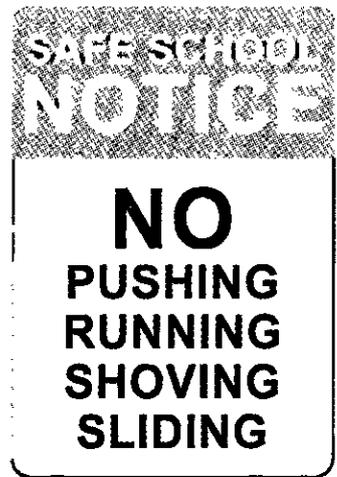
UNIT 10



Natural disaster (104)



Public place (107)



Safety measures (102)



Warning sign (101)



Hazard (101)



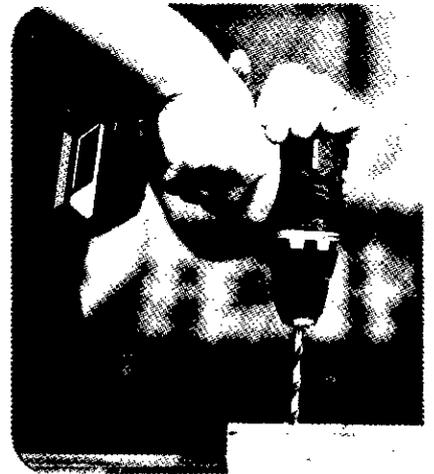
Pothole (101)



Congestion (101)



Litter (101)



Drill (102)

Bibliography

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8. Peregoy, S. F. (2012). *Reading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 English Learners*. (6th Ed.). Pearson.
9. Vernon, S. A. (2012). *ESL Games: 176 English Language Games for Children: Make your teaching easy and fun*. (3rd Ed.) CreateSpace Independent Publishing Platform.

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.

https://www.shortkidstories.com/story_category/fantasy/

<https://www.bbc.co.uk/learningenglish/features/6-minute-english/ep-180531>

<https://kids.kiddle.co/Culture>

<https://www.historyforkids.net/>

<https://www.thebalancecareers.com/topkids-dreamjobs-2062280>

<http://kcds3.blogspot.com/>

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

www.blackcat-cideb.com

<https://spaceplace.nasa.gov>

I can understand and follow warning signs in English.

I can understand and give suggestions in English.

I can use English to talk about jobs and professions.

I can use English to describe a magical object.

I can talk about historical events in English.

I can express ways to avoid risky situations in English.

I can use English to narrate a sports event.

I can understand an interview and interview someone in English.

I can write questions and answers about a school problem in English.

I can use English to compare cultures.

I need to practice _____

Date

Teacher

Good job!

Beats!  Primary

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