

Activity Book



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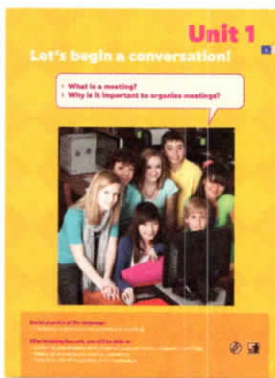
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This is your Activity Book

Welcome to the world of *Play and Play Connections Primary 5 Activity Book*, a book through which you will learn English in a fun way by doing different activities and by participating in different social practices of the language. This book is divided into ten units. Each unit contains three lessons and closes with a Reader's Connection and an Evaluation page. Let's take a look at other things you will find:

Unit opener



On this page you will find the title of the unit, the social practice of the language you will be working on, the learning outcomes, and a couple of questions that will activate your background knowledge. These two questions are for you to think, discuss, and share ideas about what you think the topic of the unit is about.



These icons mean that your teacher will project a picture from the CD. The activities are called Big Picture Activities, BPAs. Your teacher will let you know when you have to work with them.

Iconography

Simple icons have been included in each activity to help you understand better what you are going to do.



This icon means that you are going to work individually.



This icon indicates that you are going to work with a classmate.



This icon indicates that you are going to work in groups.



This icon means that you are going to listen to a conversation, a story, or a text.

Other sections

In order to increase your knowledge, cultural background, and digital skills, you will find the following sections in each unit:

Culture Connection



In this section you will discover interesting cultural facts and traditional features of your own and other countries.

Digital Connection



In this section you will practice your digital skills by looking for specialized web sites, downloading videos and songs, and gathering information from different digital sources.

Language Connection



In this section you will reflect on the way the English language works.

Portfolio Connection



This icon indicates that you are going to complete an activity that will be stored in your Portfolio.

Connecting you

This section is just for you! It includes questions that will give you the opportunity to express your likes and dislikes, and to reflect on your everyday life.

Product



The product is divided into four steps. Steps 1, 2 and 3 will guide you to plan and prepare your product. Step 4 will guide you to present your final product. In each step, you will find three main stages: *Planning*, *Hands on!* and *Looking ahead*.

Self-Evaluation

At the end of each lesson, you will find a self-evaluation section with a list of achievements. You will decide which ones you are sure you have accomplished and which ones you need more practice in.

Glossary

In this section you will find the meaning of the highlighted words.

astonishing

Table of contents

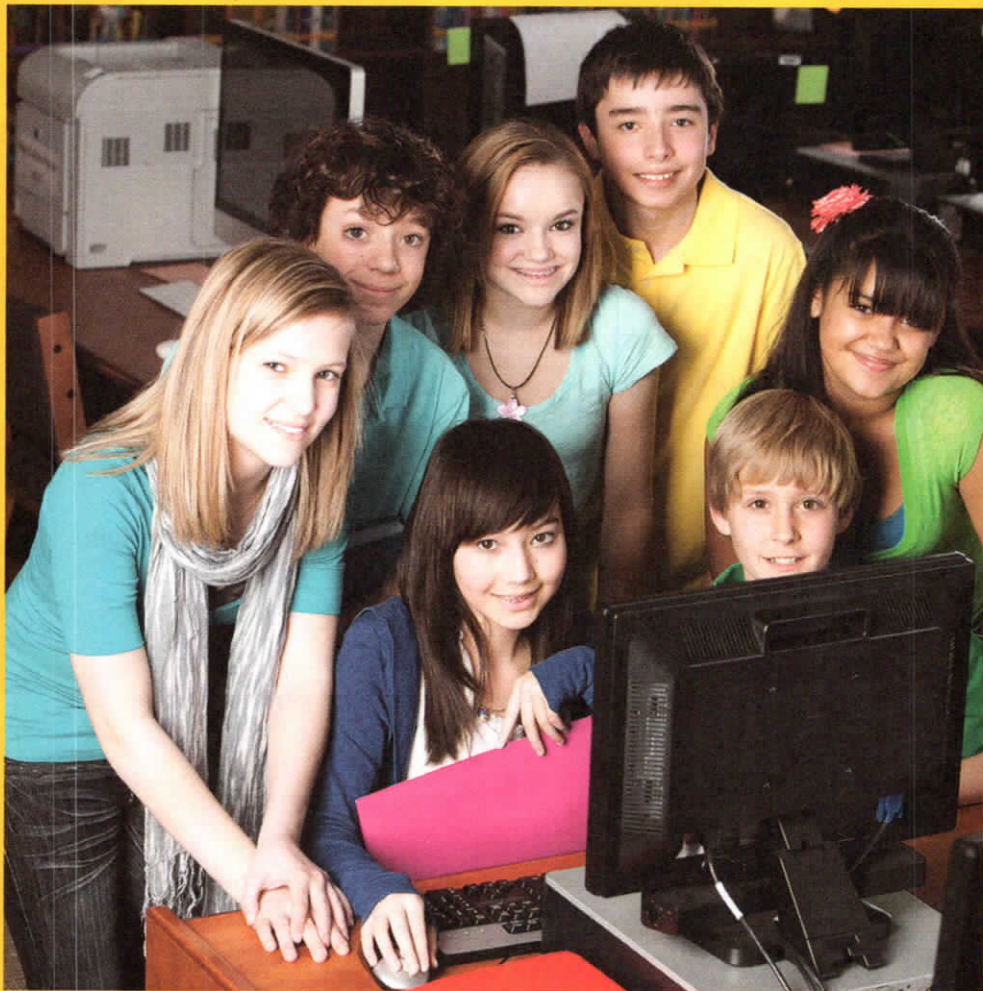
Unit 1	Let's begin a conversation!	5
Social learning environment: Family and Community		
Final product: Conversation		
Unit 2	Let's record our anecdotes!	17
Social learning environment: Ludic and Literary		
Final product: Recording an anecdote		
Unit 3	Let's follow directions!	29
Social learning environment: Family and Community		
Final product: Quick guide with instructions to get to a place		
Unit 4	Let's stage a short dialogue!	41
Social learning environment: Ludic and Literary		
Final product: Short staged dialogue		
Unit 5	Let's make a survey!	53
Social learning environment: Family and Community		
Final product: Survey		
Unit 6	Let's make a short illustrated guide to solve a problem!	65
Social learning environment: Academic and Educational		
Final product: Short illustrated guide to solve a problem		
Unit 7	Let's make a graphic line of development!	77
Social learning environment: Family and Community		
Final product: Graphic line of development		
Unit 8	Let's make a comparative chart about cultural aspects!	89
Social learning environment: Ludic and Literary		
Final product: Comparative chart		
Unit 9	Let's make a questionnaire!	101
Social learning environment: Academic and Educational		
Final product: Questionnaire		
Unit 10	Let's write museographic cards!	113
Social learning environment: Academic and Educational		
Final product: Museographic cards		
Language Connection		125
Glossary		127
Bibliography and Web references		128

Unit 1

5

Let's Begin a Conversation!

- › **What is a meeting?**
- › **Why is it important to organize meetings?**



Social practice of the language:

- Exchange expressions to organize a meeting.

After finishing this unit, you will be able to:

- Listen to and explore exchanges of expressions to organize meetings.
- Interpret expressions used by speakers.
- Take the role of a speaker in an exchange.



Welcome to Our Team!



1. Work in pairs. Look at the picture and say what you think the kids are doing. Check your predictions.



2. Work in pairs. Read the conversation. Identify the expressions that the speakers use to organize a meeting and underline them. What makes those expressions different? Discuss your ideas with other classmates.



TEACHER: Hi, everybody! This is your new classmate, his name is Theo.

THEO: Hello!

TEACHER: Theo, your classmates are working on a project for the Science Fair. Please, choose a team. You'll be working with them for the next two weeks.

HELENA: Hi, Theo. I'm Helena. Nice to meet you.

THEO: Nice to meet you too, Helena.

HELENA: Our team is going to present a project about creating energy from garbage.

THEO: Energy from garbage? Sounds like a great project.

HELENA: I know! Do you want to work with us?

THEO: Absolutely. Thank you!

HELENA: This is Monica. She is in our team too.

MONICA: Hi, Theo. Nice to meet you.

THEO: Nice to meet you Monica.

HELENA: Well, we have to meet to see who is going to do each activity.

MONICA: That's right! What about if we meet on Wednesday?

THEO: I'm afraid, I can't; but what about on Thursday?

HELENA: Sounds good. Let's meet here at the school.

MONICA: Great! Sorry guys, I need to go. But I'll see you tomorrow.

THEO: See you soon!

HELENA: Bye, Monica.



3. Go back to the conversation. Circle the words and expressions that you do not know. Try to get the meaning by analyzing the context. Then, discuss with your classmates the strategies you used to understand the meaning of unknown words. Did you use the same strategies?

Student's Tip

When you want to organize a meeting with your friends, you can also use these expressions: *Let's meet at...*
I want to organize a... Let's have a meeting on...
Can we meet at...

Connecting you

To get the meaning of unknown words, first check the context. You can also identify the root; for example: *examination* comes from the word *exam*. You can also look them up in a dictionary. Discuss the meaning of the words with a partner.



4. Work in groups of three or four. Analyze the conversation in Activity 1 and discuss the following questions:

- What's the topic of the conversation? (Look at key words and expressions).
- Who starts the conversation?
- What expressions does he/she use to start the conversation?
- Who is participating in the conversation?
- How are the turns of participation organized?



5. Work in pairs. Interpret the following expressions from the conversation. Write what the speaker used them for. Follow the examples. Then discuss with another pair of students: is it important to use these expressions when we talk to others? Why?

a. Hi	<i>We use this expression to greet people.</i>
b. How are you?	<i>We use this expression to initiate a friendly conversation by asking if someone is OK.</i>
c. Are you going to...?	<i>We use this expression to see if someone is attending the same event as us.</i>
d. What time does the party start?	
e. We can go together.	
f. Do you want me to pick you up?	
g. Sorry, I can't.	
h. What about 4:30?	
i. Sounds good!	
j. Take care!	



6. Work in groups. Imagine that you have to meet your classmates to study for an exam or to plan a project. Follow these steps to organize a conversation. Each of you should have a role in the conversation:

- What do you want to say? (Think about the topic for your meeting. Are you going to study for an exam or to plan a project?)
- Who are you going to talk to? (Who is going to participate in the conversation?)
- How are you going to organize the turns of participation? (Who will start the conversation, who is following, who will end the conversation?)
- Write down your conversation. Check if it is correct: that you use punctuation marks and expression to organize a conversation.
- Role-play your conversation.

7. Go to your *Reader's Book*. Read the text "A Very Special Birthday Party," pages 7-17, and find the expressions that the characters use to give thanks or to agree with someone. Discuss with a partner if those expressions are similar or different to the ones you studied in this lesson.

Planning



In this unit you will create a dialogue about organizing a meeting. With the help of your teacher, you should decide on the following aspects of your product:

- Do you need any material to make your product?
- How many members will be in your team?
- How many sentences are you going to write?

Hands on!



Work in small groups. You should talk about the following ideas:

- What do you want to say?
- Who are you going to talk to?
- How are you going to organize the turns of participation?

You can use Activity 6 as a model. After you have finished, you should select from this lesson words and expressions that you think are useful for creating your dialogue. Make a list in your notebook and share your work with your classmates.

Looking ahead



In Step 2 you should write the first draft of your dialogue. So think about what information you want to include in your writing: the place where you will meet your classmates, the date, the time, courtesy expressions, greetings, and farewells.

Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

- start a conversation, and follow turns of participation.
- determine the order of a conversation.
- clarify the meaning of unknown words and expressions.
- predict the topic of a conversation from words and expressions.

	Great	Good	Not sure...	Then go to
• start a conversation, and follow turns of participation.				Activity 4 and 6
• determine the order of a conversation.				Activity 4 and 6
• clarify the meaning of unknown words and expressions.				Activity 3
• predict the topic of a conversation from words and expressions.				Activity 4

Can We Meet on Friday?



1. Read the conversation. Then discuss with a partner what you think the conversation is about. What makes you think that?



2. Read to the conversation and discuss with your classmates: how many people are participating in the conversation? What are they talking about? Then look at the phrases in green. What do the speakers use those phrases for? Check your ideas with the rest of your class.



MRS. GRANT: Hello?

HELENA: Hi! Can I talk to Theo, please?

MRS. GRANT: Who's calling?

HELENA: Helena.

MRS. GRANT: Oh, hello Helena! Please give me a second. I'll put you through.

THEO: Hi, Helena. How are you doing?

HELENA: I'm fine. And you? Are you busy?

THEO: Not really. I was doing homework, but I'm almost done. What's up?

HELENA: It's about our project for the Science Fair. I'm thinking about presenting how to produce energy from garbage. What do you think about it?

THEO: Sounds great!

HELENA: My brother Nico will help us. He is having dinner now, but when he finishes I'll ask him to tell us what materials we need. By the way, can we meet on Thursday?

THEO: Sure! Where and what time?

HELENA: At the school cafeteria at 4:00 p.m. Does it sound good for you?

THEO: It's perfect.

HELENA: Great! See you soon then.

THEO: Bye!



3. Work in pairs. Take turns discussing these questions: How different are phone conversations from face-to-face conversations? Are the tone, volume and rhythm similar? Why?

Connecting you

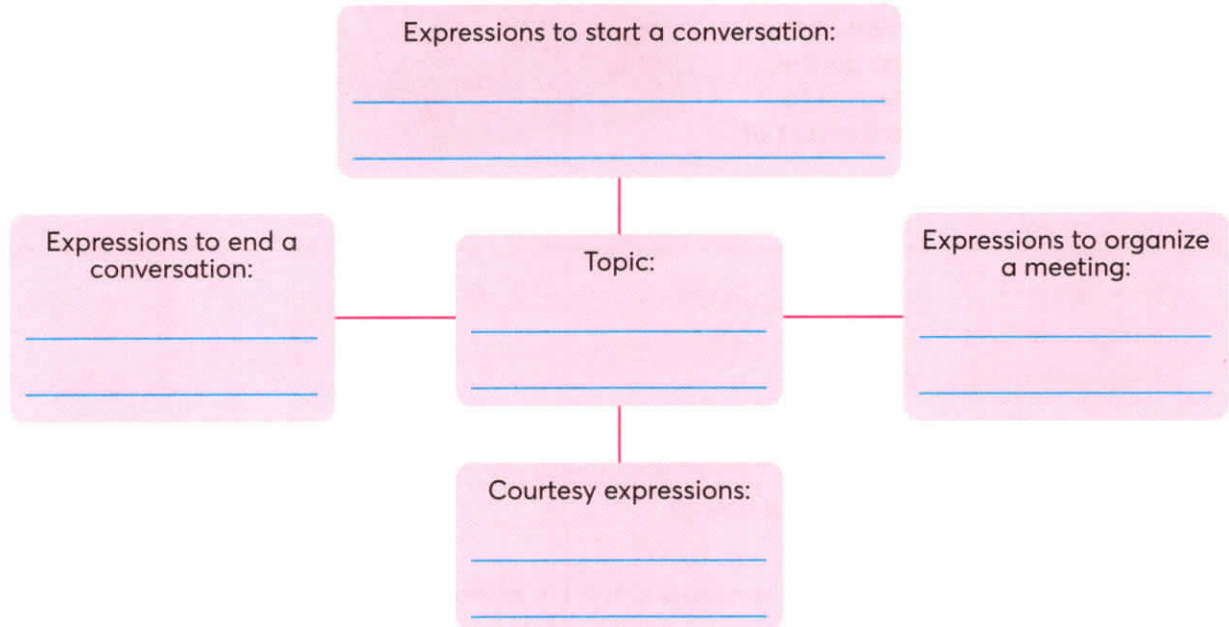
What kind of language do you use when you talk on the phone? Is it the same you use in face-to-face conversations? Discuss your ideas with a partner.



4. Work in pairs. Read to the conversation again, explore it, and circle questions used to organize a meeting. Discuss with your classmate: How do you know those questions are used to organize a meeting?



5. Work in groups. Go back to the conversation in Activity 2. Discuss with your classmates: What is the conversation about? Write it in the space provided. Then interpret the expressions used by the speakers and complete the chart. Discuss with your classmates: What did the speakers use those expressions for?



Portfolio Connection



6. Work in groups. Imagine that one of you is organizing a meeting with a classmate. Do the following activities:

- ✓ You are going to participate in a phone conversation similar to the one in in Activity 1. You can use that conversation as a model.
- ✓ Think about what you are going to talk about: Why are you organizing a meeting?
- ✓ Organize your turns of participation: Who is calling? Who is answering the phone? Who is the third speaker?
- ✓ Think about how to begin and end a conversation (check the previous conversations to see some models).
- ✓ Establish details about the meeting: Where and when do you want to meet?
- ✓ Write down your conversation. Check that you are using words and expressions correctly.
- ✓ Rehearse your conversation. Check your rhythm and intonation. Finally, role-play your conversation.



7. Go to your *Reader's Book*, page 12. Find a phone conversation. Identify the expressions that people used to call each other. Discuss with a partner what expressions you find more useful. Are the expressions used in that phone conversation similar or different to the ones in this lesson?

2

Check (✓) the steps you have followed up to this point.

I have the list of words and expressions I learned from Lesson 1.

I know who I'm going to work with.

I know the topic of my conversation.



Planning

Now, you should decide on the following aspects to continue with your product:

- How many speakers will participate in the conversation?
- How are you going to organize the turns of participation?

Check Activity 6, as well as the conversations in this unit, to check how the turns of participation are organized.



Hands on!

Work in small groups. You should read the list of words and expressions you wrote in Step 1. Then you can add the expressions you learned in this lesson. Think about the questions you answered in the previous step. Finally, you should write the first draft of your conversation combining both.

Remember that your conversation is about organizing a meeting. Do not forget to talk about the place, date, and the purpose of the meeting.

Follow this dialogue as example:

A: Let's meet on Monday.

B: I'm afraid I can't. What about on Wednesday?

A: That's perfect. Where do you want to meet?

B: Let's meet at 4:00.

A: Ok. What about if we meet in the cafeteria?

B: Great!



Looking ahead

In Step 3 you should edit your conversation. That means that you should read your sentences, check that the spelling and punctuation are fine, and correct any mistakes. Check that the words and expressions you are using in your conversation is correct. Check the activities in the previous lessons to verify those words and expression.



Lesson 2 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

- compare face-to-face and phone conversations.
- think about how to begin and end a conversation.
- compare tone, volume, and rhythm in face-to-face and phone conversations.
- analyze the language used to begin and end a conversation.
- establish details about events: time and place.

	Great	Good	Not sure...	Then go to
• compare face-to-face and phone conversations.				Activity 3
• think about how to begin and end a conversation.				Activity 6
• compare tone, volume, and rhythm in face-to-face and phone conversations.				Activity 3
• analyze the language used to begin and end a conversation.				Activity 5
• establish details about events: time and place.				Activity 6

Plans for a Birthday Party!



1. Work in pairs. Listen to the conversation. Try to infer the topic based on the words and expressions used by the speakers. Discuss your ideas with your classmates. What do you think the conversation is about? What makes you think that? Listen again and check.



PETER: Hi, Susan! How are you doing?

SUSAN: I'm fine, Peter. What about you?

PETER: I'm okay. I'm taking Sparky to his daily walk. Hey! Are you going to Patricio's birthday party?

SUSAN: Of course! Patricio invited all of us.

PETER: What time does the party start?

SUSAN: The appointment is at 5:00 o'clock. We can go together. Do you want me to pick you up?

PETER: Sure. I'll be ready at 4:00, if you want to leave early.

SUSAN: Sorry, I can't. I have to wait for my sister. She comes back home at 4:00. What about 4:30?

PETER: Sounds good! So, see you on Saturday.

SUSAN: You mean next Saturday, don't you?

PETER: Oops! I thought the party was this Saturday, but you're right!

SUSAN: Ha, ha. No problem! See you at school.

PETER: Take care!



2. Work in pairs. Listen to the conversation again. Analyze the tone, volume and rhythm of the speakers. Discuss with your partner: are they similar or different to the tone, volume and rhythm of the speakers in a phone conversation? Are the speakers being polite? How do you know?



Connecting you

What is the speakers' behavior and attitude like?
What is your behavior and attitude like when you talk with others? Discuss your ideas with a partner.

Culture Connection



Many Western cultures celebrate birthdays in a similar way: a party with a cake, candles, gifts, etc. In other cultures, like in China instead of eating cake, children eat long life noodles. They should slurp noodles into their mouths without biting them. The longer the noodles they eat, the longer life they will have.



3. Work in groups. Go back to the conversation in Activity 2 and analyze the expressions in green. What expression is used to reject a request? What expression is used to accept a request? Discuss your answers.



4. Work in groups. Go back to the conversations in Lessons 1 and 2. Find other expressions used to accept or reject a request. Why do you think those expressions are used? Discuss the answer with your classmates.



5. Go to your *Reader's Book*. Analyze the conversations on pages 7-17. Find more expressions used to accept or reject a request. Discuss with your partner when you should use those expressions. Are they polite? What makes you think that?

Portfolio Connection



6. Work in groups. Create a conversation similar to the one you listened to in this lesson. Follow the steps to write your conversation:
- Write questions to define the purpose of speaking: What do I want to say? Who am I talking to? Why am I saying it?
 - Think about the words and expressions you want to use.
 - Think about your tone, volume, and rhythm.
 - Think about the body language that relates to the expressions you will use.

Rehearse your conversation and present it. Keep your work in your portfolio.

Lesson 3 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

	Great	Good	Not sure...	Then go to
• identify the behavior and attitudes of speakers.				Activity 2
• write questions to define the purpose of a conversation.				Activity 6
• value words, expressions and prosodic features while speaking.				Activity 6
• identify expressions to accept and reject requests.				Activity 3 and 4

Product 1 Conversation

STEP 3

Check (✓) the steps you have followed up to this point.

I know what I want to say.

I know who I'm going to talk to.

I have a list of words and expressions I learned from Lessons 1 and 2.

STEP 4

Check (✓) the steps you have followed up to this point.

I edited and corrected the draft I wrote.

I received comments and recommendations from my classmates about my work.

I made some changes to my sentences and I am ready to write the final version.

Planning

Now, you should decide on the following aspects to continue with your product:

- Who is going to help you to edit your conversation?
- Are you going to invite other kids or teachers to the presentation of the final product?
- Are you going to keep your final draft in your portfolio?



Hands on!

Work in groups. Write the final version of the conversation you edited in Step 3. Then rehearse your conversation. Consider the body language you should use according to the expressions you are saying. Check your tone, volume, and rhythm. Present your conversation to your class. Do not forget to respect turns of participation.

Hands on!

Work in groups. Now, you should edit the first draft of the conversation you wrote in Step 2. Remember that you can use words and expressions from this lesson as well. You should make sure that you are using words and expressions correctly. Then, you can exchange your draft with another group and help them to edit their work. Do not forget to pay attention to the comments they make about your work and write some notes.



Go back to the questions on page 5. What other answers can you add about planning and organizing meetings?

End of unit self-evaluation

Reflect on these questions:

- What did I learn from this product?
- What would I do differently next time?
- What did I find most enjoyable?
- My work with my classmates was...

Looking ahead

In Step 4 you should write the final version of your conversation. Don't forget to bring the recommendations you received from your classmates.





1. Work in groups. After reading the text "A Very Special Birthday Party" in your *Reader's Book* (pages 7-17), take turns to discuss the questions below. Find information in the text to support your answers:
 - a. What is the text about?
 - b. Who is participating in the conversations?
 - c. What expressions do they use to open a conversation?
 - d. What expressions do they use to end a conversation?
 - e. What expressions do they use to accept a request?
 - f. What expressions do they use to reject a request?
 - g. What are speakers' attitudes like?
 - h. Do they use courtesy expressions? If yes, which ones do they use?
 - i. What's the thing you liked the most from the conversations?



2. Work in groups. Choose a conversation from the text "A Very Special Birthday Party". Create a similar conversation to the one you chose. Follow these steps:
 - a. Write questions to define the purpose of speaking: What do I want to say?
Who am I talking to? Why am I saying it?
 - b. Think about the words and expressions you want to use. You should use expressions to open and close the conversation, to organize a meeting, to accept and reject requests, and to talk about time and place of your meeting.
 - c. Think about your tone, volume, and rhythm.
 - d. Think about the body language that relates to the expressions you will use.
 - e. Rehearse your conversation.
 - f. Present your conversation to your class.

Evaluation

Unit
1

1. Work in groups. Write a conversation to organize a meeting.



2. Work in groups. Check that you included in your conversation expressions to open and close the conversation, to organize a meeting, to accept and reject requests, and to talk about the time and place of your meeting.



3. With your groups, rehearse your conversation and present it to the rest of the class.

Unit 2

17

Let's Record Our Anecdotes!

- › What is an anecdote?
- › What elements does an anecdote contain?



Social practice of the language:

- Tell interesting short stories.

After finishing this unit, you will be able to:

- Explore fun personal anecdotes.
- Analyze different ways to tell a brief anecdote.
- Express a personal anecdote.



Girl Travel Blogger



1. Work in pairs. Look at the pictures and say what you think about traveling and travel blogs. Do you think that sharing your experiences during a trip is amusing? Why?



2. Listen to and read Sally's anecdote.



My travel anecdotes by Traveling Sally

Hello everyone! My name is Sally Motts, but I like to call myself Traveling Sally. Since I was a little girl, I've been fascinated by traveling. My great grandfather Herbert Motts inspired me to travel around the world. Let me tell you how.

When I was 15 years old, I went up to the attic to look in every nook and cranny for some old luggage that belonged to my great grandfather. When I finally found it, guess what was inside? An old travel log. But it wasn't like the travel logs of today, this was a travel log written in an old diary. These fascinating and funny anecdotes from the trips he took around the world are what inspired me to travel and write a log of my own.

My first anecdote started while I was writing my first blog entry! I was at the airport waiting for a flight to Mexico and guess who I saw waiting for his luggage? My favorite travel blogger, Mike Ruiz! I was so excited! I ran to him and told him I was his biggest fan! Mike just turned to me, smiled, and winked his right eye. I felt my face turn red, but I didn't care. It was the best day ever!

So, from now on, you will be reading and listening to my anecdotes on my blog. Come and join me! Do you also like to write and talk about your funny anecdotes?

Student's Tip

An anecdote is a short story about a real person or event, usually used to make listeners laugh or think about a topic.



3. Work in pairs. Analyze the way Sally told her first anecdote. What words and expressions can you identify that make an anecdote eye catching? What elements do you think an anecdote needs to have to make it interesting? Are there many ways of telling an anecdote? When you finish, share your ideas with another pair.



4. An anecdote always has a setting or context and three parts: a beginning, a middle and an end. Read the following anecdote, write your ideas on the lines, and talk with your partner about how you identified each part.

My trip to the Mayan Pyramids

Hey everyone! I want to tell you some funny anecdotes from my trip to Mexico last month. My brother and I visited the **astonishing** pyramids of Teotihuacan. I was very excited. I am obsessed with anything **related** to ancient architecture and pyramids. I wanted to see all of what Teotihuacan had to offer as soon as we got there.

One funny little anecdote happened when we were going up the Pyramid of the Moon. I thought it would be fun to race my brother up the steep steps, but what do you know! As

soon as we were halfway up the stairs, I ran out of breath and felt **dizzy**, and my brother tripped with his cell phone in his hand and accidentally took the funniest selfie ever! You should've seen his face! His eyes were wide open!

Later, we had lunch in a restaurant called Quinta de la India Bonita, where we had the yummiest barbacoa (sheep meat steam cooked in an underground oven) and *escamoles* (ant eggs). My brother put some hot sauce on his food thinking it was ketchup. But guess what? It was Tabasco sauce! He started to cough and laugh at the same time. We both had a good laugh! He liked it so much, he even asked the waitress if he could take the bottle home.

- a. Setting _____ c. Middle _____
b. Beginning _____ d. End _____



5. Work in pairs. Pretend you are Sally and retell your partner Sally's trip to Mexico as if it were your anecdote. Try to use the correct pronunciation and intonation.



6. An adjective is a word that can help you describe an action or situation in an anecdote. Look for six adjectives in Sally's anecdote and write them on the lines. Next, use them to tell a short anecdote to a partner.

- a. _____
b. _____
c. _____
d. _____
e. _____
f. _____

Student's Tip

An anecdote has different purposes. It can be humorous, inspirational, reminiscent, philosophical or cautionary. Focus on the kind of message you want to express and take some notes before you tell your anecdote.

Planning



In this unit you will write and record an anecdote. With the help of your teacher, you should decide on the following aspects of your final product:

- What materials are you going to use to write and record your anecdote?
 - When are you going to record your anecdote?
- Is your anecdote going to be about an exciting vacation, a funny story or something that happened to you in school?

Hands on!



Work in small groups. You should write and discuss the following questions:

- What type of anecdote are you going to write?
 - What setting is it going to have?
- When you finish, share your answers with the rest of the class.

Looking ahead



In Step 2 you are going to make a list of adjectives, connectors and expressions you can use to write your anecdote. You are also going to outline the type of anecdote you are going to write.

BACK TO SCHOOL

Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

- analyze the structure of an anecdote: setting, beginning, middle, and end.
- identify and use adjectives to tell and record an anecdote.

Great	Good	Not sure...	Then go to
			Activity 4
			Activity 5

Visiting Australia

1. Look at the picture. Write three ideas that you think Sally's anecdote will be about. Talk to your partner about why you wrote those ideas. Then listen and check to see if you were right.

- a. _____
b. _____
c. _____



2. Listen again. Talk with a partner about Sally's Australian anecdote using the prompts in the boxes.

1. She was streaming live from...

2. When she was riding the ferry to the zoo...

3. At the zoo she saw...

4. While she was surfing...

5. She stayed at the beach for only two hours because...

6. When she was ready to pay for her lunch...

3. Work in pairs. Talk about Sally's anecdote using the words in the boxes. Look at the example.

because

and

such as

but

or

Sally went to Australia **because** she wanted to see kangaroos.

She visited different places **such as** the Taronga Zoo.

Language Connection



Go to the Language Connection section, on page 126, to learn more about connectors.



4. The words in the list are used to express surprise while telling an anecdote. Work in pairs. Use the words to retell some of Sally's anecdote from her trip to Australia. Follow the example:

I was caught by surprise when the wind moved the ferry back and forth.

- ✓ Suddenly
- ✓ By surprise
- ✓ Speechless
- ✓ At a loss for words

Portfolio Connection



5. Write a short anecdote using the words from Activity 4. Keep your work in your portfolio. It will be very useful for your final product.

Student's Tip

Anecdotes usually include unexpected events that make the story worth telling.



6. While telling an anecdote, intonation, speed, pause, and volume are very important to keep your audience interested. Body language is also an important part. Work in pairs. Read the anecdotes following the instructions on the right.

Intonation: Rise and fall of the voice in speaking.

Volume: The level of sound your voice makes (high, low).

Speed: The rate at which you tell your anecdote (slow, fast, intermediate).

Pause: A short period in which to stop before continuing to tell your anecdote.

"I was ready to pay and guess what! I forgot my credit card back at the hotel."	intonation – single tone volume - loud speed - fast pause - between each sentence
"When I was right in the middle of the trip a strong wind suddenly started rocking the ferry back and forth, at first it was scary but then the wind stopped."	intonation – low and then high volume - low speed - slow pause – don't pause between sentences
"I was riding a big wave with my new surfboard when another wave caught me by surprise and I fell off my surfboard."	intonation – high and then low volume - high speed - intermediate pause – don't pause

Digital Connection



Go online and look for a video about famous places in Australia. Is there any place Sally forgot to visit on her trip?

2

Check (✓) the steps you have followed up to this point.

I already know what materials I'm going to use to write and record my anecdote.

I know when and where I'm going to record my anecdote.

I know what kind of anecdote I am going to write and record.

Planning

With the help of your teacher, decide on the following aspects to continue with your final product:

- Think about the length of your writing.
- Are you going to write a personal anecdote or do you prefer to write about some else's?
- Are you going to use sound effects and onomatopoeias in your anecdote?

Hands on!

Work in small groups. Make a list of adjectives, connectors, and expressions you can use in your anecdote. For example: *speechless, amazed, suddenly, by surprise, because, and, but, such as, or*. Then in your notebook, write an outline (a list of ideas). Finally, exchange both the list and the outline with other classmates for peer assessment.

Looking ahead

In Step 3 you are going to write the first draft of your anecdote.

Lesson 2 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

- use words and expressions that communicate surprise and expectation while telling an anecdote.
- use connectors while telling an anecdote.
- use intonation, speed, pause and volume to tell an interesting anecdote.

	Great	Good	Not sure...	Then go to
• use words and expressions that communicate surprise and expectation while telling an anecdote.				Activity 4
• use connectors while telling an anecdote.				Activity 3
• use intonation, speed, pause and volume to tell an interesting anecdote.				Activity 6

My Trip to London

1. Listen to and read another of Sally's anecdotes. Choose the title that best fits it.



a. Sally's Junk Treasure

b. Barry's New Found Ring

c. Sally and the Magic Ring

Hi there, it's **Sally** again. Today I want to share a funny and somewhat embarrassing anecdote from one of my recent trips to **London**.

Yesterday, walking down the streets of Piccadilly Circus all I could hear was the *beep, beep* of cars. Suddenly I heard a *clink*. I looked down and saw a gold ring. I picked it up and noticed that it had a very small writing on it. I couldn't read what it said, but I knew it wasn't English. I asked around if anyone lost it, but no one said yes. So, I put it in my pocket and continued walking.

The next day *ring, ring*, the phone rang. It was my friend **Barry**. He asked me to come to his house to **catch-up**. When I got there, I showed him the ring, and asked if he knew what language it was. Barry just looked at me and started laughing. I thought that I found an expensive ring with some ancient language written on it. It turns out that my expensive ring was nothing more than a toy ring that you would find inside a box of candy!

Here I am thinking that I found a treasure, and it was nothing more than a children's toy. I made a fool of myself in front of Barry, but I didn't get **upset**. We had a good laugh!

2. Work in pairs. Answer the following questions about Sally's anecdote.



a. Where was Sally walking?

b. Who did Sally visit in London?

c. What happened that made Sally's visit to London interesting?

d. What did Barry have to say about the ring?

3. Work in pairs. Retell Sally's anecdotes using the sequencers in the box. Follow the example.

First, Sally was walking down Piccadilly Circus.

First, Next, Then, Finally,

Use the same sequencers to tell a funny anecdote just like Sally's.



4. Sounds are what make an anecdote richer and funnier to hear. You should always use them when telling one. Sally uses some words to represent sounds. Listen to her anecdote again, can you identify them? Write them in the chart and explain what they represent.



Sound	What it represents

Add two more sounds and write what they represent.

Portfolio Connection



5. Make a list of words and expressions to communicate sounds. Use the ones from Sally's London anecdote and include other ones you have heard or read. An onomatopoeia is a word that actually is read like the sound it makes, and we can almost hear those sounds as we read such as *slam*, *splash*, or *bam*. Write some more examples and share them with your classmates.



6. Work in pairs. Take turns to read Sally's anecdote. Use the correct intonation, speed, pausing, and volume. Don't forget to use body language to express your feelings.

Digital Connection



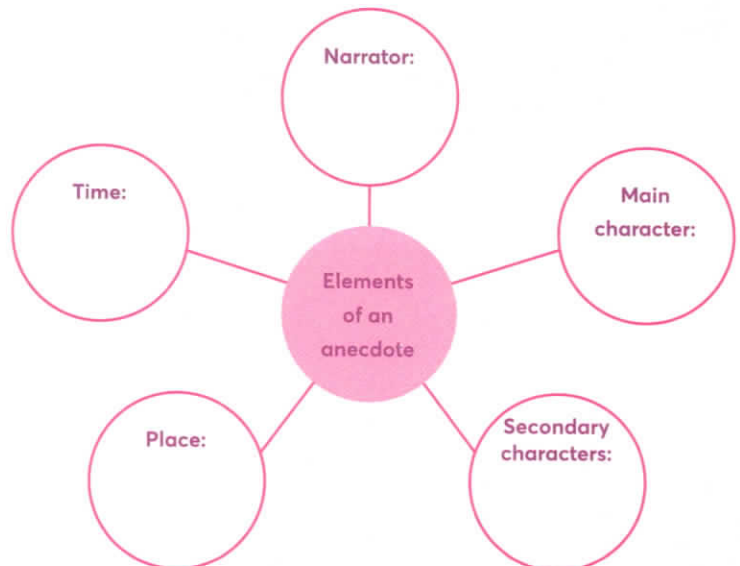
- Go online and look for a video about Piccadilly Circus. What makes this place so attractive? Do you think you would have an interesting anecdote to tell if you visited it?

Student's Tip

An anecdote has five basic elements: narrator, time, place, main character, and secondary characters.



7. Work in groups. Go back to Sally's anecdote in Activity 1. Look at the words in green. Analyze them and discuss with your classmates: What is the place and time of the anecdote? Who is the narrator? Who is the main character? Who are the secondary characters? When you finish, fill in the mental map with your information.



Product 2 Recording an anecdote

Check (✓) the steps you have followed up to this point.

STEP 3

I have decided the length of my writing.

I know whose anecdote I'm going to write and record.

I know what sound effects and onomatopoeias I'm going to use.

Check (✓) the steps you have followed up to this point.

STEP 4

I wrote the first draft of my anecdote.

I received comments and recommendations from my classmates about my anecdote.

I made some changes to my anecdote to write the final version.

Planning



Decide on the following aspects to continue with your final product:

- What is the time and place of my anecdote?
- Who is the narrator?
- Who is the main character?
- Who are the secondary characters?

Hands on!

- Write the final version of your anecdote.
- Include sounds to make it more fun and engaging.
- Choose a place to record it.
- While recording, remember to keep in mind intonation, speed, volume, and pausing.
- Present your final product to the class.

Hands on!



Use the five elements of an anecdote along with the list of adjectives, connectors, and expressions you wrote in Step 2 to write the first draft of your anecdote.

When you finish, exchange your work with another partner to check spelling, grammar, and punctuation. You can also read your anecdotes to each other to give your personal opinion on how you can make it more interesting.

Go back to the questions on page 17. What else can you say about anecdotes?

End of unit self-evaluation

Reflect on these questions:

- What did I learn from this unit?
- What would I do differently next time?
- What did I like to do the most during the unit?
- Which anecdote did I enjoy reading the most?
- My work in pairs and in groups was...

Looking ahead



In Step 4 you are going to write the final version of your anecdote and record it.



1. Work in groups. After reading the text "Our Anecdotes" in your *Reader's Book* (pages 21-31), take turns to give a brief synopsis of each one. Find out some information in the text to support your answers:

- a. What is the anecdote "Interschool Soccer Tournament" about? _____

- b. What is the anecdote "My First Pet" about? _____

- c. What is the anecdote "New School, New Friends" about? _____

- d. What is the anecdote "The Day My Sister Came into My Life" about? _____



2. Work in groups. Choose an anecdote from the text "Our Anecdotes" in your *Reader's Book*, pages 21-31. And discuss the following:

- a. Who is the narrator? _____
- b. What is the time and place of the anecdote? _____
- c. Who is the main character? _____
- d. Who are the secondary characters? _____



3. Work in groups. Take turns to answer the following questions:

- a. Is there someone in your family that is always telling anecdotes? Who is it?

- b. Do you like telling anecdotes about your daily activities to your family and friends? Why?

- c. Do you think anecdotes have an important meaning in a person's life? Why?

Evaluation

Unit
2



1. Work in groups. Choose a place, time, narrator, main character, and secondary characters to write an anecdote.

Place: _____

Time: _____

Narrator: _____

Main character: _____

Secondary characters: _____



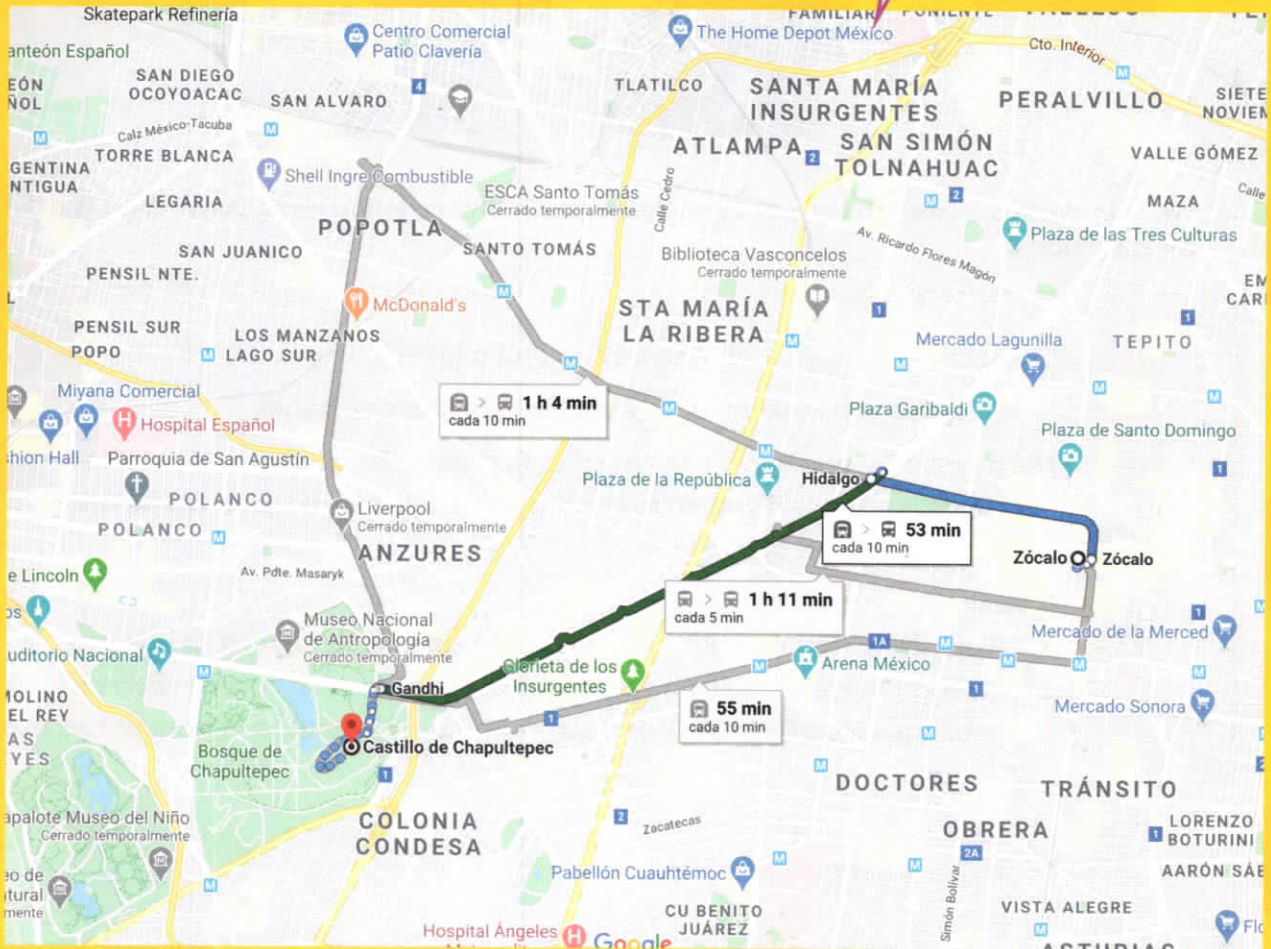
2. Work in groups. Write a short anecdote using the elements you wrote in Activity 1.



3. With your teams, rehearse your anecdote and present it. Remember to use the appropriate intonation, speed, pause, and volume. Make sure you include sounds to make it more engaging.

Let's Follow Directions!

- › When do you have to follow directions?
- › When do you give directions?



Social practice of the language:

- Exchanges information to get to a place within a community.

After finishing this unit, you will be able to:

- Explore directions.
- Understand directions to get to a place.
- Give directions to get to a place.
- Write directions to get to a place.



Turn Left, Turn Right



1. Work in pairs. Look at the picture and say what you think the people are doing. Where are they? What makes you think that?



2. Work in groups. Listen to the conversation again. Who is giving directions? Who is asking for directions?



WOMAN: Excuse me, could you tell where I can find a bank?

YOUNG MAN: Sure. Are you looking for a particular bank or any bank?

WOMAN: No, it could be any bank. I just need to find an ATM.

YOUNG MAN: I think it's better if you go to the mall. You will find different banks there. But you need to take a bus.

WOMAN: It's ok!

YOUNG MAN: Walk straight ahead until you pass the **traffic light**. Then, turn right on Chicago Avenue. You'll find a bookstore. The bus stop is at the corner. Take bus 46 and get off at Robinson Avenue. The mall is in front of this bus station.

WOMAN: Thank you very much!

YOUNG MAN: You're welcome. Take care!



3. Work in pairs. Go back to the conversation. Identify and circle expressions about places and means of transport. Then discuss with another pair of students: what places are mentioned in the conversation? What means of transport are mentioned in the conversation?



4. Work in groups. Take turns to discuss the following questions. Give reasons for your answers.



- What does the woman want to do?
- Where does she want to go?
- Why is she using a map?
- Do you think maps are useful? Why?
- Where is the mall located?
- Is it important to know how to ask for and give directions? Why?

Connecting you

What do you do when you want to get to a place but you don't know where it is?
Discuss your ideas with a partner.



5. Work in groups. Think about other questions about the conversation you listened to in Activity 1. Take turns to ask these questions to your classmates and to answer their questions. Follow the example:

Where does the woman have to turn right?

What bus does she have to take?



6. Work in pairs. Go back to the conversation in Activity 1. In your notebook make a list of the expressions used to give directions. How do you know those expressions are used to give directions? What do you use those expressions for? Then write your list with those expressions; for example:

Could you tell me where I can find a...? *Walk straight ahead...*

Take bus... Turn right...

Culture Connection



People from all around the world like to visit other countries, they are called tourists. Sometimes, they do not speak the language spoken in the place they visit; so they try to communicate using different strategies as signs or body language.

Portfolio Connection



7. Go to your *Reader's Book*. Read the text "Visiting Mexico City", pages 35-45. Identify the expressions that are used to give directions. Then discuss with a partner if those expressions are similar or different to the ones you studied in this lesson. Add those expressions to the list you wrote in Activity 6 and keep a copy in your portfolio.

Planning



In this unit you should create a quick guide with instructions to get to a place. Thus, first, you should decide on the following aspects of your final product:

- What materials do you need to make your product?
- How many members will be in your team?
- How can you make your guide easy to understand?

Looking ahead



In Step 2 you are going to decide on a route from one place to another. Think about places in your community and pay attention to how to get there. Also, you can check for more expressions to give directions online.

Hands on!



Work in small groups. You should take turns to discuss and answer the following questions:

- What do you want to say?
- Why are you going to say it?
- Who will participate in the conversation?

When you finish, select from this lesson words and expressions that you think are useful for creating your guide; for example: *walk straight ahead, turn right, take the bus, get off the bus*, etc. You can check Activities 6 and 7 to see other examples. Make a list in your notebook and share your work with other classmates.

Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

- differentiate who gives and who receives directions.
- value the purpose of giving directions.
- analyze why we use graphic resources like maps.
- increase my repertoire of vocabulary and expressions.

	Great	Good	Not sure...	Then go to
				Activity 2
				Activity 4
				Activity 4
				Activity 6 and 7

Getting Around



1. Work in pairs. Look at the picture and describe it. Where do you think these people are? What do you do when you don't know how to get to a place? Share your ideas with other classmates.



2. Work in groups. Listen to the conversation. Who is giving directions? Who is asking how to get to a place? What places are mentioned in the conversation? What means of transport are mentioned in the conversation?



WOMAN: Excuse me, could you tell me how I can get to the Museum of Natural History?

POLICEMAN: Sure. Go straight ahead until you find Oxford Avenue. You'll find a subway station. Take the Green line to Roosevelt. Get off at Roosevelt station. Then, take bus 146 to State and Roosevelt. It will take you directly to the Museum Campus. The Museum of Natural History is just 500 meters far from the station.

WOMAN: Thank you! Do you know where I can buy a bus ticket?

POLICEMAN: At the subway station. You can buy a transit card that you can use both at the subway and at the bus.

WOMAN: Perfect! Thank you very much.

POLICEMAN: Enjoy the museum!

Connecting you

Work in small groups. Take turns to discuss: why do you think it is important to pay attention while people are giving directions?



3. Work in pairs. Take turns to discuss these questions:
 - a. What new expressions to give directions did you find in the previous conversation?
 - b. Were the directions easy to follow? Why?
 - c. The policeman mentioned 500 meters. How do you abbreviate meter?
 - d. What other abbreviations to indicate distance do you know?

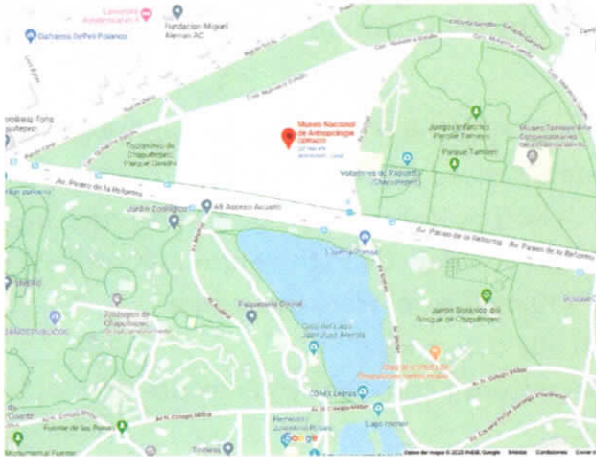


4. Work in groups. Look at the following text. What kind of text is it? What kind of information do you think you will find in this text? Read and check your inferences.

National Museum of Anthropology

The National Museum of Anthropology is located in the area between Paseo de la Reforma and Mahatma Gandhi Street. It is inside Chapultepec Park in Mexico City.

This museum contains significant archaeological and anthropological artifacts from Mexico's pre-Columbian heritage, such as the Stone of the Sun (or the Aztec calendar stone) and the Aztec Xochipilli statue.



Quick guide to get to the National Museum of Anthropology

If you are coming from downtown, Zocalo, take Subway L2 to Hidalgo station. Get off the subway and go straight ahead to Paseo de la Reforma Avenue. Take the Metrobus L7 to Museum of Anthropology. Get off the Metrobus, turn left and you will find the museum.

You can also take Subway L2 to Pino Suarez station. Transfer to Line 1 to Observatorio station. Get off at Chapultepec station. Walk towards Circuito Interior Avenue. Go straight ahead to Chapultepec Park. Go across the park until you get to Paseo de la Reforma Avenue. You will find the museum across the avenue.



5. Work in groups of three. Go back to the text and take turns to answer the questions: what kind of information does the text give you? What expressions to give directions are included in the text?



6. Work with your groups. Write some questions about the previous text that help you get the message. Take turns to ask the questions you wrote.

Portfolio Connection



7. Work with your groups. Write some questions about the previous text that help you get the message. Take turns to ask the questions you wrote. After that, identify in the text in Activity 4 expressions that you can include in the list you wrote in the previous lesson. Keep your work in your portfolio.



8. Go to your *Reader's Book*. Read the text "Visiting Mexico City", pages 35-45. Identify the means of transport that the characters mention. Are they the same as the ones you use in your city or town? Discuss with your partner.

2

Check (✓) the steps you have followed up to this point.

I have the list of words and expressions I learned from Lesson 1.

I already know who will participate in the conversation.

I know the information I will include in my quick guide with instructions.

Planning

In this step you should decide on the following aspects to continue with your final product:

- Are you going to illustrate your guide?
- How are you going to organize the information?
- Will you include any map of your community?

Looking ahead

In Step 3 you should write the first draft of your guide. Remember that the purpose of your guide is to give directions to get to a place. Check the list of expressions that you have written is as complete as possible. Did you remember to include expressions from all the sources available?

Hands on!

Work in small groups. Read the list of words and expressions you wrote in Step 1. Then add the expressions you learned in this lesson; for example: *go across, get off at..., take the subway*. After that, you should choose a starting point and a place where you want to get to. Write a list of those places so that you can choose; for example:

We are in the school and we want to get downtown.

We are in the library and we want to get to the mall.

Lesson 2 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

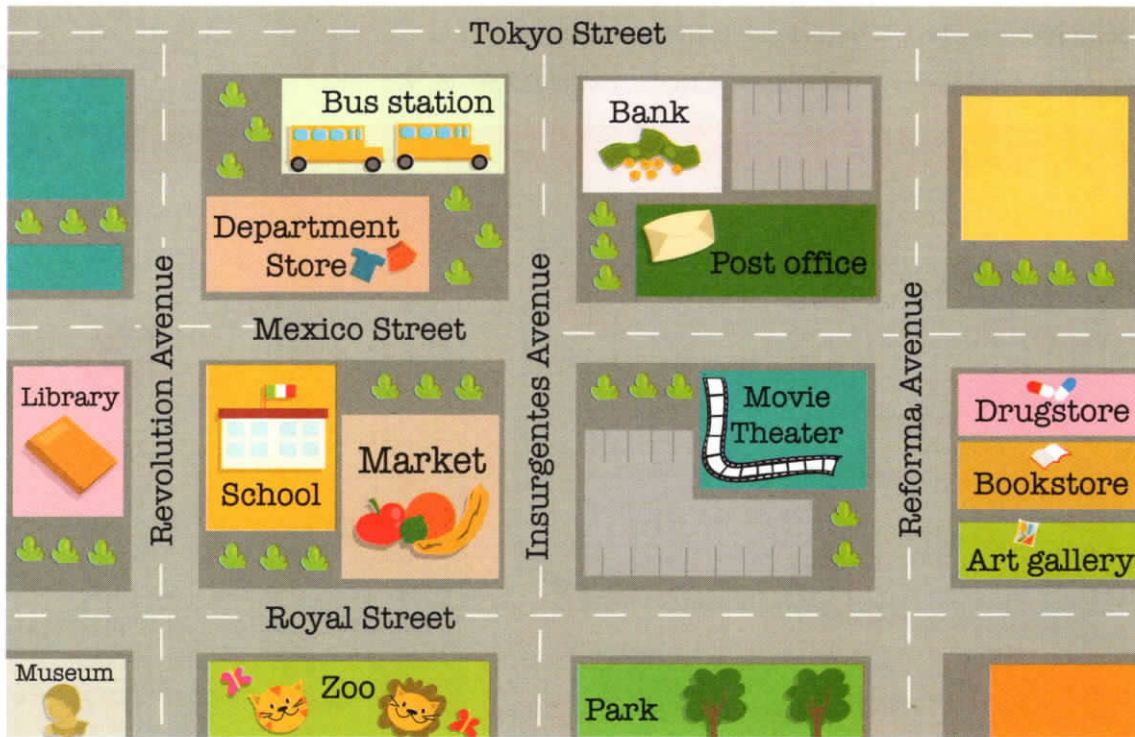
- increase my repertoire of vocabulary and expressions.
- classify expressions and abbreviations to indicate distance.
- think about questions to get the message of a text.

	Great	Good	Not sure...	Then go to
				Activity 2, 6 and 7
				Activity 3
				Activity 6

Go Straight



1. Work in pairs. Look at the map and say the places you can see. Are they familiar to you? How often do you go to these places?



2. Work in groups. Listen to the conversations. Take turns to answer: who is asking and giving directions in each dialogue? What expressions are they using to give and ask for directions? Circle the expressions that you identify.



Conversation 1:

YOUNG MAN: Excuse me, sir, can you tell me where the bus station is?

MAN: Sure. The bus station is in front of Tokyo Street and Insurgentes Avenue. Go straight on Revolution Avenue until Tokyo Street. Turn right and go straight until Insurgentes Avenue.

Conversation 2

YOUNG WOMAN: Excuse me, miss, can you tell me where the bookstore is?

WOMAN: Yes. Go straight on Mexico Street until Reforma Avenue. Turn left and you will see the **drugstore**. The bookstore is between the art gallery and the drugstore.

Conversation 3

WOMAN: Good morning, sir, can you tell me where the market is?

MAN: Of course. Go straight on Revolution Avenue until Royal Street. You will see a school. The market is next to the school.

Conversation 4

MAN: Good afternoon, officer. Can you tell me where the department store is?

POLICEMAN: Oh. It's very near here. The department store is on Revolution Avenue on the corner of Mexico Street.



3. Work in groups. Go back to the conversations in Activity 1. Then discuss with your classmates:

- What are maps and sketches used for? Are they useful? Why?
- What places are mentioned in the conversation?
- Do the speakers mention any means of transport? If yes, which one(s)?



4. Work in pairs. Create two conversations similar to the ones in Activity 1. Use the map as a guide. Follow the guidelines below. Do not forget to respect turns of speaking:

Conversation 1: One of you is at the zoo and wants to go to the drugstore.

Conversation 2: One of you is at the art gallery and wants to go to the Library.

Student's Tip

When we ask for directions it is important to use courtesy expressions; for example: *I'm sorry to interrupt you; could you tell me where the... is? Excuse me, sir/miss, could you tell how I can get to...?* Do not forget to use these expressions while asking for directions. Consider the body language you should use according to the expressions you are saying; for example make sure your handshake is firm, do not cross your arms, keep your posture relaxed and your back straight, look at your interlocutor while he/she is speaking, show your interest.

Portfolio Connection



5. Work in small groups. Create a conversation similar to the ones you listened to in Activity 2. Follow these steps:

- ✓ Create a map of your community similar to the one in Activity 1.
- ✓ Select your location and the place where you want to go.
- ✓ Write questions to ask for directions.
- ✓ Analyze your map to check if it is clear and to verify the directions.
- ✓ Write your conversation. Rehearse it and present it. Do not forget to respect turns of speaking.

Lesson 3 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

- ask questions to obtain detailed information.
- verify directions following a map.
- practice ways of asking and giving directions.
- select locations and places to go.

	Great	Good	Not sure...	Then go to
• ask questions to obtain detailed information.				Activity 3
• verify directions following a map.				Activity 4
• practice ways of asking and giving directions.				Activity 4 and 5
• select locations and places to go.				Activity 5

Product 3 Quick guide with instructions to get to a place

STEP 3

Check (✓) the steps you have followed up to this point.

I know what information I will include in my guide.

I have a list of words and expressions I learned from Lessons 1 and 2.

STEP 4

Check (✓) the steps you have followed up to this point.

I edited and corrected the first draft I wrote.

I received comments and recommendations from my classmates about my work.

I made some changes to my work and I am ready to write the final version.

Planning

In this step, you should decide on the following aspects to continue with your final product:

- Who is going to help you to edit your guide?
- Are you going to invite other kids or teachers to the presentation of your final product?



Hands on!

Work in groups. Now, you should write the first draft of your guide. **Remember that the purpose of your guide is to give directions to get to a place.** Check the list of expressions that you wrote on Lessons 1 and 2. You can use the text on page 34 and the ones in your *Reader's Book* on pages 35-45 as models. After you have finished, exchange your guide with another group of students. Help your classmates edit their work. Check the spelling of the words as well as the proper use of punctuation marks.



Hands on!

Work in small groups. Now, you should write the final version of your guide. Then role-play a conversation about asking and giving directions using your guide. You should consider the body language you should use according to the expressions you are saying. Do not forget to respect turns of speaking.

Go back to the questions on page 29. What new things did you learn about asking for and giving directions?

End of unit self-evaluation

Reflect on these questions:

- What did I learn from this product?
- What would I do differently next time?
- What did I find most enjoyable?
- My work with my classmates was...

Looking ahead

In Step 4 you will write the final version of your guide. Bring a map of the place that you want to get to, and a picture of the place to illustrate your guide.





1. **Work in groups.** After reading the text "Visiting Mexico City" in your *Reader's Book*, pages 35-45, take turns discussing the questions below. Find information in the text to support your answers:
 - a. What is the text about?
 - b. Where does Robbie come from?
 - c. Where is he staying?
 - d. Which places does Robbie visit?
 - e. What means of transport are mentioned throughout the reading?
 - f. What expressions are used to give directions?
 - g. Have you visited any of those places?
 - h. Which place would you like to visit?
 - i. Do you think the directions given to get to that place are clear?
 - j. Do you know of another way to get there? If yes, explain.



2. **Work in groups.** Choose a quick guide to get to a place from the text "Visiting Mexico City" in your *Reader's Book*, pages 35-45. Create a conversation using that guide. Follow these steps:
 - a. Write questions to define the purpose of speaking: Where am I? (your starting point)
Where do I want to get to?
 - b. Think about the words and expressions you want to use. You should use expressions to open and close the conversation and to ask for and give directions.
 - c. Think about your tone, volume and rhythm.
 - d. Think about the body language that relates to the expressions you will use.
 - e. Rehearse your conversation.
 - f. Present your conversation to your class.

Evaluation

Unit 3



1. Look at the map. Identify the places and write some directions. Follow the example.

The market is next to the school.



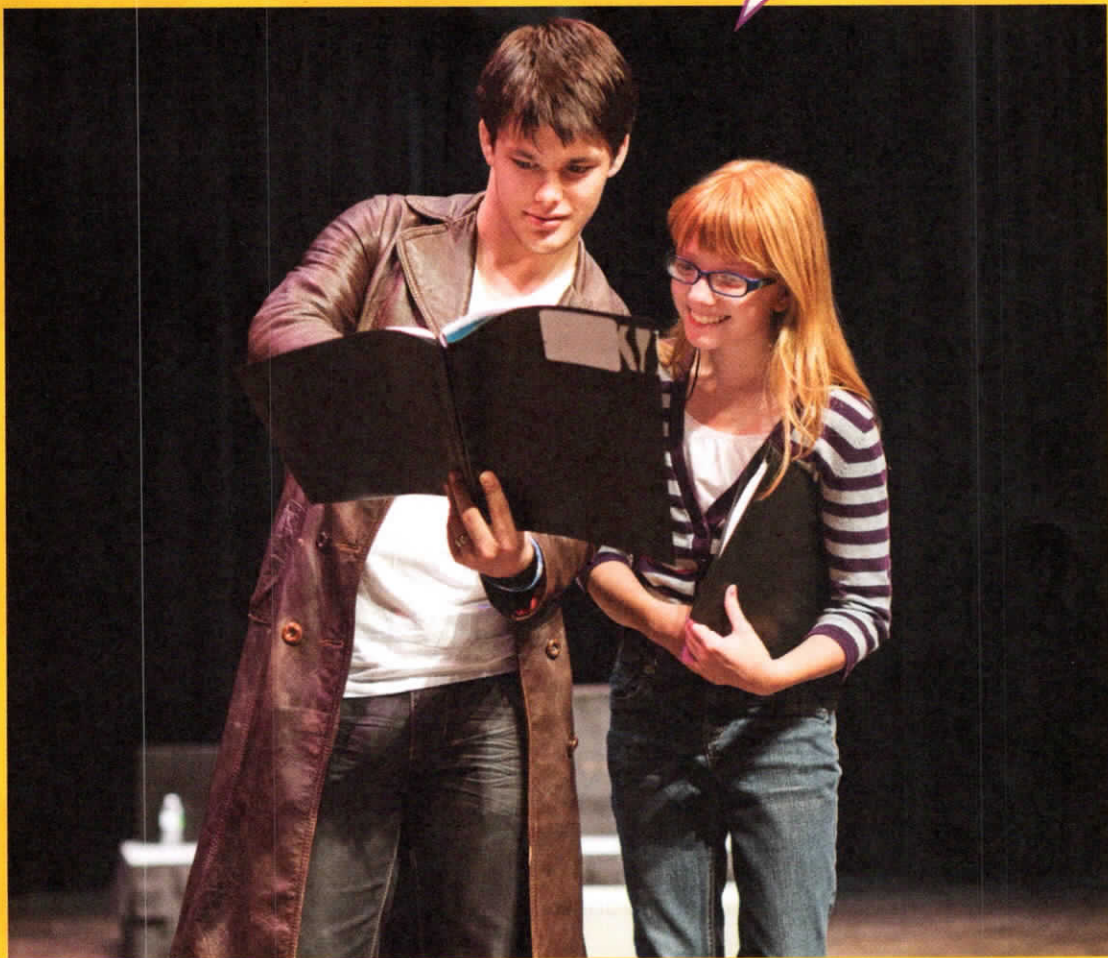
2. Work in pairs. Using the previous map, write a conversation where you ask for and give directions.



3. Role-play your conversation and present it to your class.

Let's Stage a Short Dialogue!

- › What is a dialogue?
- › Why do people participate in dialogues?



Social practice of the language:

- Accepts or rejects requests in role-plays.

After finishing this unit, you will be able to:

- Listen to and explore exchanges with expressions to accept or reject requests.
- Understand expressions to accept or reject requests.
- Exchange expressions to accept or reject requests.



To Play or to Study?



1. Work in pairs. Look at the picture and take turns to discuss the questions: what are the kids doing? Where are they? Read the conversation and check.



JUSTIN: Hello, Norma! Do you want to play a game?

NORMA: What is it about?

JUSTIN: It's really simple and fun. It's called truth or dare. Would you like to play with me?

NORMA: I know the game, **but** no, I can't play now. I need to study.

JUSTIN: What about if we play just for 10 minutes, **and** then I help you to study?

NORMA: Could you help me to study for my Math exam?

JUSTIN: Of course! Let's start playing: truth or dare?

NORMA: Truth.

JUSTIN: OK, let me think. Have you cheated on a test? You haven't, have you?

NORMA: Never in my life. Can I ask now?

JUSTIN: Absolutely! Go ahead!

NORMA: Truth or dare?

JUSTIN: Truth!

NORMA: What's your biggest fear?

JUSTIN: Mmm... Can you ask another question?

NORMA: No, I can't. You should answer that.

JUSTIN: OK, but could you promise not to laugh?

NORMA: Not really! Well, **if** you don't want to answer, I dare you to sing aloud and dance in the middle of the schoolyard.

JUSTIN: No way. My biggest fear is spiders.

NORMA: Spiders? Ha ha... Watch out! There's a spider on your shoulder!

JUSTIN: Could you stop it, please? That's not funny.

NORMA: OK, I think it's time to study.



2. Work in pairs. Before reading again to the conversation, take turns to answer these questions: *why am I listening? What is my purpose? What sort of listening is required: informational, appreciative...?*



3. Work in groups. Read the conversation aloud. Take turns to discuss the following questions. Give reasons for your answers. You can ask other questions if you need to clarify doubts.

- What are they kids talking about?
- What's the name of the game they are playing?
- Would you like to play that game with your classmates? Why/why not?
- What's the relationship between the kids?
- What's the volume and rhythm of their voice like? Are they being polite, rude, funny? What makes you think that?



Portfolio Connection



4. Work in pairs. Analyze the conversation on page 42. Identify the questions and answers the kids used to accept or reject requests. Write them in the space provided. Then, take turns to discuss: how are the questions similar/different? Keep your work in your portfolio. You will use this list in the creation of your final product.

Questions	Answers
a. Do you want to play a game?	<u>What is it about?</u>
b. Would you like to play with me?	_____
c. What about if we play just for 10 minutes, and then I help you to study?	_____
d. Could you help me to study for my Math exam?	_____
e. Can I ask now?	_____
f. Can you ask another question?	_____
g. Could you promise not to laugh?	_____
h. Could you stop it, please?	_____

Culture Connection



In all cultures, it is important to listen carefully to others, especially when they are making requests. Respect is valued in most cultures around the world.

Note: We can make requests using questions like: could you...? Do you want to...? Would you like...? What about...? To accept requests, we can use expressions like: Yes! Of course! Absolutely! I'm in! Deal! To reject requests, we can use expressions like: I'm sorry, I can't. No, not now. I'm afraid I can't.



5. Go back the conversation in Activity 1. Pretend you are going to play a game with your partner. Role-play a similar conversation. You can talk about your favorite game.



6. Go to your *Reader's Book*. Read the text "Accepting and Rejecting Requests", on pages 49-59. Take turns to discuss with your partner: in what situations of the real life do we accept or reject requests? Identify other questions to make requests and expressions to accept or reject requests. With your partner, clarify the meaning of unknown words. You can look them up in a dictionary.

Planning

In this unit you should create and present a short staged dialogue. Then, in this step you should decide on the following aspects of your final product:

- Do you need any material to make your product?
- How many members will be in your team?



Hands on!

Work in small groups. You should take turns to talk about the following ideas:

- What are you going to talk about in your dialogue?
- Who are you going to talk with?

When you finish, you should select from this lesson words and expressions that you think are useful for creating your dialogue. For example: Hello! Sounds good! Interesting! Do you? Don't you? Check your *Reader's Book* as well, pages 49-59. Make a list in your notebook and share your work with other classmates. You can also use the information you wrote in Activity 4. A staged dialogue is a dialogue in which you have to act as if you were presenting a play. With your team, discuss the characteristics of the stage dialogue that you will present.



Looking ahead

In Step 2 you should write the first draft of your dialogue. So, think about what information you want to include in your work; for example, questions to make requests and expressions to accept or reject requests.



Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...

- anticipate topic based on contextual clues.
- distinguish and recognize speakers' attitudes.
- ask questions to clarify doubts.
- identify speakers' intonation.
- clarify the meaning of words and expressions.

	Great	Good	Not sure...	Then go to
• anticipate topic based on contextual clues.				Activity 1
• distinguish and recognize speakers' attitudes.				Activity 3
• ask questions to clarify doubts.				Activity 3
• identify speakers' intonation.				Activity 3
• clarify the meaning of words and expressions.				Activity 6

Almost Like a Stand-up Comedy!



1. Work in pairs. Look at the picture and take turns to discuss the questions: where are the kids? What are they doing? What's their relationship? Are they classmates, family members? What makes you think that? Then read and check your answers.



MISS BRAUN: Today we are going to role-play a funny conversation.

TONY: A funny conversation? We always have funny conversations! Ha ha.

MISS BRAUN: Ok. First, please, work in groups of three. Remember that when we role-play a conversation, we should pretend that we are in the real life.

MONICA: Mariano, do you want to work with me?

MARIANO: Yes! Robert, do you want to work with us?

ROBERT: Absolutely!

MISS BRAUN: Ok. You have 20 minutes to create a conversation and role-play it. The funniest one is the winner. You can go ahead now!

MONICA: Ok, what about if we pretend we are in a restaurant?

ROBERTO: Sounds good! And, we can ask for weird food.

MARIANO: Agreed! Can I be the waiter?

MONICA: Of course! Let's make up our conversation!



2. Work in groups. Read the conversation again. Then, take turns to answer the questions below.

- What's the conversation about?
- What is a role-play?
- What do the students have to do?
- What's the students' attitude like?



3. Keep working with your teams. Take turns reading the conversation aloud and then discuss: is the conversation in present, past or future? How do you know?

Language Connection



Go to the Language Connection section, on page 125, to learn more about the simple present tense.



4. Work with your group. Read the second part of the conversation. Analyze and circle the questions that they used to make requests and the answers they used to accept or reject those requests. Discuss with your classmates what you did to identify those expressions. Underline them.



MISS BRAUN: Ok, guys. Your time is over. Who wants to role-play a conversation, first?

MONICA: Can we be the first ones, Miss?

MISS BRAUN: Of course! Go ahead.

MONICA: Ok... we are in a restaurant.

Roberto is the waiter; Mariano and I are the costumers.

ROBERTO: Good afternoon! Would you like to order?

MONICA: Yes, thank you. Can I have a gummy bear soup with shrimp sauce, please?

ROBERTO: Absolutely. Would you like anything to drink?

MONICA: Yes, please. Could you bring me a hamburger milkshake, please?

ROBERTO: Sorry, I'm afraid we have run out of hamburger milkshake, but we have other

flavors. Would you like to have a hotdog milkshake instead?

MONICA: Yes, thanks! Sounds delicious!

ROBERTO: And you, sir, what would you like to eat?

MARIANO: Could you bring me spider pizza with vanilla ice-cream sauce on top, please?

ROBERTO: Yes, sir. Would you like anything to drink?

MARIANO: Yes, I'd like a broccoli soda, please.

ROBERTO: Would you like some ice?

MARIANO: No ice, thank you.

ROBERTO: Ok, I'll be back with your order in a few minutes.

Portfolio Connection



5. Work with your group. Read and analyze the expressions you underlined in the previous activity. Discuss with your classmates: which of those expressions can you include in the list you wrote in the previous lesson? Which expressions can you use in your final product? Keep your work in your portfolio. Remember that you can use this information for your final product.



6. Work in pairs. Go back to the conversations in Lessons 1 and 2. Discuss with your partner: what new expressions did you learn? Share your conclusions with your class.

Language Connection



Go to the Language Connection section, on page 126, to know more about connectors.



7. Go to your *Reader's Book*. Read the text "Accepting and Rejecting Requests", on pages 49-59. Take turns to discuss: what questions to make requests can you find? What expressions to accept or reject requests can you find? You can include more of these questions and expressions in the list you wrote in Lesson 1.

2

Check (✓) the steps you have followed up to this point.

I have the list of words and expressions I learned from Lesson 1.

I know who I'm going to work with.

I know the topic of my dialogue.

Planning



In this step you should decide on the following aspects to continue with your final product:

- When will you rehearse your dialogue?
- Will you be able to read your dialogue or do you have to learn it by heart?

Looking ahead



In Step 3 you should edit your dialogue. That means that you are going to read your sentences, check that the spelling and punctuation are fine, and correct any mistakes. Think about what other aspects you should revise.

Hands on!



Work in small groups. First, you should read the list of words and expressions you wrote in Step 1. Then add the expressions you learned in this lesson. For example: *Can we...? Would you like...? Can I have...? Could you bring me...? Yes, thank you! Yes, please! No, thanks. Sorry, I'm afraid...* If you haven't chosen the topic for your dialogue, you should choose one. You can create a funny conversation like the one in this lesson.

When you have already chosen the topic of your dialogue, you should write the first draft using the words and expressions you have in your list.

Lesson 2 - Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...

- identify speakers' attitudes.
- analyze the structure of the expressions.
- suggest words and expressions to use in a dialogue.
- analyze the use of connectors.

Great	Good	Not sure...	Then go to
			Activity 1
			Activity 3
			Activity 5
			Activity 6

Let's Order Some Food!



1. Work in pairs. Look at the picture and take turns to describe the situation. Then listen to the conversation and see if you were right.



2. Work with your partner. Listen to the conversation and identify the questions to make requests and the expressions to accept or reject requests. Discuss with your classmate which of those questions and expressions can you use in your final product.



OLIVER: Thanks for calling Mr. Chef.

My name is Oliver.

How can I help you?

AMANDA: Hi Oliver! I'd like to place an order, please.

OLIVER: Sure. For pick-up or delivery?

AMANDA: Delivery please.

OLIVER: Can I have your address, please?

AMANDA: 451 South Street.

OLIVER: Your phone number?

AMANDA: 637-333-937.

OLIVER: And, your name?

AMANDA: Amanda Clyde.

OLIVER: Thank you. What would you like to order?

AMANDA: I'll have the green salad with grilled chicken, and tortilla soup, please.

OLIVER: Okay. Any dressing for your salad?

AMANDA: Italian, please. Can I have an extra dressing portion, please?

OLIVER: Absolutely! Would you like anything to drink?

AMANDA: No, thank you. That would be all.

OLIVER: Great. That'll be \$18 dollars. Will you pay with a credit card or cash?

AMANDA: I'll pay with cash.

OLIVER: Do you need change?

AMANDA: No, thank you. How long will it take to deliver?

OLIVER: Around 40 minutes.

AMANDA: Hmm... Is it possible for you to send it faster?

OLIVER: Ok, I'll ask the chef to send your food as soon as possible.

AMANDA: Thank you very much!

OLIVER: You're welcome. Thanks for calling Mr. Chef.



3. Work in small groups. Listen to the conversation again and answer the questions.



- Is it a face to face or phone conversation? _____
- What is Amanda doing? _____
- How are the speakers' attitudes? _____
- Who is making requests? _____
- Who is accepting requests? _____



4. Discuss with a partner: how similar/different are face to face and phone conversations? Then, in your notebook, write down the main idea and key details of the conversation in a graphic organizer; for example: what the conversation is about (main ideas), and some supporting details (related to the main idea). Share your work with your class.

Portfolio Connection



5. Work in small groups. Create a dialogue similar to the ones you listened to in this unit. Follow these steps:

- Choose a topic for your dialogue.
- Suggest words and expressions to create your dialogue.
- Ask questions to clarify doubts while you are talking with others.
- Check your dialogue and edit it as needed.
- Write some notes about your dialogue.
- Rehearse it and present it. Check your intonation, pronunciation and body language. Use your notes if necessary.

Lesson 3 - Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...

	Great	Good	Not sure...	Then go to
• ask questions to obtain for information.				Activity 3
• anticipate general idea of a dialogue.				Activity 4
• identify main idea and details of a dialogue.				Activity 4
• select topics for a dialogue.				Activity 5
• suggest words and expressions to create a dialogue.				Activity 5

Product 4 Short staged dialogue

STEP 3

Check (✓) the steps you have followed up to this point.

I know what information I will include in my dialogue.

I have a list of words and expressions I learned from Lessons 1 and 2.

STEP 4

Check (✓) the steps you have followed up to this point.

I edited and corrected the first draft I wrote.

I received comments and recommendations from my classmates about my work.

I made some changes to my work and I am ready to write the final version.

Planning

In this step, you should decide on the following aspects to continue with your final product:

- Who is going to help you to edit your dialogue?
- Where will you present your staged dialogue?
- Do you need any scenography for your staged dialogue?
- Are you going to invite other kids or teachers to the presentation of the final product?

Hands on!

Work in groups. Now, you should write the final version of your dialogue. Then present your staged dialogue. You should consider the body language you should use according to the expressions you are saying.

Hands on!

Work in groups. Now, you should edit the first draft of the guide you wrote in Step 2. Remember that you can use words and expressions from this lesson as well. Then exchange your draft with another group and help them to edit their work. Pay attention to the comments they make about your work and write some notes.

Go back to the questions on page 41. What other ideas do you have about accepting and rejecting requests?

End of unit self-evaluation

Reflect on these questions:

- What did I learn from this product?
- What would I do differently next time?
- What did I find most enjoyable?
- My work with my classmates was...

Looking ahead

In Step 4 you should present your staged dialogue. Don't forget to bring any material or scenography you need. Rehearse your dialogue as much as you can in order to feel confident while presenting it.




1. Works in groups of three or four. After reading the text "Accepting and Rejecting Requests", on pages 49-59, take turns discussing the questions below. Find information in the text to support your answers:
 - a. Who participates in the conversations?
 - b. What questions do they use to make requests?
 - c. What expressions do they use to accept requests?
 - d. What expressions do they use to reject requests?
 - e. What are the speakers' attitudes like?
 - f. How similar/different are the face to face and phone conversations in the *Reader's Book*?
 - g. Do the speakers use courtesy expressions? If yes, which ones do they use?




2. Works with your groups. Choose a conversation from the text "Accepting and Rejecting Requests", on pages 49-59. Create a conversation similar to the one you chose. Follow these steps:
 - a) Identify the questions to make request and the expressions to accept and reject requests.
 - b) Think about the words and expressions you want to use in your conversation. Write a draft in your notebook.
 - c) Make sure you are exchanging expressions to accept or reject requests.
 - d) Rehearse your conversation.
 - e) Think about you tone, volume and rhythm.
 - f) Think about the body language that relates to the expressions you will use.
 - g) Present your conversation to your class.

Evaluation


Unit
4

-  1. Work in pairs. Create a dialogue where you make, accept, and reject requests.

Lined writing area for creating a dialogue. The area consists of a vertical red margin line on the left and horizontal grey lines for writing.

-  2. Rehearse your dialogue. Check your pronunciation, intonation and attitude. Then write a short paragraph about the importance of body language while presenting your dialogue.

Lined writing area for writing a paragraph. The area consists of horizontal blue lines for writing.

-  3. Work in pairs. Role-play your conversation and present it to your class.

Let's Make a Survey!

- › What is a news report?
- › How many types of news reports do you know?



Social practice of the language:

- Exchange opinions about audio news.

After finishing this unit, you will be able to:

- Listen to and explore news related to family and habitual contexts.
- Understand news in audio.
- Exchange opinions.





1. Work in pairs. Look at the pictures. Listen to the news report and circle the pictures that correspond to the information given.



2. Work in pairs. Listen to the news report again. Pay special attention to the questions and expressions in blue. Why are they using them? Discuss with another pair of students what is the characteristic of those expressions.



Student's Tip

You can use these questions and expressions to give or exchange your opinion or information about a news report: What is your position on...? What do you think about...? My position on ... is that, it seems to me that..., As I see it..., Without a doubt..., I think that..., this is just my opinion, but...

CHAD: This is Chad Robinson reporting to you live from the town of Rissa in Norway, where a terrible **landslide** just occurred.

NEWS ANCHOR: Hello Chad, I hope that you're alright. **Can you tell us what happened?**

CHAD: Of course. At 5:30 a.m. this morning a huge landslide came tumbling down Mt. McKinley causing major **damage.**

NEWS ANCHOR: That sounds terrible, Chad. **Can you give us more details?**

CHAD: The Department of Emergency Services says it's the worst natural disaster they have seen in years. More than 500 tons of mud, rocks, and debris buried half the town. Many people are injured and were left homeless.

NEWS ANCHOR: Are emergency services helping people out?

CHAD: Yes, they are. They have established **shelters** in local school gyms with food, beds, clothing, and medical services.

NEWS ANCHOR: **Do you have any information on what caused the landslide?**

CHAD: Authorities say that the landslide occurred due to heavy rains all week that loosened the soil.

NEWS ANCHOR: Thank you very much for your report, Chad. Take care!

CHAD: This is Chad Robinson for News Radio. More information to come as the story develops!



3. Work in groups. Read the news report Activity 2, and answer the following questions:

- What is the news report about?
- Who starts the news report?
- Who provides details?
- Is the information clear?



4. Work in pairs. Analyze the news report from Activity 2. Which expressions did Chad and the news anchor use to provide information? Write them on your notebook. How can you use the expressions from the Student's Tip box to give your personal opinion about a news report?

Connecting you

When you watch to a news report on TV or read it on the Internet, do you like giving your personal opinion about it? Why or why not? Discuss your ideas with a partner.



5. Work in pairs. Practice the news report with a partner. Pay special attention to the words in blue. Then practice the same conversation adding your opinion. Use the phrases in the Student's Tip box as a guide.



6. Work in pairs. Use the news report "Community" in your *Reader's Book* on page 65 to role play a news report. Use the wh- questions. Look at the example.

Where is the event going to take place? It's going to take place at the local community center.

- a. **What** is the news report about? d. **Where** is the event going to take place?
 b. **When** is the event going to take place? e. **Why** is this event being organized?
 c. **What** is your opinion about this event?

Student's Tip

A survey is a tool used to examine opinions made by people asking a series of questions and personal opinions about a certain subject.

Digital Connection



If you have a computer at hand, make a Wh-question list like the one above on a Power Point slide. You can use it to extract specific details from other news reports later on.



7. Work in pairs. Go to your *Reader's Book* on page 64 "Climate Change: Are We in Danger?" Use the following survey questions to give your personal opinion on the news report. Look at the example.

What do you think about the news report? In my opinion, I think it's very informative.

- a. What is your personal opinion about the report?
 b. Do you think the way the reporter presents the news is interesting?
 c. Do you like listening to this type of news report? Why?

Portfolio Connection



8. Make a list of words and expressions you can use to give your personal opinion. Use the phrases from the Student's Tip box and the list in Activity 6 as a start. You can add more as the unit progresses.

Planning



In this unit you will create a survey. With the help of your teacher, you should decide on the following aspects of your product:

- What type of questions are you going to write?
- How many questions are you going to write in the survey?
- What expressions am I going to use to give my personal opinion?

Make sure you write down all of the ideas you come up with for Step 2.

Hands on!



Work in small groups. Take turns to discuss and answer the following questions:

- Are you going to use a news report from your student book or from your *Reader's Book* to write the questions?
- Who are you going to ask the questions to?
- How are you going to organize the order of participation?

Take a few minutes to discuss your answers and write them down.

Looking ahead



In Step 2 you are going to write the first draft of your survey questions.

Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

- analyze information using images.
- understand information by answering Wh- questions.
- identify expressions used to give my personal opinions.
- decide on what I want to say and reflect on the words I need to use to express my opinions.

	Great	Good	Not sure...	Then go to
analyze information using images.				Activity 1
understand information by answering Wh- questions.				Activity 5
identify expressions used to give my personal opinions.				Activity 2 and 3
decide on what I want to say and reflect on the words I need to use to express my opinions.				Activity 6

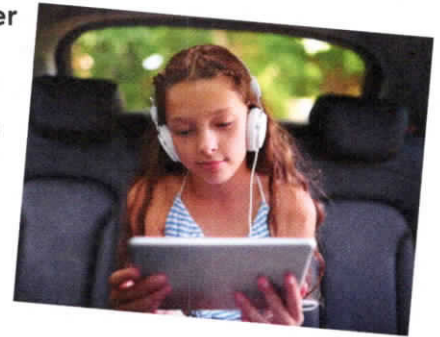
School News



1. Work in pairs. Listen to the news report. When you finish, answer the questions. Check your answers with other classmates.



- What is the news report about?
- What does the Superintendent say about the use of tablets?
- What do the parents say about it?
- Why are they against the use of tablets?
- Where was one of the studies made?
- What was the result?



Tablets in Schools

"Giving a tablet to every student in school can have a big impact on improving their motivation to learn and encouraging independent study," said Ben Smith, Superintendent of the Pomona School District.

This program will be a success as long as teachers have the proper training before using the electronic devices in class, schools have a good Wi-Fi connection and give access to teachers and students.

Many parents worry about their children using tablets in school. They feel they might get distracted by playing with them and they are worried the devices will get broken or stolen.

The study looked at 100 schools in London where tablets were used. Out of the 100 schools, 80 of them were successful according to recent studies. This

research reported that the tablets were most used in class for research and writing notes.

Teachers said that the use of tablets was no problem and they could be used if there was good classroom control on their part.

JACKY: Hey Ron, what did you think about the news report? I think this type of news report is super important. Technology in school is needed.

RON: What did you like the most?

JACKY: What I liked the most was that the schools in London were successful in their test run.

RON: I'm sorry, I didn't get what you said. I'm not following you.

JACKY: What I meant was that the schools in London were successful in using tablets in the classroom.



2. Work in pairs. Answer the following questions about the news report.

- Was the news report informative? Why?
- Do you use a tablet to work in school? Why?
- Do you think tablets in schools are useful? Why?
- Do you think schools should give Internet access to students? Why?



3. Work in groups. Exchange personal opinions about the news report "Tablets in School" Remember to use the expressions learned in Lesson 1 to do so. Look at the examples:

In my opinion, the use of tablets in school is an excellent idea.

It seems to me that tablets don't work in the classroom.



News reports are important in a society for a number of reasons; the most important one is to inform people about events that may affect them.



4. The news report "Tablets in School" left out details that are important to the topic. Work in pairs and discuss what details you think the reporter didn't mention. The words in bold in the examples are used to express that information was left out.

The report **didn't give** details about who is going to buy the tablets.

The report **didn't say** anything about how many schools received tablets.

Student's Tip

When exchanging opinions about a certain topic, it is important that you mention what information was left out.



5. Work in pairs. Read the conversation between Ron and Jack from the news report. What expressions did Ron and Jack use to give their personal opinions?

JACKY: Hey Ron, what did you think about the news report? I think this type of news report is super important. Technology in school is needed.

RON: What did you like the most?

JACKY: What I liked the most was that the schools in London were successful in their test run.

RON: I'm sorry, I didn't get what you said. I'm not following you.

JACKY: What I meant was that the schools in London were successful in using tablets in the classroom.

Connecting you

What type of expressions do you use when exchanging opinions with your friends? Do you use the same ones you use with your family? Discuss your ideas with a partner.

Digital Connection



Work in pairs. Use an electronic device (smartphone or tablet) to record yourselves exchanging opinions about one of the news reports from your *Reader's Book* on pages 63-73. Remember to use expressions learned in this unit to help you.



6. Work in groups. Express and exchange personal opinions about the news reports in your *Reader's Book* on page 68, "Young Writers Contest". Use the expressions you have learned throughout the unit.

Portfolio Connection



7. Make a list of new words and expressions you have learned in Lessons 1 and 2. Add it to your portfolio.

2

Check (✓) the steps you have followed up to this point.

I know what type of questions I am going to write.

I know how many questions I am going to write.

I know which expressions I am going to use to give my personal opinion.



Planning



In this unit you will create a survey. With the help of your teacher, you should decide on the following aspects of your product:

- Where are you going to write your questions?
- What is the purpose of making your survey?
- Are you going to write the questions on paper or on your computer?
- Are you going to do the survey in your classroom or with other classmates?

Hands on!



Work in small groups. Pick a news report from your *Reader's Book* from pages 63-73 or go online and look for news report that is interesting for the whole group. Using Wh- question words and the question expressions you have learned in this unit. Write the first draft of your survey questions. Take the following tips into account:

- Keep the number of questions short.
- Ask one question at a time.
- Ask questions that can be answered by your classmates.
- Write your questions in an organized manner.

Looking ahead



In Step 3 you are going to write the final draft of your survey.

Lesson 2 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

- analyze and understand the contents of a news report using Wh- question words.
- identify and use expressions to give my personal opinions.
- exchange expressions about a news content and ask for clarification.

Great	Good	Not sure...	Then go to
			Activity 1
			Activity 3 and 6
			Activity 4 and 6

The Health Desk



1. Work in pairs. Look at the picture and say what you think the news report will be about. When you finish, listen to it and check if you were right.



2. Work in pairs. Listen to the news report. Answer the following questions about it.

a. What happened?

b. Where did it happen?

c. When did it happen?

d. Who made this happen?

e. Why is this type of news important?



News reports are divided in local, national and international news. This allows you to know what is happening in other parts of the world and to give you a perspective of other ways of life and cultural differences.



3. Work in groups. Exchange personal opinions about the news report. Remember to use the expressions learned in Lesson 1 to do so. Look at the examples:

What do you think about the new vaccine? Without a doubt, the cure for the common cold is groundbreaking.

What is your opinion on animal testing? This is just my opinion, but I think vaccines should be tested on animals.



4. Work in pairs, role play the following conversation about a recent news report. Pay special attention to the words in blue. These are expressions you can use to exchange opinions. When you finish, role play the conversation again using information from any news you heard lately.

a: Did you know about the new vaccine that Dr. Schuller invented?

b: Yes, I heard about it last night!

a: Such great news, don't you agree?

b: Yes, I agree. Scientists are important to society.

a: I know. It's a matter of time before we find a cure for cancer.



5. Work in pairs. Listen to the news report. Try to infer the topic. Discuss your ideas with your classmates. Answer the questions: What do you think the news report is about? What makes you think that? Listen again and check.

**Student's Tip**

To infer means to guess the meaning of a topic by hearing to every word in context.
This is excellent when it comes to hearing the news.



6. Listen to the news report again. Use the Wh- question words to write questions about the news report.



- a. Who _____ ?
- b. What _____ ?
- c. Where _____ ?
- d. When _____ ?
- e. Why _____ ?



7. Work in groups. Analyze the news report you just heard. What's it about? What information does it need so it can be a more complete report? What do you think the officer left out? When you finish, exchange your personal opinions as a group about the news report.



8. Work in pairs. Draw the different ways news is delivered today: for example; social media sites, apps, mouth to mouth, etc. Think about how this was done 100 years ago and discuss with your partner.

Different Ways of Delivering the News

Pretend you and your partner just heard the report about how news was delivered 100 years ago. Exchange opinions about it. Use all of the words and expression you have learned in the previous lessons.

Product 5 Survey

STEP 3

Check (✓) the steps you have followed up to this point.

I know where I am going to write my questions.

I know what is the purpose of making my survey.

I know who I am going to ask my survey questions to.

STEP 4

Check (✓) the steps you have followed up to this point.

I edited, corrected, and wrote my survey questions.

I received comments and recommendations from my classmates about my work.

I made some changes to my survey to write the final version and use it.

Planning



With the help of your teacher, you should decide on the following aspects you need to continue with your final product:

- When and where are you going to make your survey?
- Are you going to share the results of your survey with the rest of the class?

Hands on!

Do your survey to exchange personal opinions in the following manner:

- Choose a news report from your *Reader's Book* on page 63 or one from your *Activity Book*.
- Sit in a circle, one student asks the questions and the other students in the group give their personal opinions individually.
- If time allows it, you can give your personal opinion about your classmates'.

Hands on!



Taking into account the comments you received from your classmates. Write the final draft of your survey. Remember to use the questions and expressions learned throughout the unit.

Go back to the questions on page 53. What other ideas do you have about news reports and the way they are broadcasted?

End of unit self-evaluation

Reflect on these questions:

- What did I learn about news reports from this unit?
- What more would I like to learn about news reports?
- What did I enjoy the most about this unit?
- My work with my classmates was...

Looking ahead



In Step 4 you are going to conduct your survey.



1. Read the following headlines and decide in which type of news they belong.

Childhood obesity

Save a homeless cat or dog

A pile of trash, a pile of problems!

Outstanding performance or Mexican athletes at Pan American Games

Young writers contest

Veracruz needs your help

Local news	International news	Socio-cultural news
Environmental news	Health news	Sports news



2. Work in pairs. Read the extracts from some of the news in your *Reader's Book*. Exchange personal opinions about them.

Walk or ride a bicycle instead of using a car, turn off the lights and other electronic device when you are not using them.

"The first step we're going to take is that everybody in the community has to separate the trash, especially the things that can be recycled, like paper, plastic, glass, or metal," said the mayor.

He invited the population to send their donations to the local Red Cross. Money donations are also being collected through a bank account.

Sabine Lawson, librarian and head manager, said that the main purpose of this new library is to promote reading in children and people of all ages. "In this new library, everybody can find something interesting to read," Mrs. Lawson said.




3. Work in pairs. Discuss the following questions.

- Why do you think listening to the news is important?
- Do you think being a news reporter is hard work? Why?
- If you were a reporter, which type of news would you like to report? Why?

Evaluation

Unit 5

 1. Work in pairs. Listen to the news report and answer the questions about it. When you finish, exchange opinions about the news you heard.



a. Who is the news report about? _____

b. Where did the event take place? _____

c. When did it happen? _____

d. Why did it happen? _____

e. What is your opinion about this news report? _____



2. Work in groups. Think about a news report that you have heard or read lately or go online and look for one. Exchange your personal opinions about it.





3. Analyze the news report from your *Reader's Book* on page 68. Work in pairs and discuss what details you think the report doesn't mention. Remember to use expressions like *didn't give* or *didn't say*.

Let's Make a Short Illustrated Guide to Solve a Problem!

- › What problems at school or at home can you identify?
- › Why is it important to solve those problems?



Social practice of the language:

- Follow information from an illustrated guide to solve a problem.

After finishing this unit, you will be able to:

- Explore short illustrated guides.
- Interpret information to follow steps.
- Write instructions.



Garbage: Our Common Enemy



1. Work in pairs. Read the title of the text and look at the pictures. Discuss with your partner what you think the text is about. What key words do you think you will find?

How Can We Solve the Problem of Trash?

Trash can be a huge problem in any place around the world. One way of solving or reducing the impact of this problem is to recycle trash. Recycling is an important factor in conserving natural resources and greatly contributes towards improving the environment. Below are some helpful **hints** about recycling at and around home.

Follow this guide:

1. Find ways of recycling different materials. Many materials can be recycled, such as paper, plastic, metal and glass. Other items such as **furniture**, electronic equipment, building material and vehicles can also be recycled but many people don't often think to do so.
2. Buy products that can be recycled. When shopping at the supermarket, buy products that can be recycled easily such as glass jars and **tin cans**.
3. Buy products that have been made from recycled material. You can tell if a product is eco-friendly by looking at the label on the packaging.
4. Avoid buying **hazardous** material. It is difficult to recycle products that contain hazardous waste. Try to find safer alternatives to household cleaners and buy non-toxic products whenever possible.
5. Use recycle bins. Make sure you have a recycle bin in your home. Keep it in an obvious place so you won't forget to use it. Your local council should be able to provide you with a recycle bin that can be used for materials such as glass, paper, aluminum and plastic.



Retrieved from: <https://www.recycle-more.co.uk/household/recycling-facts>



2. Go over the text again and answer the questions.

- a. What's the purpose of the text? _____
- b. Who is the intended audience? _____



The Great Pacific Garbage Patch is the largest accumulation of ocean plastic in the world and is located between Hawaii and California. Researchers from The Ocean Cleanup project claimed that the patch covers 1.6 million square kilometers.



3. Work in pairs. How do you think the written information and the pictures are related in the text "How can we solve the problem of trash"?



4. Work in groups of three. Explore the short illustrated guide in the previous page. Take turns and answer these questions: what problem is it talking about? Is it a problem that affects your community? What can you do to solve this problem?



5. Explore the following short illustrated guide. Discuss with your partners: What information can you find in the guide? What's the purpose of this guide?

Connecting you

What strategies do you use to get the meaning of unknown words? Discuss your ideas with a partner.

How to Use Recycle Bins

We all know that garbage is a huge problem. What can we do to solve this problem? We may not solve it immediately, but we can help to reduce it. If you want to help, follow these steps.

Waste



Compost



Recycle



First, get three different recycle bins.

Then, label the recycle bins: recycle, waste, compost.

After that, illustrate the recycle bins so that everybody knows what to put in those bins.

Finally, place the bins in a safe place.



6. Work with a partner. Go back to the previous text and answer these questions: what kind of text is it? What is it about? What information can you find in the text? What are the words in green used for?

Portfolio Connection



7. Work in groups. Read the text "SOS: Water Is in Danger" in your *Reader's Book*, pages 77-87. Discuss with your classmates: what kind of text is it? What is it about? Why can water or the lack of it become a problem? Do you think there are ways to solve this problem?

Planning

In this unit you should create a short illustrated guide to solve a problem. First, you should decide on the following aspects of your final product:

- How many members will be in your team?
- What material do you need for your product?

Looking ahead

In Step 2 you should write the first draft of your guide. So, search for information related to the problem you chose. Read the information and bring useful material to write your guide.

Hands on!

Work with your team. Now, you should take turns to talk about the problems in your school or community. Make a list of these problems and think about why they are problematic. Discuss with your partners if they know how to solve them. Then, choose a problem for your short illustrated guide. All members of your team should agree on the problem. Discuss about the importance of creating a short illustrated guide to solve that problem. Finally, analyze the examples of short illustrated guides in this lesson. Discuss with your partners: what words do their guides use to organize the steps? What verb tenses do they include? What graphic resources do they use? How are the steps presented? Share your ideas with your classmates.

Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

- anticipate the topic based on graphic and textual components.
- analyze textual components and key words to identify the purpose and intended audience.
- analyze steps in a sequence.
- reflect on how information is written in illustrated guides.

	Great	Good	Not sure...	then go to
				Activity 1
				Activity 1 and 2
				Activity 6
				Activity 6

Understanding the 3R's



1. Work in pairs. Take some minutes to explore the text. Then, take turns answering these questions: what kind of text is it? What is it about?

Reduce, Reuse and Then Recycle – in That Order

Nowadays, unfortunately, obtaining the new is equal to discarding the old; this spells a constant and consistent collateral creation of waste. Recycling alone is not the answer, in fact it is the last thing that we should be doing. Let's see what we should do.

First, **reduce**; this is the most important of all. Start with the low hanging fruit, waste intensive consumer items, for which there are environment-healthy alternatives, for instance purchase a refillable water bottle and carry it out with you, use cloth items instead of paper for nappies, napkins and plates. Avoid anything you deem to have too much packaging. 38% of council waste is estimated to be packaging alone.



Next, **reuse**; it's time to get creative so have some fun. Old jam jars and bottles make excellent containers. Take the time to donate your old clothes, books and DVDs to charity, or offer them up for collection on one of the myriad of swap-shop websites such as Freecycle. Lastly, if you have a garden, think about composting your food waste. If it goes into landfill, food waste creates hazardous, unusable land due to the buildup of methane.

Finally, **recycle**, and do it correctly. Separate out your glass and take it to the bottle bank, the same with plastics. With the latter make sure that the plastic is indeed recyclable as not all types are and mistakes can create unusable waste. Too much council recycling ends up in landfill due to this and other types of contamination.



It's the responsibility of each of us to do our bit and this means the three R's, in the right order.

Adapted from: <http://www.recycling-guide.org.uk/blog-reduce-reuse-and-then-recycle-in-that-order.html>



2. Work in pairs. Read the text again and identify the words that give order and sequence to the information. Underline those key words and write them in your notebook. Discuss with your partner: Are they similar or different to the ones in the text on page 67? After that, take turns to explain the steps to reduce, reuse and recycle mentioned in the text.





3. Work in groups of three. Go back to the short illustrated guide in the previous page. Underline unknown words. Then, discuss with your partners: how can you get the meaning of unknown words in a text?



4. Work in pairs. Go over the texts you read in Lessons 1 and 2 and discuss what patterns are used to organize the information in a text. What is the function of the different graphic components? Complete the chart.

Student's Tip

You can get the meaning of unknown words by using the context. Analyze the words before and after that unknown word. You can also look those words up in a dictionary.

What do we use these graphic resources for?

Images	Bullet points	Numbers	Charts



5. Work with a partner. Go to the text "SOS: Water Is in Danger" in your *Reader's Book*, pages 77-87, and identify the graphic resources used. Are they similar or different to the ones you have studied up to now?

Portfolio Connection

6. Work in groups. As a final product, you should write a short illustrated guide to solve a problem. Discuss with your classmates: What words and expressions from the texts in Lessons 1 and 2 could you use in your final product? Make a list of those words and expressions and keep them in your portfolio.

2

Check (✓) the steps you have followed up to this point.

I discussed about the importance of creating a short illustrated guide to solve a problem.

I analyzed examples of illustrated guides.

I searched for information about the problem I chose.

Planning

In this step, you should decide on the following aspects to continue with your final product:

- When do you have to turn in your first draft of the illustrated guide?
- How will you illustrate your guide? Will you use drawings or magazine cutouts?

Looking ahead

In Step 3 you should write and edit your short-illustrated guide. Make sure you have already decided what problem you will talk about in your guide. Besides, you should also check that you have your list of words and expressions used in short-illustrated guides.

Hands on!

Work with your team. Now, you should talk about the purpose and intended audience of your illustrated guide. Then, check the examples of short illustrated guides in Lessons 1 and 2. You can use any of those guides as a model.

Analyze and decide how many steps you want to include in your guide. Discuss about the graphic resources that you will include in your guide, think about the typography and illustrations, for example.

After that, check the list of words and expressions that you wrote in Activity 6. Discuss with your partners which of those words and expressions you will use in your guide.

Lesson 2 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

- analyze steps in a sequence.
- identify key words that give order and sequence to a text.
- clarify the meaning of words by following contextual clues.
- recognize graphic resources and their use to better organize information.

Great	Good	Not sure...	then go to
			Activity 2
			Activity 2
			Activity 3
			Activity 4



1. Work in pairs. Look at the pictures and say what you think the text is about.

How to Recycle at School



1. Reduce your paper use. Keep a scrap paper tray in each classroom and make sure both sides of the paper are used.
2. Switch to recycled paper. Although recycled paper is still slightly more expensive, if you can reduce your paper use then it may not cost any extra.



3. Refill plastic bottles. Instead of throwing away plastic cups, encourage students to bring a plastic bottle to school which can be refilled again and again.
4. Compost food waste. Your school can produce free quality compost from fruit waste, tea bags etc. Contact the recycling team for more information on setting up a school composting scheme.



5. Switch to rechargeable batteries. For every 10 charges, you have saved buying and throwing away 9 batteries. Replace batteries in remote controls and other devices with rechargeable.



6. Recycle batteries. All schools have been provided with battery collection points. Make sure everyone has easy access to the battery recycling tube and encourage students to bring in their used batteries from home.



7. Set up an Eco-Team. Students can help to raise awareness and monitor waste and recycling throughout the school. Ecos can also help to monitor litter and waste free lunch activities.
8. Run a waste audit. It is difficult to make measured improvements without knowing how much rubbish the school produces. A waste audit will show you areas where improvements can be made.
9. Make a statement. Set goals for your school such as reducing paper use by 10% or reducing the amount of hand towels purchased by 20%.



10. Think big. Thinking about waste and recycling is great, but also think about ways to increase the school's biodiversity, reduce waste and energy use and increase the use sustainable transport methods.

Adapted from: www.gov.je/Environment/GreenerLifestyles/GreenerSchools/Pages/QuickGuide.aspx



2. Work in groups. Go over the text and discuss with your classmates what the numbers in the reading are used for. What is the purpose of the text? Who is the intended audience? What graphic resources does this text use? What's the purpose of a picture in a guide like this?



3. Work in pairs. Go back to the text in Activity 1. Take turns to discuss: what steps or recommendations do you already follow at school or at home? Which ones do you think is a good idea to start following? Share your conclusions with your class.

Steps that I follow to recycle	Steps that I should follow



4. Work in groups. Take turns to answer these questions: why can trash be a problem? Why is it important to solve this problem? What other actions can you take in order to solve this problem?



5. Work in groups of three. Take turns discussing these questions: what can you do to solve a problem of trash in your school? How are instructions written in a guide? Write the instructions to solve this problem. Do not forget to use connectors to organize your instructions. Share your work with your class. Did you write different instructions?



6. Work in groups. Read the text "SOS: Water Is in Danger" in your *Reader's Book*, pages 77-87. Explore the instructions the text mentions to solve the problem of lack of water. Take turns answering these questions: what steps do you think are the most important ones? Why? Then, in your notebook, write other instructions to solve this problem. Keep your work in your portfolio.

Lesson 3 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

- analyze the resources used in a text.
- follow steps and key words in a text and recognize its purpose and intended audience.
- use words and expressions to answer questions.
- evaluate how to write steps in a guide.

Great	Good	Not sure...	then go to
			Activity 2
			Activity 2
			Activity 3, 4 and 5
			Activity 5

Product 6 Short illustrated guide to solve a problem

STEP 3

Check (✓) the steps you have followed up to this point.

I wrote sentences to describe steps and I reflected on how to link those sentences.

I decided what graphic and textual components I should use to write my illustrated guide.

I wrote the first draft of my short illustrated guide.

STEP 4

Check (✓) the steps you have followed up to this point.

I edited and corrected the first draft I wrote.

I received comments and recommendations from my classmates about my work.

I made some changes to my work and I am ready to write the final version.

Planning

In this step, you should decide on the following aspects to continue with your final product:

- Who is going to help you to edit your guide?
- Where will you present your guide?
- Are you going to invite other students or teachers to the presentation of the final product?

Hands on!

Work in groups. Write the final version of your guide and illustrate it. Then present your guide to your classmates, teachers and family members. Explain why it is important to solve the problem you chose.

Hands on!

Work in groups. Now, you should write sentences to describe steps and reflect on how to link these sentences (by using connectors, for example). Think of how to write the steps; check that the tenses are appropriate. Decide what graphic and textual components you will use in your illustrated guide. Then, you should write your first draft. After that, edit your draft. Remember that you can use words and expressions from this lesson as well. Make sure that you are using words and expressions correctly. Then, exchange your draft with another group and help them edit their work. Pay attention to the comments they make about your work and write some notes.

Looking ahead

In Step 4 you should present your short illustrated guide. Bring the materials you need to make the final version of your work. Think about a suitable place to display your work.

Go back to the questions on page 65. How useful do you think illustrated guides are to solve problems?

End of unit self-evaluation

Reflect on these questions:

- What did I learn from this product?
- What would I do differently next time?
- What did I find most enjoyable?
- My work with my classmates was...



1. Work in groups of three. After reading the text "SOS: Water Is in Danger" in your *Reader's Book*, pages 77-87. Discuss with your classmates: why wasting water is a problem? What will happen if we don't solve the problem of lack of water? What actions can you take to solve this problem?



2. Based on what you read, discuss with your classmates: what instructions would you give to other students to save water? Write the instructions in the space provided. After you have finished, illustrate the instructions.

Why Is It Important to Save Water?



3. Now, share your work with your class. Take time to explore the instructions that your classmates wrote. Discuss as a class: what instructions do you think are more important to save water in your school?

Evaluation

Unit
6



1. Work in groups. Write a list of problems that you can identify in your community.

Lined writing area for step 1, featuring a vertical red margin line on the left and horizontal grey lines.



2. Choose one of the problems from your list. Write some steps to solve that problem. Do not forget to link the steps using connectors.

Lined writing area for step 2, presented as a white sheet of paper with blue horizontal lines, slightly overlapping the bottom of the first section.



3. Share your work with the rest of your classmates.

Let's Make a Graphic Line of Development!

- › What did you look like when you were a baby?
- › What do you look like now?



Social practice of the language:

- Describe and compare physical appearance and abilities of people of different ages.

After finishing this unit, you will be able to:

- Listen to and explore descriptions of physical appearance of known people.
- Understand descriptions.
- Describe your own physical appearance.



We All Change



1. Work in pairs. These pictures illustrate a conversation you will listen to in the following activity. Take turns discussing: What can you see in the pictures? What do you think the conversation will be about? What makes you think that?



2. Work with your partner. Listen to the conversation. Check you inferences. Then, listen again and look at the expressions in green. Discuss with your classmates: What are those expressions used for? Give reasons for your answers.



Mrs. COLLINS: Look how **cute** you were! Look at your **tiny hands and feet**.

SAM: I was really tiny. I couldn't swim, right?

Mrs. COLLINS: That's right. But you loved water, as you do know.

SAM: And, I was learning how to swim here. I was like **three years old**, I guess.

Mrs. COLLINS: Yes, you were. And, you learned how to swim very fast.

SAM: Yes! Now, I'm an expert swimmer.

Mrs. COLLINS: I know! I'm so **proud** of you.

SAM: Was this my first day at school?

Mrs. COLLINS: Yes, you were only five years old. Look, you were taller than most of your classmates.

SAM: I'm still taller than most of my classmates. I think I will be as tall as my grandpa.

Mrs. COLLINS: I think so too.

SAM: And, this is when I learned how to ride a bike. I was **eight years old**. I still remember that day.

Mrs. COLLINS: Yes, I remember how fast you learned. It was amazing! Look at this picture! You were wearing lots of clothes.

SAM: I think it was really cold. I was **ten years old**. I looked almost the same as I look now.

Mrs. COLLINS: Well, that picture was taken only a year ago.

SAM: That's right. Well, I think I have enough pictures to show my classmates.



3. Work in small groups. Listen to the conversation again. Pay attention to the rhythm and intonation of the speakers. Then, take turns discussing the following questions:



- What's the conversation about?
- Who is describing another person?
- What's the rhythm of the speakers like?
- What's the intonation of the speakers like?

Student's Tip

The rhythm is the how the speaker combines words in sentences; some people say it is the musicality of a language. The intonation is how the speaker's voice goes up or down as he/she speaks.



Portfolio Connection



4. Work in small groups. Take turns to answer: What words do the speakers use to describe people? What expressions do they use for this same purpose? Give reasons for your answers. Then, fill in the chart.

Words to describe people	Expressions to describe people
tiny	

Connecting you

When do we need to describe people?
How would you describe yourself? Discuss your ideas with a partner.



5. Go to your *Reader's Book*. Read the text "The Way We Used to Look" on pages 91-101. Take turns to discuss with your partner: What words and expressions do the speakers use to describe someone? With your partner, clarify the meaning of unknown words. You can look them up in a dictionary. Then, add some of these expressions in the chart in Activity 4.

Planning

In this unit you should create a graphic line of development. With the help of your teacher, decide on the following aspects of your final product:

- What material do you need to make your product?
- How many members will be in your team?

Looking ahead

In Step 2 you will write the first draft of your graphic line of development. So, check different examples of descriptions (physical and regarding abilities) of people from different ages. You can also check the texts in this unit as well as in your *Reader's Book*, pages 91-101. You might also consider bringing pictures of yourself (different ages).

Hands on!

Work in small groups. First, you should discuss the following ideas:

- How are you going to design your graphic line of development?
- How many stages will you include in your graphic line?

Now you should choose words and expressions that you think are useful for creating your graphic line of development and to explain it. For example: *In this photo I looked very thin. I was two years old. I couldn't swim.*

You can check your *Reader's Book* as well, pages 91-101, to find more examples of words and expressions to describe people. Make a list in your notebook and share your work with other classmates. You can also use the information you wrote in Activity 4.

Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

- reflect on previous knowledge.
- discover new words and expressions to increase my repertoire.
- identify rhythm and intonation of expressions.
- analyze words and expressions used in descriptions.

	Great	Good	Not sure...	Then go to
• reflect on previous knowledge.				Activity 1
• discover new words and expressions to increase my repertoire.				Activity 2 and 5
• identify rhythm and intonation of expressions.				Activity 3
• analyze words and expressions used in descriptions.				Activity 4 and 5

Getting to Know My Classmates



1. Work in pairs. Look at the pictures and take turns to answer these questions: Where are these kids? What are they doing? Do you think there is any relationship among them? Listen to the conversation and check your inferences.



2. Listen to the conversation. Write the numbers 1 to 10 to put the dialogue in order. Follow the example.

- 1 **MATTHEW:** Hi, Sarah. Did you bring your pictures?
SARAH: Yes! Here you are.
- MATTHEW:** Why were you wearing glasses?
SARAH: Oh, because I needed to wear them. I wore those purple glasses since I was six years old and until I was 10 years old. Don't you remember me wearing glasses last year?
- MATTHEW:** Wow! Interesting.
SARAH: Ok, it's my turn to see your pictures.
- MATTHEW:** Oh, look at you! You were a big girl!
SARAH: Yes, I was big. And I liked the slides a lot. My mom said that I could slip on the slides when I was eight months old. I was eight months old when my dad took this picture.
- MATTHEW:** Nice! How old were you in this picture?
SARAH: I was six years old. It was my first day at elementary school. I'm the girl with the blue backpack.
- MATTHEW:** You're playing the guitar in this picture. I didn't know you play the guitar.
SARAH: Yes. I wanted to learn since I was like three years old, but my hands were too small. I couldn't hold the guitar. But, I started taking guitar lessons when I was seven.
- MATTHEW:** I see! I couldn't even sit down when I was eight months old, I guess... Ha ha. Hey, look at this picture! How old were you here?
SARAH: I was four years old. I couldn't jump the rope at that age; but I could when I was six.
- MATTHEW:** Hmm... I wasn't in this school last year.
SARAH: That's right! Ha ha...
- MATTHEW:** Your hair was very long!
SARAH: Yes, but I didn't like it so much. That's why I have short hair now.
- MATTHEW:** Of course! Here you are.

Connecting you

How have you changed since you were a baby? What did you look like when you were in kindergarten? Discuss your answers with a partner.



3. Work in small teams. Go back to the conversation and take turns answering the questions below. After that, ask more questions to get information about who is talking and what he/she is talking about.

- What's the conversation about? _____
- What did Sarah look like when she was a baby? _____
- What was Sarah's hair like when she was six years old? _____
- Does Sarah wear glasses now? _____



4. Work with your team. Look at the graphic line of development below based on the dialogue on page 78. Discuss with your partners: What information does the graphic line show? What words and expressions are used to describe physical appearance and abilities? Which information from the dialogue in this lesson could be used to do a similar line?



When I was one year old, I was a beautiful baby I had tiny hands. I loved water, but I couldn't swim.

I learned to swim very fast.

I was taller than my classmates.

I learned to ride a bike.

I looked almost the same as I do now.

1 year old

3 years old

5 years old

8 years old

9 years old



5. Work with your team. Look at the dialogue on page 81. Discuss with your classmates: Which words and expressions from the text can you include in your final product? Write a list in your notebook. Keep it in your Portfolio.



Go to the Language Connection section on page 126 to learn about expressions to describe physical appearance and abilities.



6. Go to your *Reader's Book*. Read the text "The Way We Used to Look" on pages 91-101. Identify expressions to describe physical appearance and abilities similar to the ones used in the text in Activity 4. Discuss with your partner which of those expressions you can use in your final product.

2

Check (✓) the steps you have followed up to this point.

I have the list of words and expressions I learned from Lesson 1.

I looked for graphic lines of development.

I discussed with my teacher the characteristics of the graphic line that I will create.

Planning

With the help of your teacher, you should decide on the following aspects to continue with your final product:

- Will you choose one person to create the graphic line of development or will each one create their own graphic line?
- Will you include written information in your graphic line of development or only illustrations?
- When will you turn in your first draft?

Looking ahead

In Step 3 you should write and edit the descriptions that you will include in your graphic line. That means that you are going to read your sentences, check that the spelling and punctuation are fine, and correct any mistakes. Think about what other things you should check.

You can use either pictures or drawings to illustrate your graphic line. You need to bring them to use them on Step 3.

Hands on!

Work with your team. First, you should look at the example of a graphic line on page 82. Take turns to talk about the characteristics of the graphic line; for example: What graphic resources does the line include? What information does it present? What kind of expressions does it include?

After that, you should choose a person from your group to create a graphic line of his/her development. It is important to create the graphic line as a group. If you decided that each one will create their own graphic line, you can do it one at a time. Ask questions to your classmate about his/her development. Write some notes about it. Then with the help of some pictures, write descriptions of that person at different ages.

Lesson 2 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

- ask questions to verify comprehension.
- ask questions to verify doubts and to get details.
- show relevant information and some details.

Great	Good	Not sure...	Then go to
			Activity 3
			Activity 3
			Activity 4

From Blocks to Robots

1. Work in pairs. Look at the pictures and take turns to describe the situations.



2. Work in pairs. Listen to the conversation and underline the expressions where the children are describing someone. Take turns discussing how similar or different these expressions are to the ones you listened to and read in the previous lessons.

NATALIE: Hi, Chris. Can I work with you?

PATRICK: Sure! Do you want to see my pictures?

NATALIE: Yes, please!

PATRICK: Here you are.

NATALIE: Oh, look at this curly-haired beautiful baby! You were really cute!

PATRICK: You made me blush!

NATALIE: Are you sure it's you? What happened to your curls?

PATRICK: Yes, it's me. I really don't know. I just got my hair cut, and **when** I was around eight it wasn't curly anymore.

NATALIE: Hmm... How old were you in the first picture?

PATRICK: I was two years old.

NATALIE: I can see you loved building blocks, didn't you?

PATRICK: Yes! **And** I still do. When I was two years old, I wanted to play with smaller blocks **but** my hands were too chubby and I couldn't handle them.

NATALIE: Oh, I see. Tell me, where were you here?

PATRICK: Mmm, I was in kindergarten. I was five years old. **And**, as you see, I was playing with blocks again.

NATALIE: You were really tall. I thought you were like seven years old! **And** you still had your black curls.

PATRICK: **And** this picture was taken last month. I was building my first robot.

NATALIE: Wow! I think you'll be an engineer when you grow up.

PATRICK: Maybe, I don't know.

3. Work in small teams. Listen to the conversation again and answer the questions below. Give reasons for your answers.

a. What is the general idea of the conversation (what the conversation is about)? _____

b. What abilities did Patrick have when he was small? _____

c. What did Patrick look like when he was two years old? _____

d. What abilities does Patrick have now? _____



4. Work in pairs. Go back to the conversation. Analyze the words in purple. Discuss with your partner: What do we use those words for? What would happen if we did not use those words?

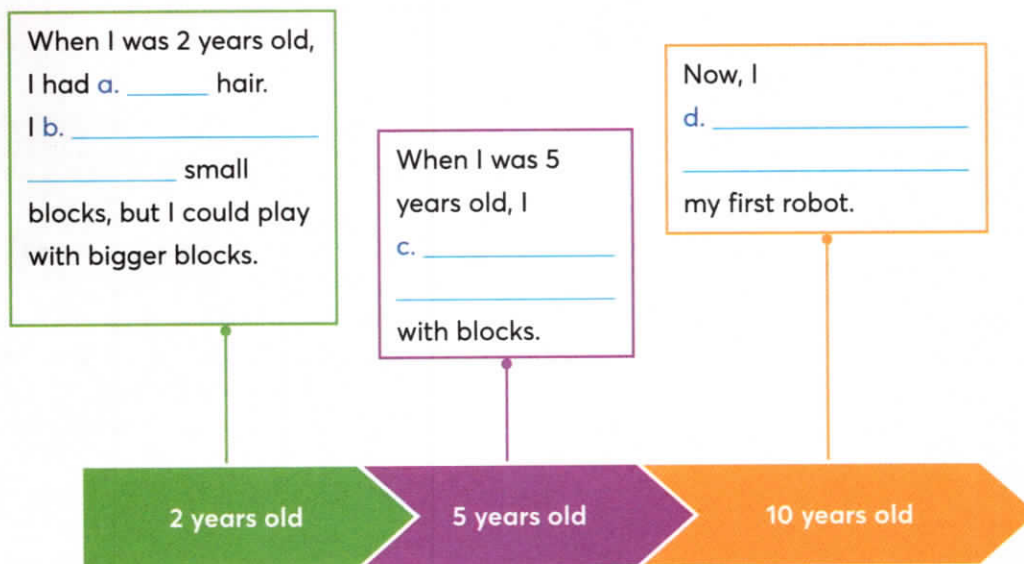
Language Connection



Go to the Language Connection section on page 126 to learn more about connectors.



5. Work in groups. Imagine that you are helping Patrick to make a graphic line of his development. Complete the graphic line with the information from the conversation. Discuss with your partners what kind of information you should include in the graphic line.



Portfolio Connection



6. Make a list of the stages of your life. Include your age in each one. Compare your work with other classmates and keep it in your Portfolio.

Lesson 3 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

- differentiate general ideas and supporting details.
- ask questions to verify information.
- reflect on the use of connectors.

Great	Good	Not sure...	Then go to
			Activity 3
			Activity 3
			Activity 4

Product 7 Graphic line of development

STEP 3

Check (✓) the steps you have followed up to this point.

I created a graphic line of development.

I wrote notes about the development of my classmates.

I wrote a short text with descriptions.

STEP 4

Check (✓) the steps you have followed up to this point.

I edited and corrected the first draft I wrote.

I received comments and recommendations from my classmates about my work.

I made some changes to my sentences and I am ready to write the final version of my line of development.

Planning



With the help of your teacher, you should decide on the following aspects to continue with your final product:

- Who is going to help you to edit the information in your graphic line of development?
- Where will you present your graphic line of development?
- Are you going to invite other kids or teachers to the presentation of the final product?

Hands on!



Work in groups. Now, you should write the first draft of your graphic line. Use the words and expressions to describe physical appearance and abilities that you wrote in Step 2. Remember that you can use words and expressions from this lesson as well. Then exchange your draft with another group and take turns to edit their work. Pay attention to the comments they make about your work and write some notes.

Hands on!

Work in groups. Now, you should create the final version of your graphic line of development. After you have finished, present it to your classmates, teachers, and family members. Use the descriptions you wrote to explain your work to your public.

Go back to the questions on page 77. What new things did you learn about physical descriptions and physical development?

End of unit self-evaluation

Reflect on these questions:

- What did I learn from this product?
- What would I do differently next time?
- What did I find most enjoyable?
- My work with my classmates was...

Looking ahead



In Step 4 you should write the final version of your graphic line of development. Don't forget to bring any material you need to illustrate your work. Read the descriptions you wrote, check that they are correct and include relevant information.



1. Work in pairs. After reading the text "The Way We Used to Look" in your *Reader's Book*, on pages 91-101, complete the information below.

Person's name

Physical description

Abilities



2. Work in pairs. Answer the following questions:

- a. What did you learn from this reading?
- b. What information should you include when you describe someone physically?
- c. What information should you include when you talk about someone's abilities?

Evaluation

Unit
7



1. Work in pairs. Write the description of someone you know.



2. Now, describe the abilities of that person.



3. Work with a different classmate. Use the information in the previous activities to describe the person you chose. Ask questions to your classmates to identify who they are talking about. For example:

Is this...?

Are you talking about...?

Unit 8

89

Let's Make a Comparative Chart about Cultural Aspects!

- › Which cultural aspects make your country unique?
- › Which natural aspects are the most astonishing?



Social practice of the language:

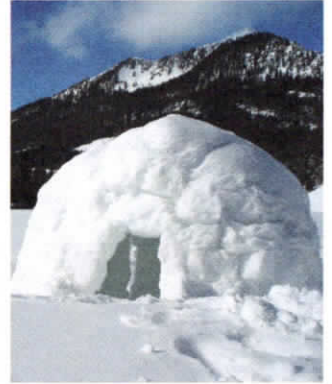
- Read short stories about a trip to discover natural aspects and cultural expressions.

After finishing this unit, you will be able to:

- Explore short stories about a trip.
- Practice guided reading.
- Distinguish and express natural aspects and cultural expressions similar and different between Mexico and other countries.
- Write sentences with descriptions and comparisons.



1. Work in pairs. Look at the pictures. What do you think the text will be about? Talk to a partner about it. Give a detailed description of each picture.



2. Work in pairs. Read the blog post.

The Travel Blog

Hello everyone! My name is Frank Thomas. I enjoy traveling because I love watching all the natural aspects of the countries I visit and I also love learning about their culture. I created this blog to share my travel experiences with you.

I'm going to begin with Alaska. Did you know that Alaska has more than 12,000 rivers and 3 million lakes? It also has more than 40 volcanoes. Alaska also has coastlines on three different seas: Arctic Ocean, Pacific Ocean, and Bering Sea. I didn't know that! What I enjoyed seeing the most was the aurora borealis, or as they are most commonly known, the Northern Lights. They are an amazing display of colored lights.

During my visit to Alaska I got to see the Iditarod, which is an annual long-distance sled dog race. This race starts in Anchorage and it ends in Nome. It's a cultural tradition in Alaska. I also visited a traditional Inuit village. They live in houses made of ice, called igloos. I went to an ice sculpting competition in the city of Fairbanks, known as the World Ice Art Championship. I saw some of the most amazing ice sculptures.

I had a wonderful time in Alaska! On my next post, I'll tell you all about my experience in Australia! The Land Down Under! As they say in Australia, G'day mates!

3. Find three interesting or surprising things about Alaska from the reading. Underline these facts to identify them. Then, share your ideas with a partner. Follow the example below:

*Juan, what is the most interesting thing you learned about Alaska?
Well, I learned Alaska has 3 million lakes. It also has 12000 rivers, and...*



Let's find similar facts about your town on the Internet, for example: 3 natural aspects and 1 cultural expression. Then compare in pairs your findings. For example: *Alaska has many rivers, but my town has only three. Their names are...*



4. Read the text again. Make 4 questions. Make small groups. Ask these questions to your classmates. They have to use complete sentences in their answers. For example:

What is the name of the blogger? - His name is Frank Thomas!

Questions

My partners' answers

Portfolio Connection



5. Make a list with the adjectives you can find in Thomas' post about Alaska. Keep your work in your portfolio.

Connecting you

Have you ever been on a trip to another town, state or country? What did you learn from that trip? Share your experience with a classmate.



6. Work in groups of 3 to 4. Fill in the Venn diagram with some information from the reading about Alaska and your country. Follow the examples:



7. Find a partner from a different group, use the Venn diagram to discuss similarities and differences between Mexico and Alaska. For example:

Alaska has more seas than Mexico. Mexico has two. These are...

Planning

In this unit you will make a comparative chart. With the help of your teacher, decide on the following aspects of your final product:

- Are you going to make the comparative chart on paper or on the computer?
- Are you going to work in pairs or in groups?
- What type of aspects are you going to include in your comparative chart?

Looking ahead

In Step 2, you will create a draft of your comparative chart and you will have the chance to practice it before presenting it to the group.

Hands on!

You have already worked with one type of comparative chart! This was the Venn Diagram to compare Alaska and Mexico. Discuss in pairs or groups the following ideas:

- What is a cultural expression and a natural aspect? Can you name some examples?

Now, let's think about two or more countries, their cultural expressions and natural aspects you would like to talk about. Write it on your notebook. Add the possible sources where you can get information.

Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

- describe a country's natural and cultural aspects from a text.
- ask a classmate about something they read about a country.
- compare two countries using a diagram.

Great	Good	Not sure...	Then go to
			Activity 3
			Activity 4
			Activity 6 and 7

In the Land of the Kangaroos

1. Work in pairs. Read Frank's post about his trip to Australia. Look for all the adjectives in the post and include them in your portfolio list.

The Land Down Under

My trip to Australia was more awesome than the one to Alaska. Australia is amazing, and it has more variety of natural aspects in my opinion. It is also hotter and warmer than Alaska. Australia is surrounded by the Indian and the Pacific Oceans. It has captivating bodies of water like the Horizontal Falls and the Great Barrier Reef. Australia has more national parks with diverse ecosystems than Alaska. One of the greatest and most fascinating natural sights is an enormous **sandstone** called Uluru. This sight is **sacred** for native aborigines.

I took a tour to the Royal Botanical Gardens located in Sydney. I have to admit they were more colorful and more enjoyable to see than the ones in Alaska. Even though the day was grayer than the day before, the sight of the flora made my day brighter.

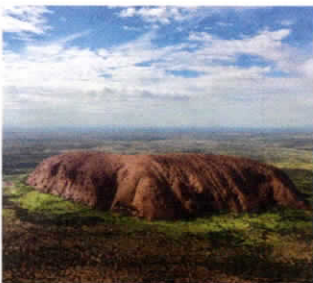
Something I noticed during my visit was that the language was a bit different. The grammar, vocabulary and accent sounded funny to me. I bought a couple of souvenirs: a *didgeridoo* and a *boomerang*. These are the two most emblematic objects in the island. Well, that's all for today! In my next post I'll tell you about my trip to Canada.

2. Work in pairs. Find expressions used to compare and describe natural aspects and cultural expressions to complete the chart. Discuss with a partner your answers. What did you learn about Frank's trip to Australia?

Phrases to describe	Phrases to compare
<i>Australia is amazing.</i>	My trip was more awesome than...
_____	_____
_____	_____
_____	_____

3. Work in pairs. Describe and compare important sights in your city or state with some of Australia. Use the pictures to help you, for example:

My town has a beautiful mountain and at the top it has a statue.
It is more interesting than Uluru in my opinion.



Uluru



Sydney Opera House



Botanical Gardens



Great Barrier Reef

Culture Connection


Talk to a partner about how people describe and compare in English and in your mother tongue. Are there similarities and differences? Compare with a classmate, for example: *In English, we only use more in a description like in more interesting, but in my language...*



4. Work in groups of 5. Individually write on the chart below some cultural expressions and natural aspects of a place, city or town you know well. Then, share your description to your group.

Place:	
Cultural Expressions	Natural Aspects
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>



5. In your group, you will decide what place to visit this weekend. Use the chart to compare your place with your classmates', for example: *My place is nearer than the rest. And it has the Festival of Flowers this weekend.* At the end, the group has to decide on one place based on the descriptions and comparisons. Share the result with your class.

Digital Connection


Look up a famous cultural expression in your hometown. Find important facts about it: dates, location, historical origin, meaning, etc. In pairs discuss with a partner if the information you found is similar to how this cultural expression is done in your hometown, for example: *Well, we punch piñatas, but they are in the shape of a star not a donkey.*



6. Compare the cultural expression in your hometown with one of your classmates. Complete the sentences:

- ... is bigger.
- ... is more interesting.
- ... is older.
- ... is more expensive.
- ... is more frequent.

STEP Product 8 Comparative chart

2

Check (✓) the steps you have followed up to this point.

I know who I am going to work with.

I know what aspects I'm going to include in my comparative chart.

Planning

Let's answer the following questions about your final product with the help of your teacher:

- How many and what countries would you like to describe and compare?
- Are you going to include images to your chart?
- How many cultural expressions and natural aspects will you include?

Looking ahead

In Step 3, you can improve the draft you have made. You can make corrections to the information, spelling and grammar. You can also make necessary changes to make it look better and more understandable.

Hands on!

Let's create a first draft, in pairs or groups, of your chart including the sources where you can find the information for your comparative charts. Include a list of phrases you can use to describe and compare the places.

If you have some information, try to use the chart to practice with a partner, for example:

Well, Mexico has many historical places. Peru has historical sites too. But Mexico has more pyramids and traditional dishes.

Lesson 2 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

- describe and compare the natural aspects and cultural expressions of a place.
- organize my ideas to give a description of locations.
- choose in groups a place to go using comparisons and descriptions.
- read a story about a trip to know cultural and natural aspects.

Great	Good	Not sure...	Then go to
			Activity 2 and 3
			Activity 4
			Activity 4 and 5
			Activity 1 and 2



1. Work in pairs. Read Frank's post about Canada. When you finish, share your personal opinions about it. What did you find interesting? What else would you like to know about Canada?

My Trip to Canada

I had the pleasure of traveling to Toronto, Canada after Australia. I got to experience things I never thought I'd experience in my life. I went to the top of the Canadian National Tower. It's 147 floors to the top of this incredible building. From the top of the tower I could see one of the five Great Lakes, Lake Ontario, in all its glory.

I visited many of Toronto's national parks with astonishing waterfalls, vast lakes and rivers, **breathtaking** cliffs, and trails in the woods for hiking.

One of the most celebrated cultural traditions in Toronto is Saint Patrick's Day. I got to be right in the middle of the celebration with a green parade. Many people have private parties where they wear only green clothing and only green food and drink is served. Be careful, if you're not wearing something green, you could get pinched!

Before I left Toronto, I made sure to stop at Niagara Falls. One of the most famous waterfalls and natural aspects of Canada in the world. The sight of the water going down the falls is amazing. Well, this is it for now. I'm going to take a break from traveling. I need to recharge my batteries. See you soon!



2. Read the text again. Find 3 interesting ideas you learned about Frank's trip to Canada. Choose one idea and change it a little. Write your three ideas in the lines. Ask a classmate if the information is true or not according to the text. He or she should not read the text gain. Who got more answers correct?



3. Discuss in pairs if you would like to visit Canada and why? What natural aspects and cultural expressions did you find more interesting? Share your answers with another pair.



4. Canada has its own expressions and vocabulary because of its culture. Look up the meaning of the words below in a dictionary. Which ones are easy to understand with a definition? Which ones are easier to understand with an image? Share in pairs the answers and discuss if you have similar things and expressions in your language.

- a. loonie _____ d. double-double _____
 b. toonie _____ e. poutine _____
 c. tuque _____ f. kerfuffle _____

Connecting you

What special celebrations do you have in your country?
 Discuss your ideas with a partner.



Many countries have special celebrations that are part of their culture like Saint Patrick's Day in Ireland, Diwali in India, and the Lantern Festival in China.



5. Work in pairs. Look at the pictures. Which one is a cultural expression and which one is a natural aspect? Write the name under each one and talk about them.





6. Work in pairs. Draw a cultural tradition from your country. Write a short paragraph about it. Remember to use adjectives. When you finish, present your work to the class.



7. Make a T-Chart to write all the natural aspects and cultural expressions from the three places Frank visited. Keep your work in your portfolio.

Product 8 Comparative chart

Check (✓) the steps you have followed up to this point.

STEP 3

I already know how many countries I'm going to include in my comparative chart.

I know what pictures and images I'm going to use for my comparative chart.

I know what aspects I'm going to include in my comparative chart.

Check (✓) the steps you have followed up to this point.

STEP 4

I received comments and recommendations from my classmates about my sentences.

I made the necessary changes to my description and I'm ready to write the final version.

Planning



With the help of your teacher, decide on the following aspects to continue with your final product:

- When and where are you going to make the comparative chart?
- Are you going to invite other classmates, parents or teachers to the presentation of the final product?

Hands on!

With your group, you can now make the final version of your comparative chart which will include the names of the places to describe and contrast. You should include the corrected sentences with the descriptions and comparisons about the places. It should have both cultural expressions and natural aspects of the places. Get ready to present it!

Hands on!



Let's find images to illustrate your chart. You can draw them and paste them to the chart later. These are just a support, not the main part of your product. Decide if you will use a computer, or bring material to class to do it (flip chart paper, colored pencils, markers, scissors, glue, etc). Then, with your group, write sentences describing and contrasting the places you chose for the chart. Exchange the sentences with another team for them to make comments and corrections. Take note of the corrections.

Go back to the questions on page 89. What new ideas do you have about the cultural aspects that make your country unique?

End of unit self-evaluation

Reflect on these questions:

- What is the most important thing that you learned from this product?
- What would you do differently next time? Why?
- What did I find most enjoyable throughout the unit?
- How did you feel working with your classmates?

Looking ahead



In Step 4 you are going to make your comparative chart. Don't forget to bring all the materials you are going to use to make it.



1. After reading the text "My Trip to Scotland" on your Reader's Book pages 105-113, answer the following questions.

a. Have you ever been on a trip outside your country like Chloe did? Where did you go? Write a short description of it.

Handwriting practice area for question 1a, featuring a vertical red margin line on the left and several horizontal blue lines for writing.



b. Chloe ate a traditional dish in Scotland called haggis. What traditional dishes do you have in your country? Write the name and the ingredients one of them contains.

Handwriting practice area for question 1b, featuring a vertical red margin line on the left and several horizontal blue lines for writing.



c. Draw your country's traditional clothes and write a short description of them.

Large drawing area for question 1c, enclosed in a black rectangular border. It contains several horizontal blue lines on the right side for writing a description.

Evaluation

Unit
8



1. Write six sentences where you describe a natural or cultural aspect of your country.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____



2. Classify the sentences you wrote in the previous activity in the following chart.

Natural aspects

Cultural aspects



3. Work in groups. Take turns to answer these questions.

- a. Did you learn anything new about your country in regards to natural and cultural aspects? What?
- b. Did you learn anything new about another country in regards to natural and cultural aspects? What?

Let's Make a Questionnaire!

- › What is a questionnaire?
- › Where can you find questionnaires?



Social practice of the language:

- Record information about a topic to make a questionnaire.

After finishing this unit, you will be able to:

- Explore questionnaires with different types of questions.
- Read questionnaires with different types of questions.
- Search for and interpret written information about a topic.
- Write questions about a topic.





1. Work in pairs. Look at the following pictures. What do you know about dinosaurs? What do you think caused their extinction?



2. Work in pairs. Look at the picture and read the title of the text. Take turns to answer: What kind of text is it? Is it fiction or non-fiction? What makes you think that? What do you think the text is about? Read the text and check your answers.

Student's Tip

Depending on the information you want to gather from a questionnaire, there is a variety of questions that you can ask: *Multiple choice questions give your audience some answers to choose from *Open-ended questions can be used when you want to know your readers' opinion or the information they know in their own words *Yes/no and true/false questions allow for only two possible answers

The Life of Dinosaurs

Dinosaurs appeared on Earth around 230 million years ago. They lived on Earth for approximately 160 million years. The word dinosaur means "scary lizard" in Greek because at the beginning scientists thought that dinosaurs were a species of lizards. They disappeared mysteriously around 60 million years ago. The reason for their extinction is not clear yet. People have written many books and produced movies about them because their life has been interesting to everybody. According to scientists, there were around 1,000 species of dinosaurs.



3. Work in pairs. Read the text on the previous activity again and answer the questionnaire. Then, discuss with your partner: What kind of questions does the questionnaire include? Does it include open questions, multiple choice questions, or yes/no questions?

I. Read the questions and write the answers.

- When did dinosaurs appear on Earth? _____
- How long did they live on Earth? _____
- What is the meaning of the word *dinosaur*? _____
- When did they disappear? _____
- Why did they disappear? _____
- Where can we "see" dinosaurs nowadays? _____
- What do people think about the life of dinosaurs? _____
- How many species of dinosaurs were there? _____



4. Analyze the following questionnaire. Work in small groups and take turns to discuss these questions: What kind of questionnaire is it? What's the topic of the questionnaire? What's the purpose of the questionnaire? Who is the intended audience? How are the purpose and intended audience linked?

The T-Rex

- I. Read the questions and choose Yes or No accordingly.

1. Was the T-Rex a carnivore?

 Yes

 No

2. Was it 13 meters long?

 Yes

 No

3. Did it weigh around 5-7 tons?

 Yes

 No

4. Did it eat lots of plants?

 Yes

 No

5. Did it live in North America and other parts of the world?

 Yes

 No

6. Did it have big eyes?

 Yes

 No

7. Did it have big nostrils?

 Yes

 No

8. Were some T-rex skeletons found in Montana by a group of paleontologists?

 Yes

 No


5. Analyze the previous questionnaire. Take turns discussing: What differences can you find between this questionnaire and the one in Activity 3? Then, read the text and answer the questionnaire.

T-Rex (*Tyrannosaurus*)

The *Tyrannosaurus* is believed to have been one of the biggest carnivores on Earth. It was 14 meters long, 5-6 meters tall, and it weighed around 5-7 tons. As all carnivores, it ate meat, especially from other dinosaurs. It lived in North America, China, and probably in South America and India about 67 million years ago. It had very strong jaws and sharp teeth, so its victims did not have a chance to escape once they were bitten. It is believed that it had very small eyes, so it could hardly see its victims; instead, the T-Rex smelled them with its big nostrils. In 1902, in Montana and Wyoming (USA), a group of paleontologists found some T-Rex skeletons.



6. Go back to the questionnaire in Activity 4. Discuss the following questions with a partner: Where are the auxiliaries located in the questions? Are they in the same place as in the questionnaire you analyzed in Activity 3?

Portfolio
Connection



7. Work in pairs. Write a list of words and expressions you can use to write a questionnaire. Share your work with your class. Keep a copy in your Portfolio. You can use this information in your final product.

Planning



In this unit you will create a questionnaire. In this step, you should decide on the following aspects of your final product:

- Do you need any material to for your questionnaire?
- How many members will be in your team?

Looking ahead



In Step 2 you should write the first draft of your questionnaire, so search for information about the topic you chose. Check books, magazines, and your *Reader's Book*, pages 117-125. Collect useful information and share it with your classmates.

Digital Connection



If you have access to the Internet look for other types of questionnaires.

Hands on!



Work in small groups. Now, you should take turns to discuss these questions:

- What kind of questionnaire will you create?
- Will you choose only one topic?

After that, you should select from Lesson 1 words and expressions that you think are useful for creating your questionnaire. Make a list in your notebook and share your work with other classmates. Choose a topic for your questionnaire.

Think about the purpose of your questionnaire and its intended audience. Decide what kind of questionnaire you will create. Look for examples in your *Reader's Book*, pages 117-125 and in this unit. Discuss with your classmates the type of questionnaire that you would like to write and explain why you want to choose that type.

Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

- anticipate the topic based on contextual clues.
- compare the structure of questionnaires.
- link the purpose of questionnaires with the intended audience.
- identify and compare the location of auxiliary verbs.

Great	Good	Not sure...	Then go to
			Activity 2
			Activity 5
			Activity 4
			Activity 6

A Fast... Robber?



1. Work in pairs. Look at the following questionnaire and answer: What is the questionnaire about? What kind of questionnaire is it? What differences can you find between this questionnaire and the ones you analyzed in Lesson 1?

The Velociraptor

- I. Read the information and choose the correct option.

- The velociraptor lived on Earth around...
 - 50-70 million years ago
 - 70-80 million years ago
 - 70-75 million years ago
- The word *velociraptor* means...
 - fast robber
 - lazy robber
 - fast runner
- The velociraptor could run at a speed of around...
 - 50 km per hour
 - 60 km per minute
 - 60 km per hour
- The velociraptor weighed... and was around... meters tall.
 - 15 kg, 2 meters
 - 2 meters, 15 kg
 - 12 kg, 5 meters
- The velociraptor was very...
 - dangerous
 - intelligent
 - big



2. Now, read the text and answer the questionnaire. Afterwards, take turns to practice the questions.

Velociraptor

The velociraptor lived on Earth around 70-75 million years ago. The word *velociraptor* comes from the Latin word *velox* (fast) and *raptor* (robber). It could run at a speed of around 60 km per hour. The velociraptor was not a very big dinosaur; in fact, it weighed only about 15 kilograms and was

around 2 meters tall. It moved like a bird but it could not fly. It was carnivore and it had very sharp and long claws and **razor** teeth to hunt its victims. Paleontologists say that it lived in Mongolia, China, and North America. The most important feature of the velociraptor, which differs from other dinosaurs, was its intelligence.

Culture Connection



Fossils of dinosaurs have been found all around the world, mainly in the Americas, China, and India.



3. Work in groups of three. Go to the text "Questionnaires" in your *Reader's Book*, pages 117-125. Read page 118, and discuss with your classmates the following questions:

- What are open questions?
- What are closed questions?



4. Work in small groups. Analyze the questionnaires in lessons 1 and 2. Answer the questions.

- What is the characteristic of closed questions? _____
- Which questionnaires include closed questions? _____
- What is the characteristic of open questions? _____
- Which questionnaire includes open questions? _____

Connecting you

Do you prefer open or closed questions in a questionnaire?
Why? Discuss your ideas with a partner.



5. Work with your team. Analyze the questionnaires in your *Reader's Book*, pages 117-125, as well as the ones in this unit. Then, take turns to discuss: Which questionnaires include open questions? Which ones include closed questions? Which ones include multiple choice questions? Which ones include true/false questions? Where is the auxiliary located in open and closed questions? Give reasons for your answers.

Language Connection



Go to the Language Connection section on page 126 to learn more about auxiliaries.



Portfolio Connection



6. Work in pairs. Choose a text from your *Reader's Book* and write a short questionnaire with open or closed questions. Discuss with your partner the type of questionnaire you want to write and give reasons for your choice. Write down a few questions you could ask based on the text you chose. Keep these in your Portfolio. You can use this information for your final product.

2

Check (✓) the steps you have followed up to this point.

I have the list of words and expressions I learned from Lesson 1.

I chose a topic for my questionnaire.

I searched for information about the topic I chose.

Planning



With the help of your teacher, you should decide on the following aspects to continue with your final product:

- How many questions will you include in your questionnaire?
- When will you have to turn in your first draft?

Hands on!



Work in small groups. Now, you should share the information you found about the topic you chose. In case you haven't done it yet, choose a type of questionnaire. Read the information you found. Identify main ideas and supporting details. Check and analyze the visual elements in those texts to help you get a better understanding of the information. Then write the first draft of your questionnaire. Think about the kind of questions you will write: open, closed multiple choice, yes/no, or true/false questions.

The questions should be related to the purpose of your questionnaire and its intended audience.

Looking ahead



In Step 3 you should edit your questionnaires. That means that you are going to read your sentences, check that the spelling and punctuation are fine, and correct any mistakes. Think about other elements you should check.

Lesson 2 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

- classify questions according to their type and topic.
- categorize questions according to their function.
- value main ideas and choose information to write a questionnaire.

	Great	Good	Not sure...	Then go to
• classify questions according to their type and topic.				Activity 3
• categorize questions according to their function.				Activity 5
• value main ideas and choose information to write a questionnaire.				Activity 6



1. Work in pairs. Look at the following questionnaire and answer: Is it similar to any other questionnaire you have analyzed in this unit? Why?

The Oviraptor

- I. Read each statement and choose true or false accordingly.

- The oviraptor lived on Earth more than 60 years ago.
- The oviraptor lived in the late Jurassic period.
- The oviraptor was a carnivore.
- The oviraptor ate meat and plants.
- The oviraptor was a fast runner.
- The oviraptor liked to steal eggs from other dinosaurs.
- The oviraptor was around 3 meters tall.
- The oviraptor weighed more than 20 kg.

True

False

True

False

True

False

True

False

True

False

True

False

True

False

True

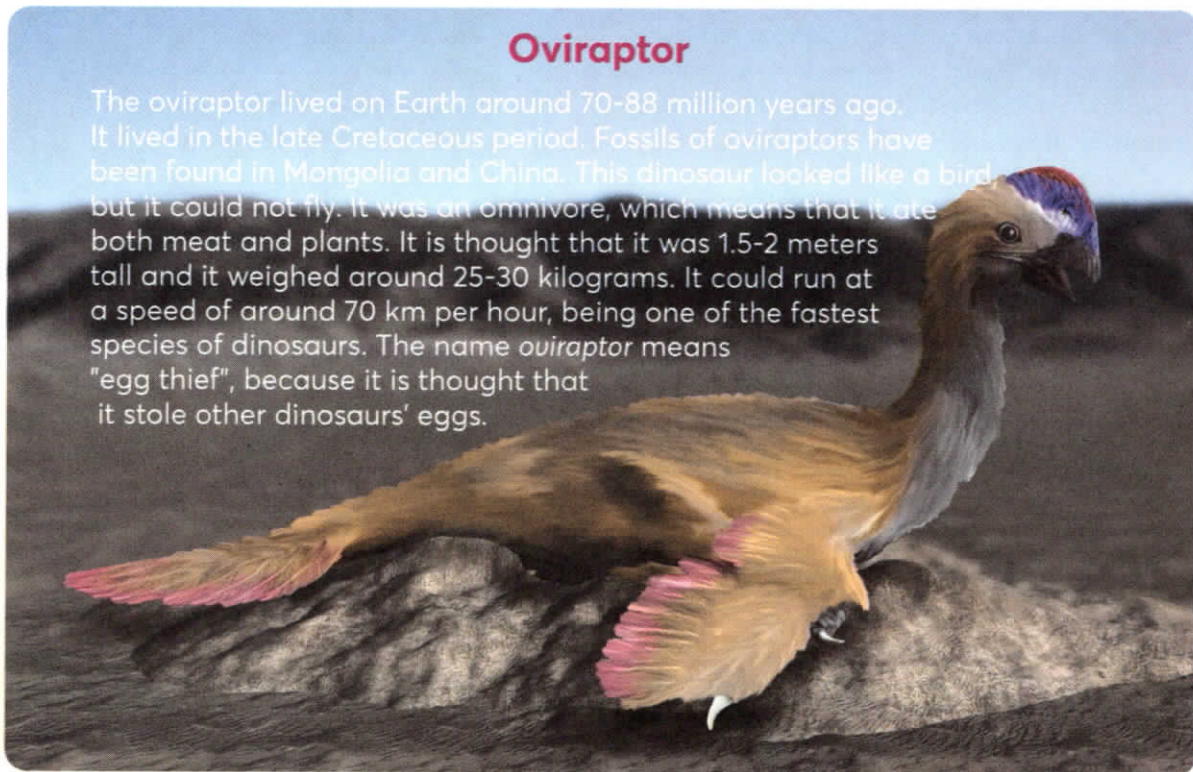
False



2. Read the text below and answer the previous questionnaire.

Oviraptor

The oviraptor lived on Earth around 70-88 million years ago. It lived in the late Cretaceous period. Fossils of oviraptors have been found in Mongolia and China. This dinosaur looked like a bird but it could not fly. It was an omnivore, which means that it ate both meat and plants. It is thought that it was 1.5-2 meters tall and it weighed around 25-30 kilograms. It could run at a speed of around 70 km per hour, being one of the fastest species of dinosaurs. The name *oviraptor* means "egg thief", because it is thought that it stole other dinosaurs' eggs.





3. Work in groups of three. Read the text and discuss with your classmates what it is about. Then, choose the most important information by identifying the main ideas. Discuss with your classmates: What kinds of questions could you write in a questionnaire about this text?

Styracosaurus

The Styracosaurus was an herbivore dinosaur that lived around 75 million years ago in North America (around Canada), in the Cretaceous period. Its name in Greek means "spiked lizard", because he had four to six big horns that looked like huge spikes. It weighed 3 tons and was 5.5 meters tall.

It had a big nasal horn, so it looked like a rhino. The first fossil of this dinosaur was discovered in 1913 by Lawrence Lambe in Alberta, Canada. Many other dinosaurs have been discovered in that

place, including the Albertosaurus. The Styracosaurus was a sociable dinosaur, because it lived in large groups.



4. Work with your team. Now, in your notebook, do the following activities:

- Use the information you selected and write a questionnaire. Your questionnaire should have two multiple choice questions, one open question, one yes/no question, and one true/false question.
- Check your questionnaire. Verify that you use punctuation marks properly.



5. Work in groups. Take turns reading the questions in your questionnaire in the previous activity. Make sure you practice the intonation and rhythm of the questions. After that, work with another team. Take turns asking the questions of your questionnaire to the members of the other team.

Lesson 3 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

	Great	Good	Not sure...	Then go to
• explore alternatives to write questions.				Activity 3
• include details in questions to make them precise.				Activity 4
• check spelling conventions.				Activity 4

Product 9 Questionnaire

STEP

3

Check (✓) the steps you have followed up to this point.

I read and analyzed the information I found.

I identified main ideas and supporting details about the topic I chose.

I wrote the first draft of my questionnaire.

STEP

4

Check (✓) the steps you have followed up to this point.

I edited and corrected the first draft I wrote.

I received comments and recommendations from my classmates about my work.

I made some changes to my work and I am ready to write the final version.

Planning



With the help of your teacher, you should decide on the following aspects to continue with your final product:

- Who is going to help you to edit your questionnaire?
- When and where will you present your questionnaire?
- Are you going to invite other kids or teachers to the presentation of your final product?

Hands on!



In this step, you should edit the first draft of the questionnaire you wrote in Step 2. Remember that you can use words and expressions from this lesson as well. Make sure that you are using punctuation marks correctly. Check that you are using auxiliary verbs in the correct order. Then exchange your draft with other classmates and help them to edit their work. Pay attention to the comments they make about your work and write some notes.

Hands on!

Work in small groups. Now, you should write the final version of your questionnaire and present it to your classmates and teachers. First, read the questions of your questionnaire. Check your intonation and rhythm. Then, exchange your questionnaire with other classmates and ask them to answer it.

Go back to the questions on page 101. What else can you say about questionnaires and their purpose?

End of unit self-evaluation

Reflect on these questions:

- What did I learn from this product?
- What would I do different next time?
- What did I find most enjoyable?
- My work with my classmates was...

Looking ahead



In Step 4 you should present your questionnaire. Bring the information you found about the topic of your questionnaire because another group will answer your questionnaire.

Evaluation

Unit
9



1. Work in pairs. Think about a topic you are interested in. Search for information, identify the main ideas (the most important information), and write a questionnaire.

A large sheet of white paper with blue horizontal lines, intended for writing a questionnaire. The paper is slightly crumpled and has a shadow underneath, suggesting it is resting on a surface. The lines are evenly spaced and cover most of the page area.



2. Exchange your questionnaire with other classmates. Take turns to answer each other's questionnaires.

Let's Write Museographic Cards!

- › What is a museum label?
- › What are museographic cards used for?



Social practice of the language:

- Gather information about a topic to make museum labels and set up an exhibition.

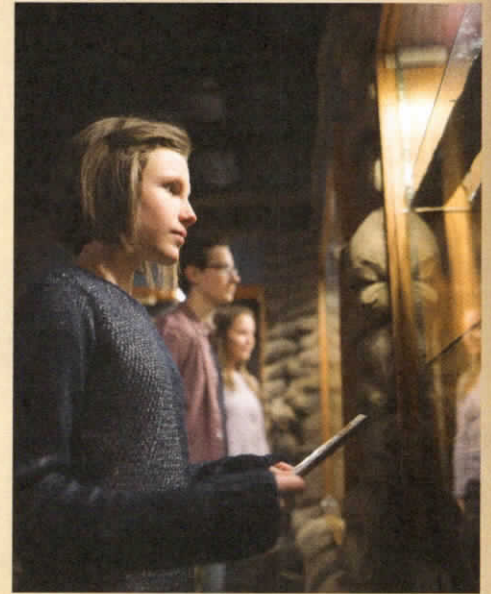
After finishing this unit, you will be able to:

- Explore museum labels.
- Research information about a certain topic in different texts.
- Analyze informative texts.
- Register information.
- Share information from museum labels.



1. Work in pairs. Take turns to read the text out loud. When you finish, talk about your experiences visiting museums.

On September 25, 2020, Peggy Madison has a visit to the National Museum with the fifth grade class. She feels very excited because she loves visiting museums. The National Museum has a variety of galleries like the Art & Design Gallery, the History & Culture Gallery and the Science & Nature Gallery. Peggy loves visiting all of them. She enjoys learning about art, history and science. Every exhibit in the galleries has museum labels. These museum labels contain very specific information, like the name of the piece, the author's name, the year it was made, designed or discovered, and a brief description of it. Today's visit to the museum is special, apart from learning new and interesting things, Peggy is going to learn how to make museographic cards. She has to analyze and pay close attention on how they are designed and the information they contain because as a class project, she has to write her own museographic cards and set up an exhibition for her classmates and parents.



Culture Connection



Do you know where the word "museum" comes from? It comes from the Greek word *mouseion*. The first museum was founded by Aristotle in the 4th century B.C.

2. Discuss with a partner the following questions.
- Where is Peggy going?
 - What kind of exhibits can Peggy see at the museum?
 - What is a museum label?
 - Why is today a special day for Peggy and her class?
 - When does she have the visit to the National Museum?
3. Museums provide important information to the public through museum labels. Work in pairs, discuss what museums there are in your city or town, how information is presented (*labels, videos, tours*), and where else you can go to get information about a particular topic (*a library, local exhibitions, etc.*). Write your results below. Share with the group.

4. Peggy's first stop was the Art and Design gallery. Her favorite exhibit was a painting by the Dutch painter Vincent Van Gogh. Describe the painting in pairs. Read quickly the label. What is the name of the painting and when was it painted?



Vincent Van Gogh

Dutch, 1853-1890 Oil on canvas
Sunflowers 1880s 73.7 x 92.1 cm

Some of Vincent van Gogh's most famous works are his *Sunflower* series. He painted a total of twelve of these **canvases**, although the most commonly referred to are the seven he painted while in Arles in 1888 - 1889. He had painted previously other five while in Paris in 1887.

Collection of the Wayne Foundation

5. In pairs, read the text carefully. Explore what information you can get from the museum label (name, nationality, how the painting was made, etc.). Write your findings in a short paragraph. Share your answers with the class. Remember museum labels only talk about one piece of a museum, not the complete gallery.

6. Discuss in groups the following questions. Share your answers with the group.

1. What museum did Peggy visit? _____
2. What is the general subject of the gallery: modern art, American history or pre-historic life? Why? _____
3. What was the name of the exhibition visited? _____
4. When did Peggy visit the museum? _____
5. Which information can you find in the museum and which from your own experience? _____

Digital Connection



Visit an online museum in English, for example the www.metmuseum.org. Choose a gallery, and find a painting or photograph you like. Explore and choose a museum label. Answer the questions in Activity 6 with information of your own. Bring this museum label to class. Share it in small groups.

Planning



In this unit you will make museographic cards. With the help of your teacher, decide on the following aspects of your final product:

- What resources do you need to prepare your exposition and museum labels?
- What databases are you going to use to research about your exposition piece?
- Are you going to set up the exposition individually, in pairs or in groups?

Hands on!



Work in small groups and take turns to discuss the following questions:

- What is the name of the piece you want to exhibit in your exposition?
- What information do you have to include?
- Under what gallery should you place your exhibit? (Art, Culture, History, Science, Nature, Design)

Take a few minutes to answer the questions. When you finish, share your answers with the class. When you're doing research for your exposition piece, make sure you use reliable sources.

Looking ahead



In Step 2 you are going to do research on the museum piece you want to exhibit and write its museum label.

Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

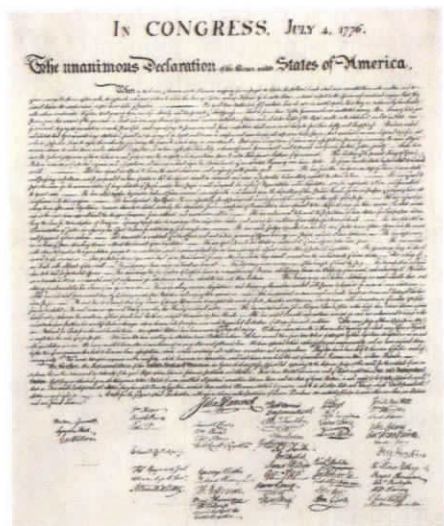
Now, I am able to...

- explore museums labels
- discuss what information a museum label has.
- analyze information from texts.

	Great	Good	Not sure...	Then go to
• explore museums labels				Activity 5 and 6 Activity 5 and Digital Connection Activity 5
• discuss what information a museum label has.				
• analyze information from texts.				

A Very Important Document!

1. On the same day, September 25th, Peggy visited the exhibit called "American Revolution", whose general subject is American history according to a museum guide she asked. Read the museum label of the Declaration of the Independence of the United States. What similarities are there between this museum card and the one on page 115? Discuss it in pairs.



Thomas Jefferson, et al.

Declaration of Independence of the United States, 1776

Written on parchment paper 24 × 30 inches

The Declaration of Independence was signed at the Pennsylvania State House (now known as Independence Hall) in Philadelphia, Pennsylvania on July 4, 1776. The document in exhibit is a **facsimile** of the original document.

Collection of James Barrymore and Jonathan Rose.

https://commons.wikimedia.org/wiki/File:United_States_Declaration_of_Independence.jpg

2. Answer the questions about the Declaration of Independence's museum label.

- Who wrote it? _____
- When was it written? _____
- Where was it written? _____
- What is its size? _____

Connecting you

When you go to a museum, do you read the museum labels to learn more about the exhibit?

Discuss your ideas with a partner.

3. Read Activity 1 again. Complete the card below. For important facts, choose some ideas you consider relevant (author, name of the documents, dates, where it was signed, etc.). Write it in your words, for example: *Thomas Jefferson and other people wrote the Declaration of Independence*. This chart is a museographic card as it includes information about the museum, the exhibition and more.

General subject: _____

Museum: _____ **Date of visit:** _____

Exhibition visited: _____

Important facts: _____

Portfolio Connection



4. In small teams, list different sources of information you can consult such as historical magazines, books, museums in your town, etc. Keep this list in your portfolio for further reference during the unit and final product. It may help you improve your museum labels and museographic cards.



5. It is important to do research about a topic in different texts to make our museographic cards more complete. Identify the main idea and some details. Check answers with the class.

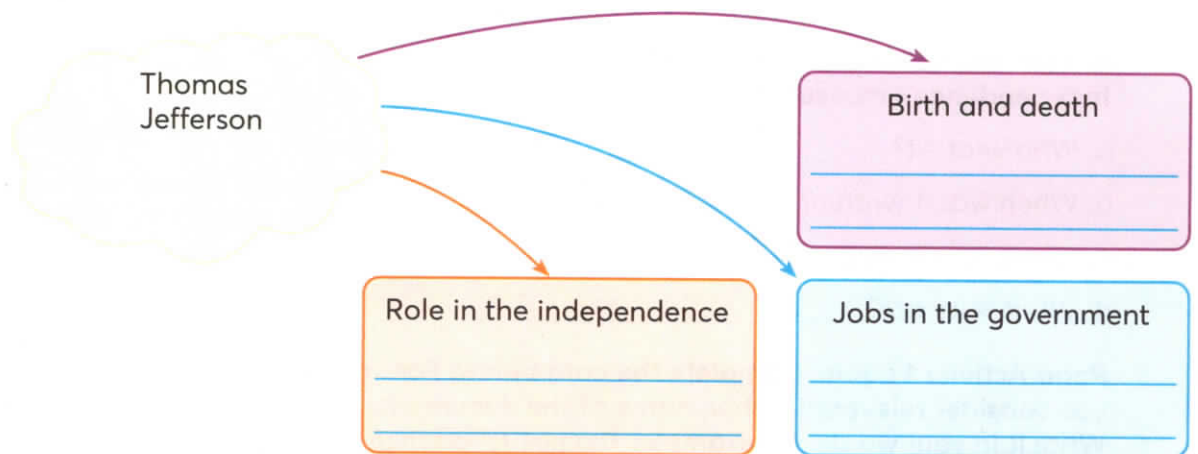


Thomas Jefferson was born on April 13, 1743 in Shadwell, Virginia. He drafted the U.S. Declaration of Independence; he served as the nation's first secretary of state (1789-94); as second vice president (1797-1801); and as president (1801-09). He was also responsible for the Louisiana purchase.

In June 1776, Congress chose Jefferson, Adams, Franklin, Sherman and Livingston as a committee to draft a Declaration of Independence. The committee then chose Jefferson to be the author of the declaration's first draft. Over the next 17 days, Jefferson wrote a statement of the colonists' right to rebel against the British government and establish their own government based on the argument that all men are created equal and have the right to life, liberty and the pursuit of happiness. Thomas Jefferson died in Charlottesville, Virginia on July 4, 1826.



6. Work in pairs. Complete the graphic organizer about Thomas Jefferson.



7. From the graphic organizer, choose some pieces of information you consider relevant for the museographic card you did in Activity 3. Write it in your own words below. Compare in small teams to discuss your choice.



8. Look at the museographic card on your *Reader's Book* on page 133. Compare in pairs their contents. Report to the group.

2

Check (✓) the steps you have followed up to this point.

I know what resources I need to prepare my exposition and museum labels.

I know what databases I'm going to use to do research.

Planning

With the help of your teacher, decide on the following aspects to continue with your final product:

- What materials do you need to make the museum labels?
- What are the specifics for making the museum labels?
- How many museum labels are you going to make?

Hands on!

Now that you have the information, it is time to write your museum labels. Write the rough draft on a separate piece of paper. When you finish, exchange them with a partner to check your writing. After that, write the final draft of your museum labels. Have them ready for use in your exposition.

Looking ahead

In Step 3 you are going to look at how to set up an exposition and how to make and write museographic cards.

Lesson 2 - Self-Evaluation

Check (✓) what you learned in this lesson.

Now, I am able to...

- ask and answer questions about the content of museum labels.
- register information from different sources to write a museographic card.
- discuss choices made to add to a card.

Great	Good	Not sure...	Then go to
			Activity 1 and 2
			Activity 3 and Digital Connection
			Activity 6 and 7

1. Still at the museum, Peggy moved on to the prehistoric animals, exhibit, whose general subject is Natural History. Peggy confirmed this on the Internet. There she read the museum label about a fossil of Stegosaurus. Look at the label, what information is different from the other cards you have read in this unit, if any?

Stegosaurus stenops

Late Jurassic – early Cretaceous periods, 155 million to 150 million years ago

Location: Western North America, Morrison, Colorado

Discovered in 1877 by Othniel Charles Marsh

Length: 23 feet to 30 feet

Height: about 9 feet



Its bones were discovered during the Bone Wars or the Great Dinosaur Rush during the Gilded Age of American history. The Stegosaurus lived during the late Jurassic and early Cretaceous periods. Its name means "roofed lizard" in reference to its bony plates.

Culture Connection



The word "dinosaur" means *terrible lizard* and comes from the Greek words *dino* (meaning 'terrible') and *saur* (meaning 'lizard').

2. Read the text again. What does the information refer to? Follow the example:

- a. Late Jurassic to early Cretaceous: Periods when the Stegosaurus lived.
- b. Western North America, USA: _____
- c. Othniel Charles Marsh: _____
- d. Bone Wars: _____
- e. 9 feet and 23 to 30 feet: _____

3. From the information in Activity 2, decide in pairs which important information you would like to include in a museographic card. Explain to the class your decision.

Connecting you

Have you ever been to a museum?
What galleries and exhibits did you see?
Discuss your ideas with a partner.

Portfolio Connection



4. Write a short paragraph where you paraphrase the information from the Stegosaurus' museum label. Keep your work in your Portfolio.

5. It was time for Peggy to leave the museum. Her teacher asked her to make her museographic cards about the galleries she visited. These are the two museographic cards she wrote.

Museographic Card

General Subject: Modern Art
Museum: National Museum
Date: September 22, 2020.
Exhibition visited: Post-Impressionism Paintings
Important facts: "The Sunflowers" is a painting by Vincent Van Gogh made in the 1880s. He used oil on canvas for this painting. It is part of 12 paintings he did in Arles and Paris during that decade. The painting shows a group of flowers in a vase in a sunny day.

Museographic Card

General Subject: American History
Museum: National Museum
Date: September 22, 2020
Exhibition visited: The American Revolution
Important facts: The Declaration of Independence is an important document drafted on July 4, 1776. In it, the American Colonists declare their independence from the British Empire. It was drafted by Thomas Jefferson. He served as third president of the United States from 1801 to 1809.

6. Fill in the museographic card with information about the Stegosaurus on page 120. Remember to use the important information you chose in Activity 3.

Museographic Card

General Subject: _____
Museum: _____ **Date:** _____
Exhibition visited: _____
Important facts: _____

7. Work in groups. The cards from Activity 5 are museographic cards. Analyze them and answer the following questions.
- What characteristics do museographic cards have? _____
 - What similarities can you find between the museum label and the museographic card?

 - What do you think the museographic card's purpose or objective is? _____
 - Do you think museographic cards are good for registering information? Why or why not?

When you finish discussing the questions, share your conclusions with the rest of the class.

Digital Connection



Watch a video about a museum you would like to visit. Then discuss with a classmate what curious facts you discovered.

Product 10 Museographic Cards

STEP **3**

Check (✓) the steps you have followed up to this point.

I know what materials I'm going to use to make the museum labels.

I know what specifics are needed to make the museum labels.

I know how many museum labels I'm going to make.

STEP **4**

Check (✓) the steps you have followed up to this point.

I received comments and recommendations from my classmates about my museum labels.

I made the necessary changes to my museum labels to place in the exposition.

Planning

With the help of your teacher, decide on the following aspects of your final product:

- When and where are you going to set up the exposition?
- How much time is the exposition going to last?
- Are you going to invite other classmates, parents or teachers to the exposition?



Hands on!

You should visit different galleries to make one or two museographic cards. Take notes for later use when the gallery time is over. Write your museographic card(s). Use the card in Activity 6 as a model. You can ask the team you visited about extra information. Share your museographic card(s) in groups. Discuss why you chose the piece or pieces.

Hands on!

You should have the necessary pieces to exhibit and their corresponding museum cards. Set up the gallery in the place established in class. If it is necessary, prepare a short speech saying what they main subject and name of the gallery are. You should take time to visit others' galleries. You will choose one or two favorite pieces from the different galleries for the following step.



Go back to the questions on page 113. What new things did you learn about museographic cards?

End of unit self-evaluation

Reflect on these questions:

- What is the most important thing that you learned from this product?
- What would you do differently next time? Why?
- What did I find most enjoyable throughout the unit?
- Which museum label did I enjoy reading the most?
- How did you feel working with your classmates?

Looking ahead

In Step 4 you are going to set up the exposition and fill in your museographic cards to report what you and your classmates saw.





1. Answer the following questions about museographic cards.

- a. What are museographic cards used for? _____

- b. What are they usually made of? _____

- c. What is the most common size? _____



2. Read the museographic card on page 133. Find two relevant pieces of information to you. Discuss in pairs why they are interesting and where you can get information about them, for example:

*"I found interesting that there is an exhibit called the Land of Dinosaurs.
I'm sure there is information about it on their website."*



3. Read the museographic cards about the two dinosaurs on pages 135 and 137. Read the questions below and mark T for the T-Rex and A for the Apatosaurus. Check your answers in pairs and discuss which information was new to you.

Which dinosaur:

1. Was a big carnivore? _____
2. Is a giant herbivore? _____
3. Weighed around 5-7 tons? _____
4. Lived in China and other places? _____
5. Lived at some point of the Jurassic? _____
6. Was the biggest animal ever? _____
7. Was very dangerous? _____

Evaluation

Unit
10



1. Imagine that you are a museum curator and you just got a new painting to exhibit. Write the information on the lines and then fill in the museum label.

a. Artist's name: _____

b. Nationality, year born or years lived _____

c. Title of artwork _____

d. Medium (what it was made of) _____

e. Size _____

f. Notes about artwork and artist _____

g. Who currently owns the artwork _____

Museum label

_____ : (a)

_____ : (b)

_____ : (c)

_____ : (d)

_____ : (f)

_____ : (g)



2. Present your museum label to the class.

Past continuous

We use past continuous to talk about situations that were happening at a specific point in the past.

I was chatting with Martha.

Leo and Valeria were playing

I wasn't chatting with Martha.

They weren't playing soccer.

He	was	You
She	+ wasn't	We + were
It		They weren't

😊 + was + Verb in -ing + Complement
 were
 wasn't
 weren't

Adjectives

An adjective is a describing word. It describes a noun (person, place or thing). You can use your five senses to come up with an adjective.

sight: pretty, amazing, blue **touch:** smooth, rough, soft **taste:** sour, yummy
smell: stinky, sweet **hearing:** loud, quiet, noisy

Asking for and giving directions

To ask about directions, use these questions:

- How can I get to...from here?
- How do I get to...?
- Can you show me the way to...?
- What's the best way to get to...?
- How do you get to the...?
- Where can I find the...?
- Is there a...around here?
- What's the easiest way to get to the...from here?

To give directions, use these expressions:

- Go + Direction (right / left / down / up / through)
- Continue straight ahead.
- Turn left – Turn right
- Go on one more block. Then turn right. / Then turn left.
- Follow me. I'll show you the way.
- Turn right at the next street.
- Take + Road name
- It's on + Street name
- It's on the left / It's on the right

Simple present

We use simple present to talk about general information and habits. You need to conjugate the verbs with an "s" for He, She, It. For negatives, use **Do** or **Does not = Doesn't**.

I have two siblings.
She travels to USA every year.
We don't have time to go to the park.

Language Connection

Connectors

We use connective words (connectors or linking words) to join ideas in a sentence. Connective words can establish the order of ideas, show consequence or contrast of ideas; add, summarize and define ideas. Some connective words are: *and* (addition); *or, either...or* (alternative); *but, although, however, whereas, on the one hand...on the other hand* (contrast, comparison or concession); *where* (place); *so that..., in order to,* (purpose); *so, so...that, such...that* (result); *First(ly), second(ly), third(ly), finally* (sequence); *while, before, after, as soon as, when* (time); *if, unless* (condition).

Word Order to talk about physical descriptions

When we want to ask about someone's physical description we use the following question: *What does he/she look like?* And, we use this word order to describe people:

She has *big brown eyes* and *long, blond, curly hair*.
He has *small green eyes* and *short, red, straight hair*.
She is tall and chubby; she has *straight black hair*.

To talk about ability/inability in the past

We used *could* to talk ability in the past and *couldn't* to express inability.

I *could* ride a bike when I was 10 years old.
He *couldn't* play the piano when he was 5 years old.
She *could* swim when she was 2 years old.

Auxiliary verbs in questions

In open (information) questions, the auxiliary verb comes after the Wh-question word.

What do you think about the trash problem?

In closed (Yes/No) questions, the auxiliary verb comes at the beginning of the question.

Did it live in North America and other parts of the world?

Unit 1

fair (noun) a form of outdoor entertainment

garbage (noun) rubbish or waste, especially domestic refuse

Unit 2

every nook and cranny (noun) a place or part of a place, especially small or remote

luggage (noun) the cases and bags that you carry when you are traveling

astounding (adj.) so surprising that it is difficult to believe

related (adj.) belonging to the same family, group, or type; connected

dizzy (adj.) having or involving a sensation of spinning around and losing one's balance

catch-up (noun) an informal meeting or conversation in which people find out or are briefed about things that have happened since they last met or spoke

upset (adj.) make someone unhappy, disappointed or worried

Unit 3

traffic light (noun) a set of automatically operated colored lights, typically red, amber, and green, for controlling traffic at road junctions, pedestrian crossings, and roundabouts

drugstore (noun) a shop where you can buy medicines or beauty products

Unit 5

landslide (noun) a sudden fall of a lot of earth or rocks down a hill or cliff

damage (noun) physical harm that is done to something or to a part of someone's body, so that it is broken or injured

shelters (plural noun) places giving temporary protection from bad weather or danger

Unit 6

hints (plural noun) things that you say or do to suggest something to someone, without telling them directly

furniture (noun) the movable articles that are used to make a room or building suitable for living or working in, such as tables, chairs, or desks

tin cans (plural noun) tinplates or aluminum containers for preserving food.

hazardous (adj.) risky, dangerous

reduce (verb) to make something less or smaller in price, amount, or size

reuse (verb) to use something again

recycle (verb) to put objects or materials through a special process so that they can be used again

Unit 7

cute (adj.) very pretty or attractive

proud (adj.) feeling pleased about something that you have done or something that you own

rope (noun) a length of thick strong cord made by twisting together strands of nylon or similar material

Unit 8

sled (noun) a vehicle, typically on runners, for conveying goods or passengers over snow or ice, either pushed or pulled, or drawn by horses, dogs, or a motor vehicle

sandstone (noun) sedimentary rock consisting of sand or quartz grains cemented together, typically red, yellow, or brown

sacred (adj.) connected with God (or the gods) or dedicated to a religious purpose and so deserving veneration

breathtaking (adj.) very impressive, exciting, or surprising

Unit 9

jaws (plural noun) the mouths of people or animals, especially dangerous animals

razor (noun) a tool with a sharp blade, used to remove hair from your skin

Unit 10

canvases (plural noun) paintings done with oil paints, or the pieces of cloth they are painted on

facsimile (noun) an exact copy of a picture or piece of writing

purchase (noun) something you buy, or the act of buying it

pursuit (noun) when someone tries to get, achieve, or find something in a determined way

Bibliography

and Web references

Recommended books

- McCarthy, M., & O'Dell, F. (2017) *English Vocabulary in Use: Elementary*. Third Edition. Cambridge: Cambridge University Press.
- Murphy, R. (2017) *Basic Grammar in Use*. Cambridge: Cambridge University Press.
- Raimes, A. (2014) *Grammar Troublespots. A Guide for Student Writers*. Cambridge: Cambridge University Press.
- Torres-Gouzerh, R. (2019) *Intermediate English Grammar*. USA: McGraw-Hill.

Recommended dictionaries

- Adelson-Goldstein, J., & Shapiro, N. (2009) *Oxford Picture Dictionary: English-Spanish, Inglés-Español*. New York: Oxford University Press.
- *Collins Cobuild Phrasal Verbs Dictionary* (2006). Glasgow: Harper Collins Publishers.
- *Collins Cobuild Idioms Dictionary* (2006). Glasgow: Harper Collins Publishers.
- *Diccionario Oxford Study para estudiantes de inglés. Español-Inglés Inglés-Español* (2006). Oxford: Oxford University Press.

Useful websites for further reference

Unit 1

Speak and Spell

<https://learnenglishkids.britishcouncil.org/speak-spell>

(Accessed April 2020)

Unit 2

Free to Use and Reuse: Classic Children's Books

<https://www.loc.gov/free-to-use/classic-childrens-books/>

(Accessed April 2020)

Unit 3

Following Directions: Activities, Worksheets and Lessons

https://www.educationworld.com/a_lesson/lesson/lesson275.shtml

(Accessed January 2019)

Unit 4

Birhtdays

<https://learnenglishkids.britishcouncil.org/category/topics/birthdays>

(Accessed April 2020)

Unit 5

Kids news articles on world! Kids current events

<https://www.dogonews.com/>

(Accessed January 2019)

Unit 6

What is global warming, facts and information

<https://www.nationalgeographic.com/environment/global-warming/global-warming-overview/>

(Accessed January 2019)

Global Warming 101-Definition, Facts, Causes and Effects

<https://www.nrdc.org/stories/global-warming-101>

(Accessed January 2019)

Unit 7

Teens Health

<https://kidshealth.org/en/teens/your-mind/>

(Accessed January 2019)

Unit 8

Visit Mexico Official Tourism Guide

<https://www.visitmexico.com/en/>

(Accessed January 2019)

World Heritage Guide: Saving Our Cultural Heritage

<https://www.wmf.org/2020Watch>

(Accessed January 2019)

Unit 9

Questionnaire: Definition, examples, design, and types

<https://www.questionpro.com/blog/what-is-a-questionnaire/>

(Accessed January 2019)

Unit 10

Desert Museum (Saltillo, Coahuila)

<http://www.museodeldesierto.org/>

(Accessed January 2019)

10 Tips for Museum Exhibit Design Success

<https://www.teamdesignshop.com/blog/2014-01-23-10-tips-museum-exhibit-design-success>

(Accessed January 2019)

Other recommended websites

A2 level activities for children

<https://www.cambridgeenglish.org/learning-english/parents-and-children/activities-for-children/a2-level/>

Global Climate Change – U.S. Agency for International Development

<https://www.usaid.gov/climate>

Mexico City Travel Guide – U.S. News Travel

https://travel.usnews.com/Mexico_City_Mexico/

Organisation for Economic Cooperation and Development (OECD)

<http://www.oecd.org/water/>