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# English!

Activity Book

# 5



# Contents

Meet Your Book

4

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Pages	Product	Achievements	Language	Vocabulary
7 to 17	Conversation to Organize a Get-Together	<ul style="list-style-type: none"> <li>Explore and listen to expressions to organize get-togethers.</li> <li>Interpret expressions used by speakers.</li> <li>Assume the role of speaker in an exchange.</li> </ul>	<ul style="list-style-type: none"> <li>Talking about activities</li> <li>Calling to agree on get-togethers</li> <li>Wh- questions to agree on get-togethers</li> <li>Introducing oneself and others</li> </ul>	<i>Would you like to ...?, That sounds great! I'll be there! See you ..., I have to check. Sorry, I can't because ..., Maybe, I'd love to., etc.</i>

<b>Unit 2</b> <b>Environment:</b> Academic and Educational <b>Social practice of the language:</b> Register information about a topic to write a quiz. <b>Communicative activity:</b> Handling of information				
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18 to 30	Quiz	<ul style="list-style-type: none"> <li>Explore quizzes with a variety of questions.</li> <li>Read quizzes with a variety of questions.</li> <li>Research and interpret information about a topic.</li> <li>Write questions about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>Questions to write a quiz</li> <li>Parts of a quiz</li> <li>Yes / No questions</li> <li>Wh- questions</li> </ul>	<i>Sources: encyclopedia, library, Internet, etc.; score, answer key, graphic organizer, proofreading, etc.</i>

<b>Unit 3</b> <b>Environment:</b> Recreational and Literary <b>Social practice of the language:</b> Accept or refuse requests in a role-play. <b>Communicative activity:</b> Recreational expression				
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31 to 42	Role-play to Accept or Refuse a Request	<ul style="list-style-type: none"> <li>Listen to and explore expressions to accept or refuse requests.</li> <li>Understand expressions used to accept or refuse requests.</li> <li>Exchange expressions to accept or refuse requests.</li> </ul>	<ul style="list-style-type: none"> <li>Questions to make requests</li> <li>Ways of accepting requests</li> <li>Ways to refuse politely</li> </ul>	<i>Could you ...?, Can you ...?, Would you mind ...?, Yes, I can. Yes, I will. I'll do it. Sure!, No problem! I'm sorry, I can't because ...</i>

<b>Unit 4</b> <b>Environment:</b> Family and Community <b>Social practice of the language:</b> Exchange information to get around a place. <b>Communicative activity:</b> Exchanges associated with the environment				
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43 to 53	Quick Guide to Get Around	<ul style="list-style-type: none"> <li>Explore directions.</li> <li>Describe the surroundings as a reference point to get around.</li> <li>Understand directions to get around from one place to another.</li> <li>Offer directions to get around.</li> <li>Write directions to get to a place.</li> </ul>	<ul style="list-style-type: none"> <li>Asking for directions</li> <li>Giving directions</li> </ul>	<i>Could you tell me how to get to the ...?, Where are you exactly?, Walk along, turn left / right, it's near ..., it's next to ...</i>

<b>Unit 5</b> <b>Environment:</b> Recreational and Literary <b>Social practice of the language:</b> Tell short interesting stories. <b>Communicative activity:</b> Literary expression				
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54 to 66	Recorded Anecdote	<ul style="list-style-type: none"> <li>Explore funny personal anecdotes.</li> <li>Analyze the elements used to tell an oral anecdote.</li> <li>Share a personal anecdote.</li> </ul>	<ul style="list-style-type: none"> <li>Structure of anecdotes</li> <li>Time phrases</li> <li>Simple past, past continuous, and past perfect continuous</li> <li>Adverbs</li> <li>Tones of voice and body language</li> </ul>	<i>Characters, setting, beginning, climax, ending, in the middle of the night ..., about 10 minutes later ..., when I was a child ..., mumbling, whispering, monotonously, etc.</i>



<b>Unit 6</b>				
<b>Environment:</b> Academic and Educational <b>Social practice of the language:</b> Follow information in an illustrated guide to solve a problem. <b>Communicative activity:</b> Interpret and follow instructions				
Pages	Product	Achievements	Language	Vocabulary
67 to 77	Illustrated Guide to Solve a Problem	<ul style="list-style-type: none"> <li>Explore brief illustrated guides.</li> <li>Interpret information to follow steps.</li> <li>Write instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing words</li> <li>Imperative verbs</li> <li>Imperative sentences</li> </ul>	<i>First, second, then, next, finally</i>
<b>Unit 7</b>				
<b>Environment:</b> Family and Community <b>Social practice of the language:</b> Describe and compare appearance and abilities of people of different ages. <b>Communicative activity:</b> Exchange information about oneself and others				
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78 to 88	Growth Timeline	<ul style="list-style-type: none"> <li>Explore and listen to descriptions of the physical appearance of people you know.</li> <li>Understand descriptions.</li> <li>Describe one's own physical appearance.</li> </ul>	<ul style="list-style-type: none"> <li>Describing physical appearance</li> <li>Abilities</li> <li>General information and specific details</li> </ul>	<i>Tall, short, chubby, etc., can / could + verb, pre-teen, child, toddler, when, but</i>
<b>Unit 8</b>				
<b>Environment:</b> Recreational and Literary <b>Social practice of the language:</b> Read a travelogue to discover natural aspects and cultural expressions. <b>Communicative activity:</b> Understanding oneself and others				
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89 to 101	Comparative Chart	<ul style="list-style-type: none"> <li>Explore travelogues.</li> <li>Do a guided reading.</li> <li>Identify and express similar and different natural and cultural aspects between Mexico and other countries.</li> <li>Write sentences with descriptions and comparisons.</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive sentences</li> <li>Cognates</li> <li>Travelogues</li> <li>Natural aspects</li> <li>Cultural expressions</li> </ul>	<i>Delicious, fantastic, beautiful; natural aspects: canyon, river, etc.; cultural expressions: dancing, museum, parade, festival</i>
<b>Unit 9</b>				
<b>Environment:</b> Academic and Educational <b>Social practice of the language:</b> Gather information about a topic to design museum labels and have an exhibition. <b>Communicative activity:</b> Research and selection of information				
Pages	Product	Achievements	Language	Vocabulary
102 to 113	Museum Labels	<ul style="list-style-type: none"> <li>Explore museum labels.</li> <li>Research information about a topic using different texts.</li> <li>Analyze informative texts.</li> <li>Register information.</li> <li>Share information in museum labels.</li> </ul>	<ul style="list-style-type: none"> <li>Passive voice to present exhibits</li> <li>Rephrasing main ideas</li> </ul>	<i>Verb to be + verb in past participle, sources of information, materials (ivory, bronze, iron, rubber, etc.)</i>
<b>Unit 10</b>				
<b>Environment:</b> Family and Community <b>Social practice of the language:</b> Exchange opinions about news in audio format. <b>Communicative activity:</b> Exchanges associated with the media				
Pages	Product	Achievements	Language	Vocabulary
114 to 125	Exchanging Opinions About Recent News	<ul style="list-style-type: none"> <li>Explore and listen to news linked to family and everyday contexts.</li> <li>Understand news in audio format.</li> <li>Exchange opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Types of news</li> <li>Wh- questions to ask about basic information</li> <li>Ways of saying the same with different words</li> <li>Opinions and clarifications</li> <li>Reported speech</li> </ul>	<i>What happened ...?, When did it happen ...?, Where did it happen ...?, Who ...?, How did it happen ...?</i> <i>A fire / the blaze, I agree / disagree, I'm sorry, I don't understand.</i>

# Meet Your Book

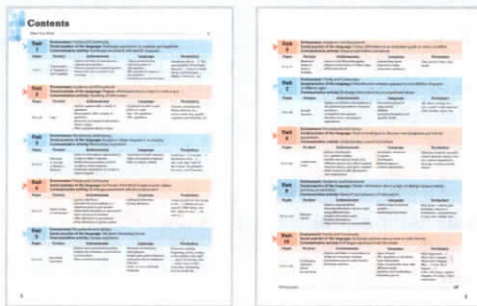


Hello, friend! Welcome to

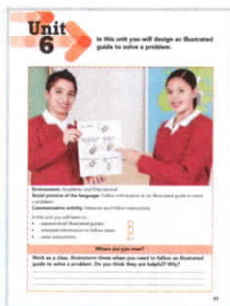


You are about to begin a new adventure! A new school year with plenty of opportunities for you to learn using English. For that adventure, this Activity Book will be your best companion!

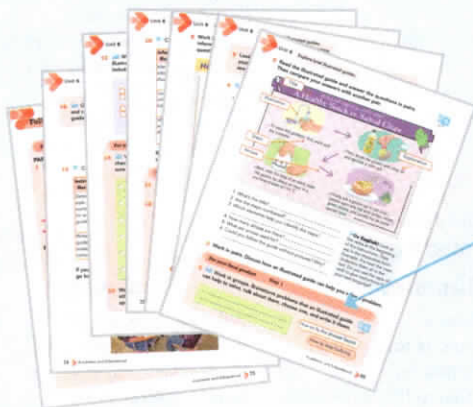
So, it's time for you to meet your book, so you can make the most out of it.



These are the Contents pages where you will find all the page numbers for any unit and its contents.



At the beginning of each unit, you will find a unit opener with information about what you will be learning and what you will be doing for your final product. When you finish the unit, come back to this page to check your progress.



This is a unit. These pages will offer you a variety of activities for you to learn using English, and a lot more!

This is a step for your final product. You will be building the final product as you work during the unit until you socialize it in the final step.

**The final product is the core of a unit.**





There are some features along every unit in your Activity Book:



This icon indicates that it is time for you to listen to different types of recordings to carry out an activity.



This is the portfolio icon. Every time you see it, it means that you can save the outcome of the activity in your portfolio. You can use a sheet of paper for this activity, if necessary.



p.000

This icon refers you to the Glossary at the end of the unit. Every time you see it, look for the **highlighted word** and look it up in that section.



This icon indicates activities that help you check what you are learning.



Open your Reader to Chapter 8 "Gulliver's Travels" pages 102 to 112. Discuss with a classmate the natural aspects and cultural expressions in Lilliput.

This is the Reader box. It suggests you to use your Reader so you learn more about the topic you are working on.

**Go English!** To accept a request you usually say *yes, no*, or just smile. But, you can also use: *Yes, I can. Yes, I will. Sure! or No problem!*

This box includes information about language, interesting facts, spelling and punctuation rules, questions to make you feel curious about a topic, and many other types of information.

To find more polite expressions to use in requests go to: <http://edutics.mx/5XQ>



This is the IT box. In it you will find suggestions of websites or on the use of technology in the classroom.

**Reflect.** In what situations do you need to be polite when you ask for something?



This is the Reflect box. It includes critical thinking questions for you to reflect on different topics.



# Unit 1

In this unit you will have a conversation to organize a get-together.



**Environment:** Family and Community

**Social practice of the language:** Exchange expressions to organize get-togethers.

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

In this unit you will learn to ...

- ... explore and listen to expressions to organize get-togethers.
- ... interpret expressions used by speakers.
- ... assume the role of speaker in an exchange.



## Where are you now?

Look at the activities below. For which of them do you organize with others and make plans?

wait for the bus

study together


play chess

go to the movies

go to a party

play sports



1  Listen to and read three conversations. Underline all the activities that are mentioned.

1

Paula: Hello?  
Emma: Hi, Paula. It's Emma. We have volleyball practice on Monday night. Are you coming?  
Paula: Yes, I'll be there.  
Emma: Great. See you there.  
Paula: See you there. Bye, Emma.  
Emma: Bye!

2

Paula: Hello?  
Ana: Hi, Paula. It's Ana. Are we still walking home together on Wednesday and Thursday?  
Paula: Yes, I'll wait for you after school both days.  
Ana: Thanks. Bye!  
Paula: Bye!

3

Juan: Hi, Paula!  
Paula: Hi, Juan.  
Juan: I'm having a birthday party on Saturday. Would you like to come?  
Paula: I'd love to. Thanks for inviting me. Where is it going to be?  
Juan: It'll be at my house. I'll e-mail you the invitation.  
Paula: Thanks. I have a volleyball game on Saturday morning but I'm free in the afternoon. I'll check with my mom.  
Juan: OK. I hope you can come.  
Paula: I do, too. Bye!  
Juan: Bye!

2 Work in pairs. Review the activities you underlined in Activity 1. Talk about activities you like to do and for which you organize with others.


I like dancing.

I like playing soccer.

**Reflect.** Have you ever wondered what kind of activities children of your age do all over your country: flying a kite, swimming in a lake, riding a horse, visiting an archaeological site, etc.?




**For your final product** Step 1

- 3  Work in pairs. Read the Reflect box on page 8. Discuss about new activities you'd like to do with others. Compare them with the ones you talked about in activity 2. Choose one and write it on the line. Justify your selection.

\_\_\_\_\_

\_\_\_\_\_

- 4 Read the Go English box. Then go back to activity 1 on page 8. Identify and circle in red the expressions that start the conversations, and in blue, the expressions that end them.

 **Go English!** To organize a get-together you need expressions to start a conversation, expressions to invite someone to an activity, and expressions to end the conversation.

- 5 Read the questions that express an invitation and cross out the three that appear in the conversations from activity 1, on page 8.



Would you like to come?

Do you want to attend Mariana's party?

Are you coming?

Why don't we study tomorrow after school?

Are we still walking home together on Wednesday and Thursday?

How about we have a picnic?

- 6 Work in pairs. Look at the expressions you identified and circled in activity 4 and the questions you crossed out in activity 5. Discuss with your partner if you know similar expressions and use them to fill in the table. Use the model to help you. If you don't know similar expressions, use some from activities 4 and 5.

Activity to do in a get-together:	Expressions to start the conversation:	Expressions to make the invitation to a get-together:	Expressions used to end the conversation:
<i>A study session</i>	<i>How are you?</i>	<i>Do you want to join us?</i>	<i>It's been nice talking to you.</i>

- 7  Circle the options that best describe your performance.

Organizing a get-together	Always	Sometimes	Never
Identify activities to do with others.	I can always identify activities to do with others.	I can sometimes identify activities to do with others.	I can never identify activities to do with others.
Explore and listen to expressions to start and end a conversation to organize a get-together.	I can always explore and listen to expressions to start and end a conversation to organize a get-together.	I can sometimes explore and listen to expressions to start and end a conversation to organize a get-together.	I can never explore and listen to expressions to start and end a conversation to organize a get-together.
Identify questions to make an invitation to a get-together.	I can always identify questions to make an invitation to a get-together.	I can sometimes identify questions to make an invitation to a get-together.	I can never identify questions to make an invitation to a get-together.

If you need help to identify activities to do with others or explore and listen to expressions to organize get-togethers, go back to activities 1, 4, and 5.



- 8  3) Read the Go English box. Then listen to two conversations. In pairs, discuss each question, get to an agreement on the answers, and write them down in your notebook.

**Go English!** Details like the tone, volume, and velocity of the speaker's voice are essential to define the mood or feeling of a conversation as formal, funny, respectful, enthusiastic, etc.

- 1 What expressions used the speakers to introduce themselves and others?
- 2 What do you think the general mood of the conversation is?  
Justify your answer.
- 3 What expressions allow you to interpret the mood of the conversations?

- 9 Now, read the conversation between Fabian and Max. Underline questions that Fabian uses to invite Max to do something.



Fabian: Hi. My name is Fabian. I'll be your buddy this week. This is Ken and this is Alex.

Max: It's nice to meet you. I'm Max.

Fabian: Do you like to play sports? We have a soccer team and a great volleyball team.

Max: I don't play sports. I like math competitions.

Fabian: Would you like to join the math club? We get together on Tuesdays at 4:00 for two hours. I'll show you where.

Max: That sounds great!

Fabian: Do you want to eat lunch together with us today?

Max: Sure!

Fabian: Meet us here at 11:30. We'll wait for you. After lunch, we'll show you around.

Max: I'll be here. Thanks!

Fabian: See you at lunch!


Max: Bye!

**R** Open your Reader to Chapter 1 "A Lonely Birthday" on pages 4 to 14 and underline what Luisa invites Julia to do. Then discuss in pairs what you would answer if you were her.

Have you heard of buddy benches? If you write this term in the search window of your search engine, you will get millions of websites with information about it. That's why it's more useful and time-saving to receive a web link like the following one. Go to <http://www.edutics.mx/5HY> to find information about buddy benches and choose a partner to talk about them. What can you do to bring this idea to your school?




**Go English!** Not only words define the attitude of the participants in a conversation. For example, the gestures of a speaker, as well as their voice volume, tone, and velocity, help you interpret the actual attitude behind their expressions.

**10**  **3)** Read the Go English box. Then listen to the conversations again and discuss with a partner what the attitude of the speaker towards the new student in each one is. Justify your answer.

The speaker in the second conversation was very kind.

Yes, but the speaker in the first one was very rude because ...

**11**  Underline the option that describes your progress.

- I can identify the expressions used by speakers to introduce themselves and others.  
a) Very well.    b) I need some help.    c) With difficulty.    d) I can't.
- I can interpret expressions used by speakers to understand their attitude towards the listener.  
a) Very well.    b) I need some help.    c) With difficulty.    d) I can't.

**If you need help to identify expressions used by speakers to introduce themselves and others or to interpret the attitude of a speaker, go back to activities 8 to 10.**

**12** In pairs, look at the pictures of four kids who got an invitation and answer the questions.



- How do you think the girl in picture 1 is feeling? \_\_\_\_\_
- What do you think the boy in picture 3 is saying? \_\_\_\_\_
- What do you think the boy in picture 4 is thinking? \_\_\_\_\_
- In which situations do you feel like the girl in picture 2? \_\_\_\_\_
- Which invitations make you feel like the boy in picture 3? \_\_\_\_\_



13  4) Read and listen to the three conversations. Then discuss with a partner what the conversations are about.

1


Emma: Hi, Paula. It's great to see you. How are you?  
 Paula: I'm very well, thanks, Emma.  
 Emma: Paula, you're a great actress. Would you like to come to auditions for the school play on Friday night at 6:00 in the drama room?  
 Paula: I'd love to, but I'm going to the movies with Ana and Luisa. It's all planned.  
 Emma: Bring them along. They should be in the school play too.  
 Paula: I'll have to check with them. Maybe.

2


Emma: Hi, Jorge. Do you want to be in the school play?  
 Jorge: Yes, Emma I'd like that.  
 Emma: Can you come to the auditions on Friday night?  
 Jorge: Yes, I can. What time?  
 Emma: At 6:00 in the drama room.  
 Jorge: I'll be there.  
 Emma: Great. Thanks. Bye!

3

Emma: Hi, Alan! Would you like to come to the auditions on Friday night?  
 Alan: No, I'm sorry, Emma. I can't. I play basketball on Friday nights.  
 Emma: Oh, that's too bad. I hope you can come next time.  
 Alan: Yeah, keep me posted.

14  Identify in the conversations from activity 13 the expressions that belong to each category of the table and write them down. Then share and compare your answers with a partner.

Accept an Invitation	Refuse an Invitation	Say You're Not Sure
_____	_____	_____
_____	_____	_____
_____	_____	_____

15  4) Work in pairs. Read the expressions you wrote in the table from activity 14 with the appropriate intonation. Then listen to the conversations again and discuss how similar you sound to them.

**Reflect.** Have you noticed that you reply to an oral invitation with an excited voice intonation to accept it or with controlled voice intonation to refuse it?

**For your final product Step 2**

- 16** Write in your notebook a conversation to organize a get-together to participate in the activity you chose in activity 3, on page 9. Then role-play it with a partner. If you need help, follow the model.

Student A [starts the conversation]: How are you, Juan?

Student B: Oh, hello, Norma! I'm fine, and you?

Student A [mentions the activity for a get-together]: I'm organizing a study session to improve our English.

Student B: Oh, great!

Student A [invitation to join the activity]: Do you want to join us?

Student B [accepts the invitation]: Sure! When is it going to take place?

Student A [info on the get-together]: This Friday at 6:00, in my house.

Student B: Oh, I'll be there. Thank you!

Student A [ends the conversation]: It's been nice talking to you. Bye!

- 17** Use your conversation in activity 16 to take turns inviting a classmate and accepting, refusing, or saying *I don't know* to the invitation. Go back to activity 12 and make sure you use the correct gestures.



**Go English!** When you have a get-together with someone, do your best to be on time. If you are going to be late, call and let them know. Being punctual shows people that they can depend on you, it reveals your integrity and good manners.

**R** Open your Reader to Chapter 1 "A Lonely Birthday" on pages 4 to 14 and in pairs discuss if you think the invitations Luisa makes include all the necessary information. Explain why.

- 18** Underline the option that describes your progress.

- 1 I can interpret expressions used by speakers to accept or refuse an oral invitation.  
a) Very well.      b) I need some help.      c) With difficulty.      d) I can't.
- 2 I can assume the role of speaker in an exchange to organize a get-together.  
a) Very well.      b) I need some help.      c) With difficulty.      d) I can't.

If you need help to interpret expressions used by speakers to accept or refuse an oral invitation or assume the role of speaker in an exchange to organize a get-together, go back to activities 12 and 15.



For your final product

Step 3

### PART 1 Socializing

#### 1 Work in pairs.

- 1 Essay role-playing your conversation in front of your class, taking turns as the speaker and the listener. Ask for feedback.
- 2 As a group, invite children from upper grades and, applying previous feedback, role-play your conversation. Ask for feedback and take notes to improve your organizing a get-together.

### Aspects to Improve

### PART 2 Make it yours

Social Practice: Exchange expressions to organize get-togethers.

#### 1 Which upcoming event can you exchange expressions to organize a get-together for?

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#### 2 Discuss the different activities you can organize as a get-together with the expressions learned. Write down as many as possible.

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#### 3 Which gestures will you use from the unit the next time you exchange expressions to organize something?

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### PART 3 Now you can ...

Go back to page 7 and check (✓) the things you learned in this unit. Talk about them as a class.

Complete the following activities to review and check your progress in this unit.

- 1** Choose an event and get in teams of three or four. Choose a role. Prepare what you are going to say. In groups, act out the situation you chose.



- Role A: You're Juan. Invite someone to your party. Tell them where and when.
- Role B: Accept Juan's invitation. Accept to meet there with D.
- Role C: Refuse Juan's invitation. Give a reason.
- Role D: You are going to Juan's party. Confirm that your friend (B) is going to Juan's party and arrange to meet there.



- Role A: Arrange with B and C to meet them at the park.
- Role B: Tell A and C where and when you'll meet them.
- Role C: Tell A and B you're not sure if you can make it.

- 2** Check the things you remembered to do when making and responding to an invitation.

- 1 You included a greeting.
- 2 You mentioned the reason for the get-together.
- 3 You included the place, date, and time.
- 4 You listened to the person who invited you.
- 5 You replied to the greeting.
- 6 You were kind when you rejected the invitation.
- 7 You used the appropriate gestures.





# Glossary



Use this glossary to find words from the unit. Words are in alphabetical order and you can see what their simple form looks like in the parentheses.



## A

**actress** - a woman who acts in plays and movies, especially as her job

**attend** - to be present at an event or activity

**auditions (audition)** - a short presentation to show your abilities to participate in a play or concert

## B

**benches (bench)** - a hard seat in a public place

**both** - used for showing that you are referring to two people or things

**bring them along (bring along)** - to take someone or something with you when you go somewhere

**buddy** - a friend

## C

**competitions (competition)** - an organized event in which people try to win prizes

## D

**drama** - the study of theater plays

## F

**free** - available to see someone, do something, or go somewhere

## H

**hope** - to want and expect something to happen

## J

**join** - to become a member of an organization or club

## K

**keep me posted (keep posted)** - to regularly give someone information about something that they are interested in

## M

**manners** - ways of behaving that show a polite respect for other people

## O

**on time** - arriving at the correct time and not late

## P

**practice** - occasions when you do something to become better at it

## S

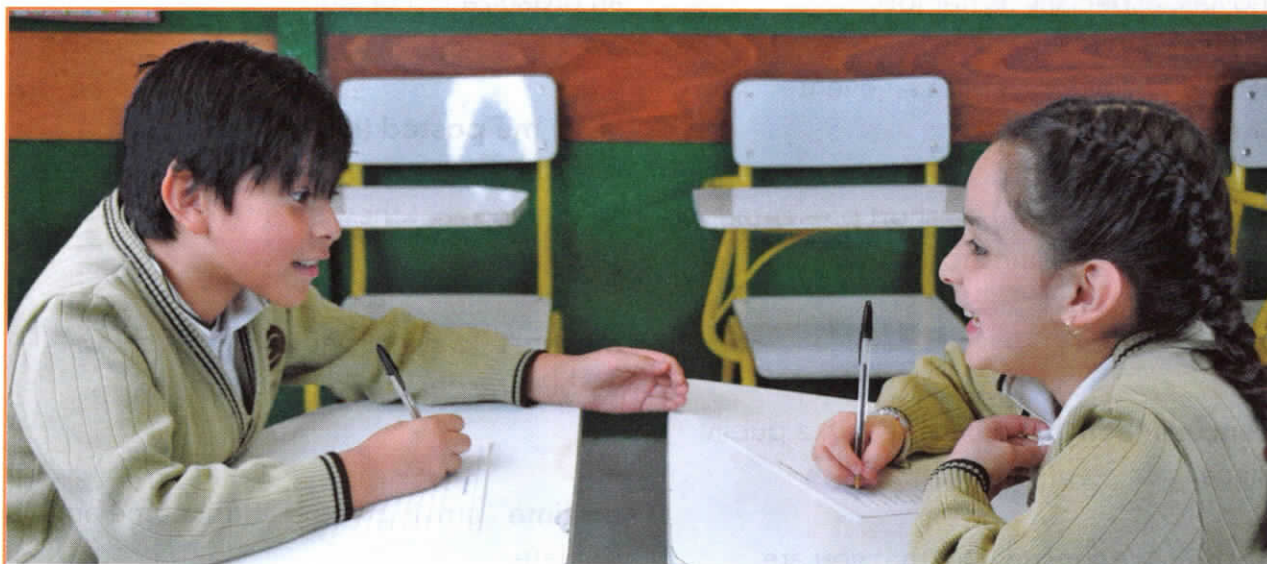
**school play** - a piece of writing to be performed by children in a school theater

**show you around (show around)** - to lead someone around a place for the first time

**still** - used for saying that a situation continues to exist

# Unit 2

In this unit you will write and apply a quiz.



**Environment:** Academic and Educational

**Social practice of the language:** Register information about a topic to write a quiz.

**Communicative activity:** Handling of information

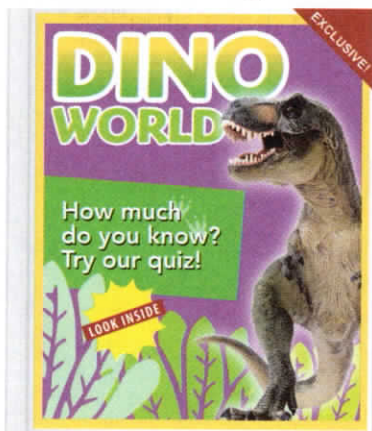
In this unit you will learn to ...

- ... explore quizzes with a variety of questions.
- ... read quizzes with a variety of questions.
- ... research and interpret information about a topic.
- ... write questions about a topic.



## Where are you now?

Look at the magazine cover. Answer the questions orally.



- 1 What do you think the advertised quiz is about?
- 2 Who do you think it is for?
- 3 Where do you usually find quizzes?
- 4 Are all quizzes written?



**1** Read a quiz from a magazine and identify its parts. Then answer the questions below in pairs.

**1** Questions about a topic

# Xoloitzcuintin QUIZ

- 1 What is the origin of the word *Xoloitzcuintli*? \_\_\_\_\_
- 2 Where do some *Xolos* have hair? \_\_\_\_\_
- 3 How old is this type of dog? \_\_\_\_\_
- 4 What culture believed that *Xolos* protected homes from bad spirits? \_\_\_\_\_
- 5 What special health care do *Xolos* need? \_\_\_\_\_

**Answer Key:**  
To see the answers go to page 45 of this magazine.

**Score:**  
0-1      2-3      4-5  
Try again!   Not bad!   Excellent!



11

**2** Reference to know where to check the answers

**3** A score about how much I know about the topic

## QUIZ

45

**Answers**

- 1 It comes from two Nahuatl words: *Xolotl*, which means the god of lightning and death, and *itzcuintli*, which means dog.
- 2 Head, toes, and tails.
- 3 It is about 3,500 years old.
- 4 The Aztecs.
- 5 They need a lot of exercise and special care for their skin.

**4** Answer key

- 1 Are the questions in the quiz about real information or about opinions?  
\_\_\_\_\_
- 2 What do I sum to get a score, correct or incorrect answers?  
\_\_\_\_\_
- 3 Do you need to research information to create an answer key?  
\_\_\_\_\_


**R** Explore more quizzes. Open your Reader to Chapter 2, "Quiz Time" on pages 18 to 28 and read the complete text. Solve a quiz in the text. Share your experience solving it and compare your answers with a classmate.

**Reflect.** Do you think you can learn new things answering quizzes? What did you learn from the quiz in activity 1? What did you learn from the quiz in your Reader?

## Unit 2 Research and interpret information about a topic.


2 As a class, talk about where you find information for school projects.



3  Listen to the conversation and answer the questions in pairs.

1 Where do the children look up information?

2 Do you also use these information sources? Why?

 **Go English!** Encyclopedias and the Internet are good places to find information. You can also try your textbooks of other subjects or ask adults for information.

4 Read the strategies to find information. Talk with a partner about which ones you use when you are searching for information. Underline them.




### Strategies to Find Information

- 1 Look at the pictures and titles to help you see if the source is about the topic you need.
- 2 Use the index in a book or the contents menu in a website to look for your topic.
- 3 When you are searching for specific information, don't read the whole text. Run your eye over the text looking for keywords to find what you need.

**For your final product**

**Step 1**

5  You will create a quiz like the one in activity 1. Think of a topic you are curious to learn about. Share your ideas with a partner and decide together on one topic that you both like and find interesting.

Our topic: \_\_\_\_\_



6 Now look for sources of information that will help you create a quiz about your topic. Use the strategies in activity 4 to help you. Choose sources that have the characteristics below.

- We have access to the source.
- The index (or menu), titles, and pictures indicate it is about our topic.
- We saw some keywords that indicate it is about our topic.

If you have access to Internet, you can find pages that are easy to understand if you write your topic on the search bar and add the phrase *facts for children*.



7 Read and highlight in the text the information indicated.



p.30

Find out about:

- the origin of the name
- the history of the dog

➔ **Go English!** Highlight or copy the information you need when you are reading or copy it in a card or notebook. Keep it well to use it when you need it.

### Xoloitzcuintli



The *Xoloitzcuintli*, or *Xolo* for short, is a dog with no hair. The name comes from two words in Nahuatl: *Xolotl*, the god of lightning and death, and *itzcuintli*, or dog.



**Appearance** The *Xolo* is a slim dog, with almond-shaped eyes, large ears like a bat, and a long neck. The hairless variety is completely hairless on the body, but many dogs have a few short hairs on the top of the head, the toes, and the tip of the tail. Most hairless dogs are black or bluish-gray.

**History** This type of dog is about 3,500 years old. The Aztecs believed that *Xolos* kept their homes safe from bad spirits. *Xolos* were often sacrificed and then buried with their owners so they could guide the soul of their owner to the underworld.


**Health** *Xolos* need a lot of exercise and special care for their skin. Owners have to rub their skin with cream to protect them from the sun.

**For your final product Step 2**

**8** Make a list of the sources you collected in step 1.

\_\_\_\_\_

\_\_\_\_\_

**9**  Divide the sources with your partner. Read them and highlight or copy the information that is important for your topic.


Don't write or highlight on books, especially if they belong to the library. In that case, copy the information on cards or a notebook.

**10**  Complete the statements.

- 1 To know if there is information I need in a text I can \_\_\_\_\_
- 2 To gather information from a text I can \_\_\_\_\_

If you are not sure how to complete the statements, review or do again activities 4, 6, and 7.

**11** Read the text about *Xolos* on page 21 again. Discuss with a partner if the information in the organizer is complete. Add anything you think is missing.


**Special Care** 

*Exercise*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




**Appearance**

*Slim*

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

**Full Name** 

*Xoloitzcuintli*


\_\_\_\_\_

**Origin of Name** 

*Nahuatl*

\_\_\_\_\_

\_\_\_\_\_


**The Xolo in Aztec Times** 

*Buried with their owners*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Reflect.** Do you use graphic organizers like this to gather information you read? Can they help you visualize better what you learned? 



For your final product Step 3

12 Use the information you found in step 2 to make a graphic organizer to classify and gather what you learned about your topic.

The graphic organizer consists of a central box labeled "My Topic:" with three horizontal lines for writing. It is connected to four surrounding boxes, each labeled "Aspect:" with three horizontal lines for writing. The boxes are arranged in a square pattern around the central box, with lines connecting them to form a larger square frame.

13 Read the quiz about Xolos. Then answer the questions with a partner.



- |   |   |
|---|---|
| <input type="radio"/> What color are Xolos?<br>They are black or bluish gray.       | Is the Xolo's skin very delicate? <b>Yes</b> , it is.   |
| <input type="radio"/> What size are Xolos?<br>They are medium size.                 | <b>Where</b> do Xolos come from?<br>From Mexico.        |
| <input type="radio"/> How old is this breed of dog?<br>It is about 3,500 years old. | Are Xolos fierce dogs? <b>No</b> , they aren't.         |
|   | <b>How many</b> years do Xolos live?<br>12 to 18 years. |


- 1 What questions are answered with yes or no? Do they need extra words at the beginning?
- 2 What questions have specific information as answers? Do they need extra words at the beginning?
- 3 Share other phrases or words you know to ask for specific information.

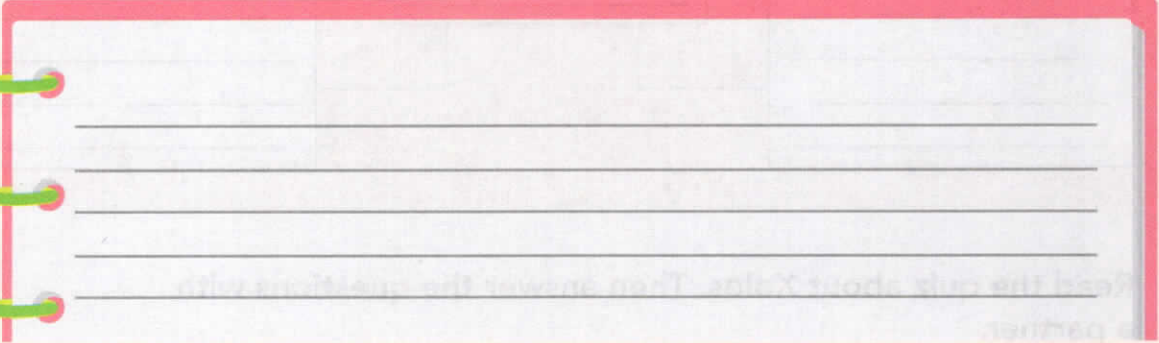
**Go English!** When you ask questions that can't be answered with yes or no begin them with *is*, *are*, *do*, *does*, etc. only. When you ask questions about specific information, add before words that indicate the information you want. For example, *where* (to ask about place), *when* (to ask about time), *how old* (to ask about age), and *how many* (to ask about an amount).


**14** Read the examples and then write the questions to get the information described.

- 1 I want to know if Xolos are friendly or not. Are Xolos friendly?
- 2 I want to know the amount of hours Xolos sleep. How many hours do Xolos sleep?
- 3 I want to know the place Xolos live in. \_\_\_\_\_
- 4 I want to know if Xolos like meat or not. \_\_\_\_\_

**For your final product**      **Step 4**


**15**  **Work in pairs. Take out your graphic organizer from step 3. Write a quiz with questions about the information you have to ask to other classmates.**




Go to <http://edutics.mx/5Hi> and have fun with your friends answering quizzes about different topics. 

**16**  **Circle the option that describes you best.**

- 1 I can tell if a question needs to be answered with yes / no or with information.  
a) Very easily.                      b) Sometimes.                      c) It is very difficult for me.
- 2 I can write questions about a topic.  
a) Fast and easily.                      b) I can, but slowly.                      c) I need more practice.

**17**  **Listen to the conversation and talk with a partner about the ways Silvia and Joaquín want to organize questions. Do you think your questions from activity 15 are organized?**



- 18  Listen to the conversation again and review how Joaquín and Silvia organized their questions. Which method is easier for you? Do you think you can apply it to your quiz?



**By topic: general to specific.**



**D**ivide the questions in aspects or topics (as in the sections of the organizer you did in activity 12). In each topic put first the general questions and then the questions about more specific details.



- 1 What is a galaxy?
- 2 What galaxy do we live in?
- 3 How many planets are there in our solar system?
- 4 What planets are made of rock?



**From easy to hard**




**P**ut first the questions you think most people know how to answer. Finish with the questions that very few people can answer and would probably need to research the information.



- 1 How many planets are there in the solar system?
- 2 What galaxy do we live in?
- 3 What is a galaxy?
- 4 What planets are made of rock?

**For your final product**

**Step 5**

- 19  Share your conclusions from activity 17 with your partner and define what logical order you want for the questions of your quiz. Then reorganize the questions you wrote in step 4 according to that order.

A large rectangular area with a pink border and horizontal lines, intended for writing conclusions and reorganizing questions. On the left side, there are three green binder rings.

20  Check (✓) the answers in the table that describe you best.


Questions	Yes. It was easy	It was difficult, but I did it	I need to practice more
Did you use a graphic organizer to classify and register your information?			
Did you write varied questions for your quiz?			
Did you organize your questions in a logical order?			

21  Read the checklist. Proofread the quiz in pairs and circle five more mistakes. Write a final version with the corrections in your notebook.




**Proofreading your writing**


- 1 Check spelling. (Check in a dictionary if you're not sure.)
- 2 Check capitalization. (Capital letters at the beginning of sentences and for names.)
- 3 Check punctuation. (Is there a question mark at the end of all questions?)




**Questions**




## The Food QUIZ





by Mariana and Eduardo

- 1 where does the dish *paella* come from?
- 2 what is the sweet substance that bees make?
- 3 Are tomatoes fruits?
- 4 What does *omnivore* mean?
- 5 Do coconut trees grow best in cold countries.
- 6 which continent do potatoes originally come from?




**Answer Key**

Score:

0-4 Try again!



5-6 Not bad!

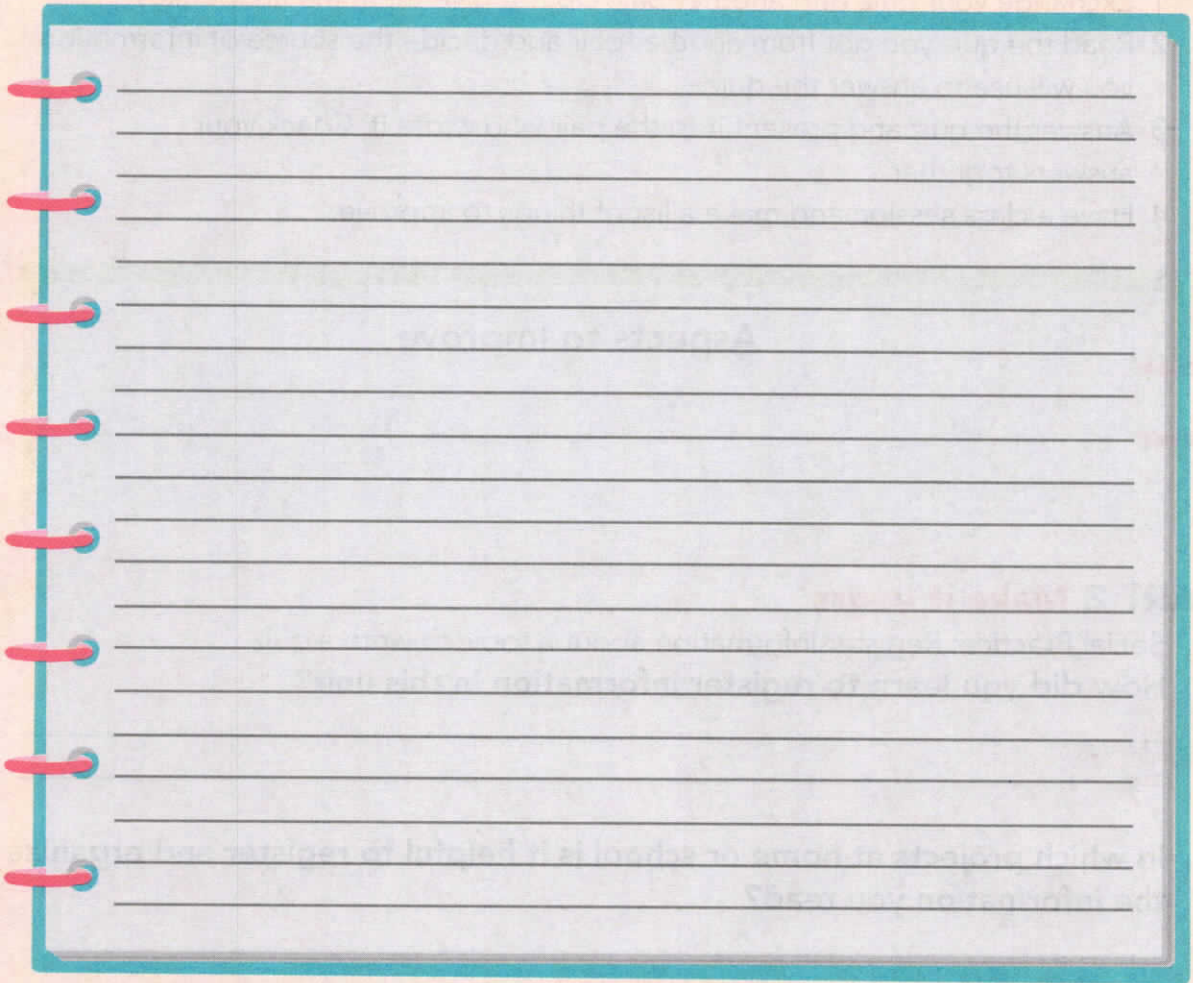
7-8 Excellent!

**Reflect.** Do you check your work before presenting it? Is it important for you to present your work as best as possible? 

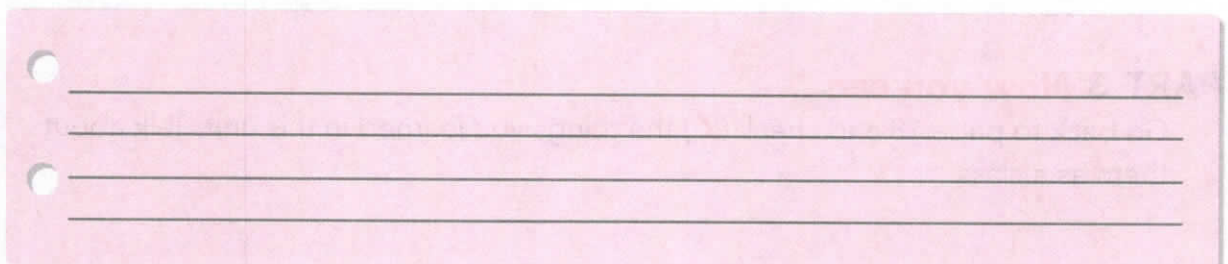



**For your final product** Step 6

- 22  Work in pairs. Proofread your quiz from step 4 using the checklist from activity 21. Mark all the mistakes.
- 23  Correct the mistakes and write a final version. Illustrate it and add other elements like the model in activity 1, page 19.



- 24  Write a list of important things to take into consideration when proofreading quizzes.



**For your final product****Step 7****PART 1 Socializing****1**  **Work in groups.**

- 1 Exchange your quiz with another pair. Do not give them the answer key!
- 2 Read the quiz you got from another pair and decide the source of information you will use to answer the quiz.
- 3 Answer the quiz and present it to the pair who wrote it. Check your answers together.
- 4 Have a class session and make a list of things to improve.

**Aspects to Improve****PART 2 Make it yours**

Social Practice: Register information about a topic to write a quiz.

**1** **How did you learn to register information in this unit?**

---

---

**2** **In which projects at home or school is it helpful to register and organize the information you read?**

---

---

**3** **Which steps would you follow to write a quiz once you registered the necessary information about your favorite topic?**

---

---

**PART 3 Now you can ...**

Go back to page 18 and check (✓) the things you learned in this unit. Talk about them as a class.

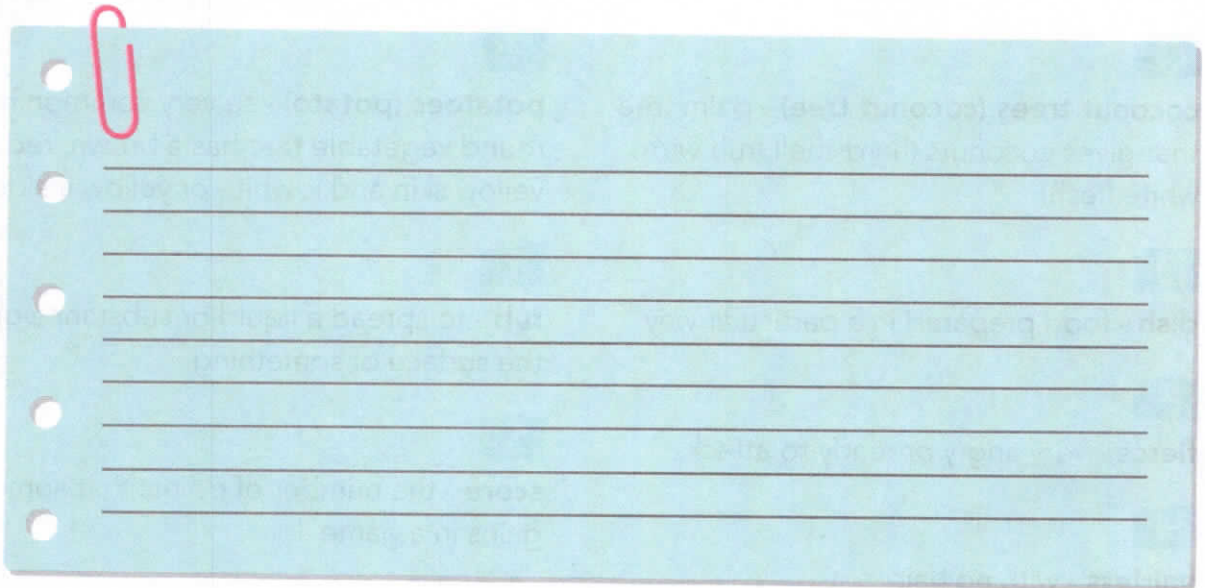


Complete the following activities to review and check your progress in this unit.

**1** Mention three sources you used to get information for the quiz you created as product.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**2** Write the steps you followed to gather and organize the information you read to make your quiz.



**3** Check (✓) the things that helped you write questions. If you can think of an extra one, add it.

- Reading and organizing information to decide what to ask about.
- Identifying if the answer is a *yes / no* or specific information.
- Deciding how to organize logically by topics or difficulty.
- Other: \_\_\_\_\_

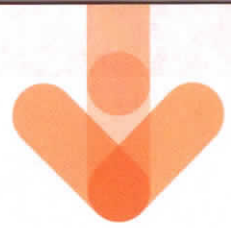
**4** Mention two things you improved in your quiz after proofreading it.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

# Glossary



Use this glossary to find words from the unit. Words are in alphabetical order and you can see what their simple form looks like in the parentheses.



## A

**almond-shaped** - a shape that resembles a long narrow circle

## B

**bat** - a small animal that flies in the night

**bluish** - similar to blue

**breed** - a type of animal that is different from others of the same species

## C

**coconut trees (coconut tree)** - palm tree that gives coconuts (hard shell fruit with white flesh)

## D

**dish** - food prepared in a particular way

## F

**fierce** - very angry or ready to attack

## H

**hairless** - with no hair

**health** - the condition of your body, especially if you are not sick

**highlight** - to mark words on paper with a highlighter

**homes (home)** - the place where you live

## I

**index** - an alphabetical list of something such as subjects or names, which shows on which page they are mentioned

## K

**keywords (keyword)** - a word that represents the main feature or idea of something

## L

**lightning** - bright flashes of light during rain

## O

**owners (owner)** - someone who owns something

## P

**potatoes (potato)** - a very common hard round vegetable that has a brown, red, or yellow skin and is white or yellow inside

## R

**rub** - to spread a liquid or substance onto the surface of something

## S

**score** - the number of points that someone gains in a game

**size** - how large or small something is

**skin** - the outer layer of a person's or animal's body

**soul** - the spiritual part of a person that is capable of thinking and feeling

## T

**tip** - a narrow pointed end

**titles (title)** - the name of a book, poem, film, play, or other work of art



# Unit 3

In this unit you will participate in a role-play to accept or refuse a request.



**Environment:** Recreational and Literary

**Social practice of the language:** Accept or refuse requests in a role-play.

**Communicative activity:** Recreational expression

In this unit you will learn to ...

- ... listen to and explore expressions to accept or refuse requests.
- ... understand expressions used to accept or refuse requests.
- ... exchange expressions to accept or refuse requests.




## Where are you now?

**Work in pairs or groups.**

- 1 Tell your classmate who asks you to do things at home or at school.
- 2 In your notebook, make a list of things others ask you to do.

**Unit 3** Listen to and explore expressions to accept or refuse requests.

**G**  
p.42

**1**  Look at the pictures and, in pairs, predict what the people are requesting. Then listen to check your answers.



**2** Choose a picture from activity 1 and answer the questions. Share the information with a partner.

**G**  
p.42


I choose picture number \_\_\_\_

- 1 Who is making the request? \_\_\_\_\_
- 2 What is the speaker asking for? \_\_\_\_\_
- 3 Is the request made politely? \_\_\_\_\_
- 4 Is the request accepted or refused? \_\_\_\_\_
- 5 How do you know it is accepted or refused? \_\_\_\_\_
- 6 Where are the speakers? \_\_\_\_\_


**Go English!** To make a request, say: *Could you ... ?*, *Can you ... ?*, *Would you mind ... ?*  
*Could you hold Sox for a moment, please?*  
*Can you give me a moment?*  
*Would you mind handing out these papers for me, please?*


**Reflect.** In what situations do you need to be polite when you ask for something?



3  Listen to and check (✓) the place where the dialog occurs. Then in pairs, discuss: Who makes the request? Who receives the request?



 **Go English!** Background sounds are an important element to pay attention to when listening to audios, because you can guess if people are outdoors or indoors and sometimes the time of the day.

4  Read and listen to the dialog from activity 3 and answer the questions. Then share your answers with a partner.



Mr. Mendieta: Good morning!  
Alex: Good morning, Mr. Mendieta.  
Mr. Mendieta: Umm ... Let's get started. Oh, Alex, can you clean the board, please?  
Alex: Sure.  
Mr. Mendieta: Thanks. Here's the eraser.

1 Are they friendly or unfriendly? What do they say that makes you think so?

---

2 What does Mr. Mendieta request from Alex?


---

3 Does Alex refuse or accept Mr. Mendieta's request? How do you know?

---

4 Is the dialog formal or informal? How do you know?


---

 **Go English!** To accept a request, you usually say yes, no, or just smile. But you can also use: *Yes, I can. Yes, I will. Sure!, or No problem!*

5 In small groups, talk about different situations where you are asked to do something and you have to accept or refuse. For example: *borrow something, help an adult, do a chore.*

At home, my mom asks me to wash the dishes.

Really? My mom asks me to sweep the kitchen.

6  Underline the option that describes your progress. Then work in pairs and give examples to support your answers.

- 1 I identified zero / one or two / some situations where people make requests.
- 2 I can mention zero / one or two / more than two expressions to ask for something.
- 3 I can mention zero / one or two / more than two expressions to accept a request.

7  Follow the story and answer the questions on page 35.






### Unit 3 Listen to and explore expressions to accept or refuse requests.

- 1 What's the relationship between the speakers? \_\_\_\_\_
- 2 What is the purpose of the dialogs? \_\_\_\_\_
- 3 Do the children accept or refuse the requests? \_\_\_\_\_
- 4 What expressions do they use? \_\_\_\_\_
- 5 How would you behave in this situation? \_\_\_\_\_

### 8 Check (✓) the elements you find in the dialog from activity 7.

- |              |                          |                         |                          |
|--------------|--------------------------|-------------------------|--------------------------|
| 1 A greeting | <input type="checkbox"/> | 4 An acceptance         | <input type="checkbox"/> |
| 2 A farewell | <input type="checkbox"/> | 5 A refusal             | <input type="checkbox"/> |
| 3 A request  | <input type="checkbox"/> | 6 A reason for refusing | <input type="checkbox"/> |

### For your final product Step 1

- 9  Work in pairs. You are going to role-play a request. Decide what elements from activity 8 you will include in your dialog. Add more elements if necessary. Then explain your list to another pair to check.



<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

I think you need to add something.

Like what?

Like a thankful phrase.

Of course!

- 10 In small groups, talk about how easy or hard it is to refuse a request. Share some requests that you think you should refuse.




I think it's harder to refuse a request from my teacher than my mom.

Well, I think it's easy to refuse a request from my mom because she can ask my sister.

No, thank you.



**R** Open your Reader to Chapter 3, "The Arabian Nights," pages 32 to 42. Read it and then discuss the requests in the chapter. Discuss with a classmate: what would you do if you were the fisherman?

11  Read the dialogs and underline the expressions to accept a request and circle the ones to refuse it. Which phrases are greetings and farewells?

1

Ms. Pérez: Good afternoon, everyone.  
 Everyone: Good afternoon, Ms. Pérez.  
 Ms. Pérez: Could someone close the window, please?  
 Pedro: I'll do it.  
 Ms. Pérez: Thank you, Pedro.

2

Evan: Hey, Carmen.  
 Carmen: Oh. Hi, Evan.  
 Evan: Can I ask you a favor? Could you do my homework for me tonight?  
 Carmen: Hmm. No, I can't.  
 Evan: Really?  
 Carmen: No, Evan. I'm sorry. I won't do your homework for you because it isn't right. Do it yourself.  
 Evan: Hmm. That's too bad. Bye.  
 Carmen: Bye.


3

Evan: Can I go to the bathroom?  
 Ms. Pérez: No, recess starts in five minutes.  
 Evan: OK.

4

Ms. Pérez: Diana, for the class party on Friday, can you bring balloons, please?  
 Diana: Yes, I can.  
 Ms. Pérez: Jorge, could you bring some sodas?  
 Jorge: Yes, sure.  
 Ms. Pérez: Lorena, would you mind bringing the potato chips?  
 Lorena: Sure. I'll bring the chips.



If you need to include other polite expressions in your role-play, you can research online how to use them. For example, you can go to: <http://edutics.mx/5XQ> 



**12** Work in pairs. Read the first part of three dialogs and choose two. Role-play them accepting in one and refusing in the other. Use the polite expressions from activity 11.

**1** A: Would you mind picking up the trash?

**2** A: May I sit here?

**3** A: Could you show me your answers so I can copy them, please?



**Go English!** Sometimes it's hard to refuse a request. Be polite but firm when refusing a request. You can give a reason for your refusal, but you don't always have to.

**R** Open your Reader to Chapter 3, "The Arabian Nights," pages 32 to 42. Discuss in pairs the requests that could have been refused. Write them in a polite way.

**For your final product Step 2**

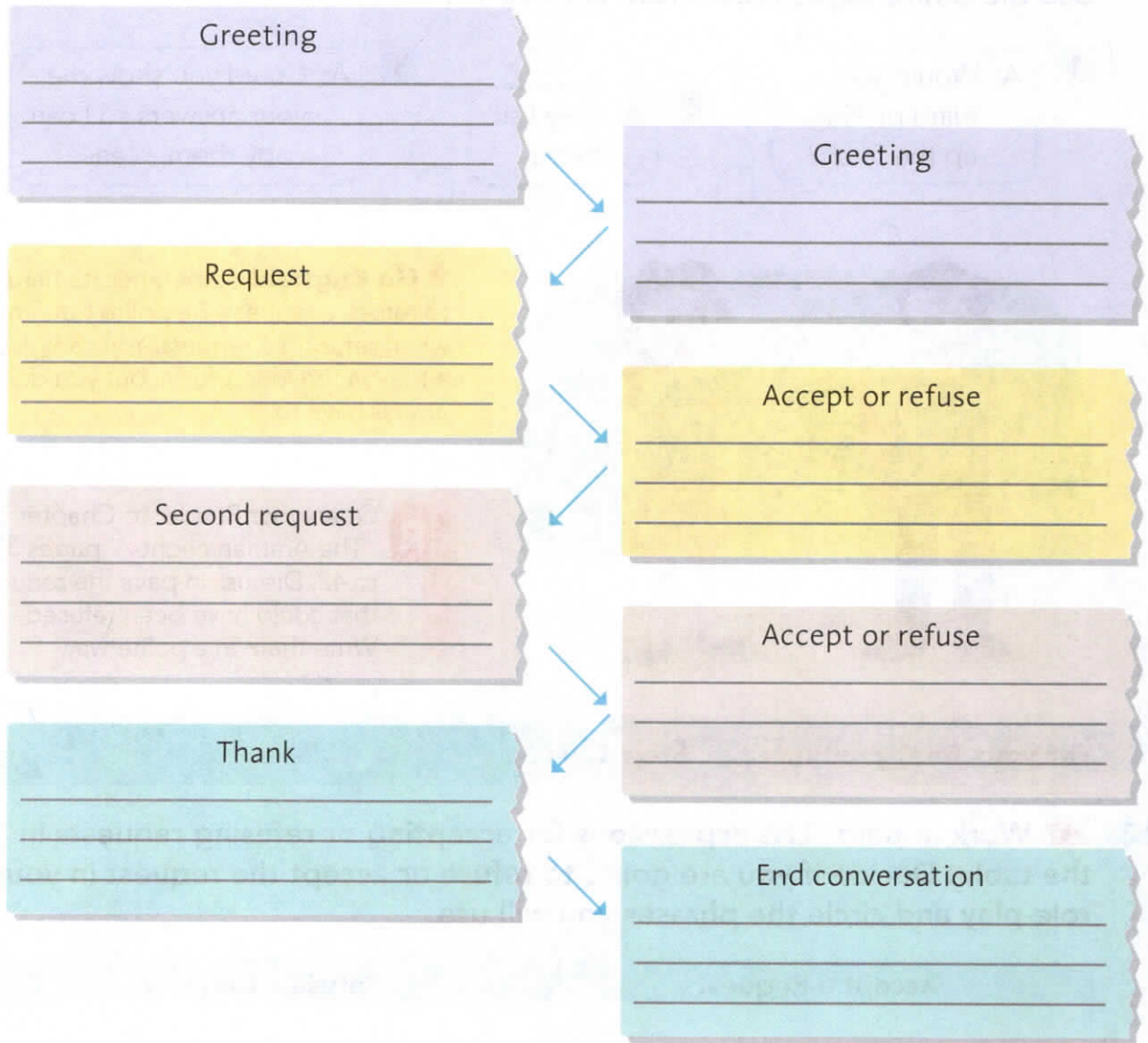
**13** Work in pairs. List expressions for accepting or refusing requests in the table. Decide if you are going to refuse or accept the request in your role-play and circle the phrases you will use.

Accept a Request	Refuse a Request
_____	_____
_____	_____
_____	_____
_____	_____

**14** Work in pairs and answer the questions. If you cannot answer, go back to activity 11.


- 1 What phrases to greet or say farewell can you mention?
- 2 What phrases to accept a request can you say now?
- 3 What phrases to refuse a request can you say now?

15 Now choose one of the dialogs from activity 11 and use the diagram to order each part of the dialog with the help of the expressions you identified.



16 Work with another pair. Take turns role-playing the dialog. Use the questions to make notes for feedback.

- 1 Did they follow the dialog sequence? Why?
- 2 Did they use polite phrases? Which ones?
- 3 Did you have problems understanding what they said? Why?


17  Work with your group. Share your answers to the questions from activity 16. Mention how you can improve.

I think you didn't follow the sequence.


You're right. Next time, I need to end the conversation.



For your final product Step 3

18  Work in pairs. Prepare your dialog, making sure to include all the elements and expressions from steps 1 and 2. You can refer to activity 15 if you need help.

Student A	Student B
<p>Greeting</p> <p><i>Hi!</i></p> <hr/> <hr/> <hr/>	<p>Greeting</p> <hr/> <hr/> <hr/>
<p>Request</p> <hr/> <hr/> <hr/>	<p>Accept or refuse</p> <p><i>Yes, I can.</i></p> <hr/> <hr/> <hr/>
<p>Second request</p> <p><i>Could you ...?</i></p> <hr/> <hr/> <hr/>	<p>Accept or refuse</p> <hr/> <hr/> <hr/>
<p>Thank</p> <hr/> <hr/> <hr/> <hr/>	<p>End conversation</p> <p><i>Bye.</i></p> <hr/> <hr/> <hr/> <hr/>

 **Go English!** Don't forget to start a dialog with a greeting and end it with a farewell. Make your requests and don't forget to answer to them by accepting or refusing with the expressions you know now.

19 Role play the dialog in front of another pair. Then take turns giving feedback like you did in activities 16 and 17.

## Follow-up

### Role-play to Accept or Refuse a Request

For your final product

Step 4

#### PART 1 Socializing

##### 1 Work in pairs.

- 1 Role-play your dialog in front of the class.
- 2 As a class, decide what you need to improve. Make notes.

#### Aspects to Improve

#### PART 2 Make it yours

Social Practice: Accept or refuse requests in a role-play.

##### 1 From now on, who can you ask for something using what you learned in this unit?

---

---

---

##### 2 What are you going to apply from this unit to answer to requests people make to you?

---

---

---

##### 3 From now on, are you going to accept and refuse politely now that you know how important it is?

---

---

---

#### PART 3 Now you can ...

Go back to page 31 and check (✓) the things you learned in this unit. Talk about them as a class.



Complete the following activities to review and check your progress in this unit.

**1** Write three requests using questions.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**2** Write expressions to accept a request.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**3** Write two ways of refusing a request.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

**4** Read the dialog and, in pairs, decide the correct order. Then role-play it in front of another pair to check your answers.

- 1 Good morning, Fiona.
- \_\_\_\_\_ Hi, Dad.
- \_\_\_\_\_ Thanks.
- \_\_\_\_\_ Could you wash the dog today, please?
- \_\_\_\_\_ Can you wash her tomorrow?
- \_\_\_\_\_ Aww, Dad. I can't wash Fifi today because I have dance practice.
- \_\_\_\_\_ Yes, I can wash her tomorrow.
- 8 You're welcome.



# Glossary



Use this glossary to find words from the unit. Words are in alphabetical order and you can see what their simple form looks like in the parentheses.



## C

**chips (chip)** - a very thin round piece of potato cooked in hot oil and eaten cold

## E

**easy** - not difficult to do, or not needing much work

## F

**friendly** - being nice to someone

## H

**handing out (hand out)** - to give things to different people in a group

**harder (hard)** - more difficult

**hold** - to carry something using your hands

## M

**making your bed (make the bed)** - to arrange the covers on a bed so that they are neat

## P

**picking up (pick up)** - to lift things up and put them in the place where they are kept

**politely** - showing good manners

**purpose** - a reason or plan that guides an action

## R

**refused (refuse)** - to say you will not do something that someone has asked you to do

**request** - an act of asking for something in a polite or formal way

**right** - correct

## S

**smile** - an expression on the face that usually shows that a person is happy or friendly

**speaker** - someone who is talking

**sure** - certainly, yes

**sweep** - to clean a floor using a broom

## T

**thankful** - feeling or showing thanks; grateful

**trash** - waste material

## W

**wash the dishes** - to clean the things where you ate, usually with soap and water

## Y

**yard** - an area around a house that is used for sitting, playing, and growing plants



# Unit 4

In this unit you will design a quick guide to get around.



**Environment:** Family and Community

**Social practice of the language:** Exchange information to get around a place.

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

In this unit you will learn to ...

- ... explore directions.
- ... describe the surroundings as a reference point to get around.
- ... understand directions to get around from one place to another.
- ... offer directions to get around.
- ... write directions to get to a place.



## Where are you now?

**Work in pairs or groups and answer the questions orally.**

- 1 What places are there in your community?
- 2 Have you ever had to read a map in a real-life situation? Is it easy?



**Unit 4** Explore directions. Describe the surroundings as a reference point to get around.

- 1** As a class, brainstorm all the places you usually find in a neighborhood. Write them down. Then discuss in pairs which ones you visit often and explain why.



school, parks ...

Blank lined area for brainstorming.

- 2** Read the description of a neighborhood. Then write in your notebook what you see around the park in the map.

G  
p.53



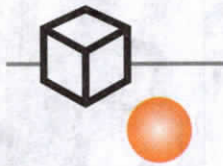
I live in Colonia Juárez. It's in the north east of town. I like my neighborhood. There's a large mall with movie theaters, a history museum, and a sports center. There's a big park near my house and I often play there with my friends.

My street is called Benito Juárez. I live in an apartment building. There's a pharmacy across from my apartment. Next to the pharmacy, there's a bakery. And next to the bakery there's a hair salon. That's where I get my hair cut! Behind my house there's a supermarket with a large parking lot. The nearest bus stop is on the corner of the street, but I don't need the bus to get to school. My school is just three blocks away from my home. It's easy to walk there.

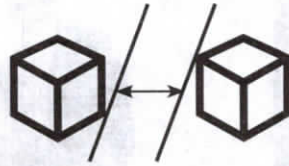


**Unit 4** Explore directions. Describe the surroundings as a reference point to get around.

- 3** Work in pairs. Read the text from activity 2 again and look at the words in bold. Discuss with your classmate when you may use those words. Use the images below as a guide.



near



across from



next to



behind

**For your final product** Step 1

- 4** Work in pairs. Choose an area you know in your community (it can be your neighborhood or other part of your town). Then get a map (online or in the library, for example) you would like to include in your Quick Guide to Get Around.
- 5** Draw the map yourself, locating some places you often visit.



- 6** Mention the places and where they are located. Use the description from activity 2 as a guide. Look at the example.

I live in (neighborhood name.)  
 It's in (part of the town.)  
 The street I live in is called (...)

*I live in Colonia Rosas.*  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- 7** Write two things you learned in this first part of the unit.

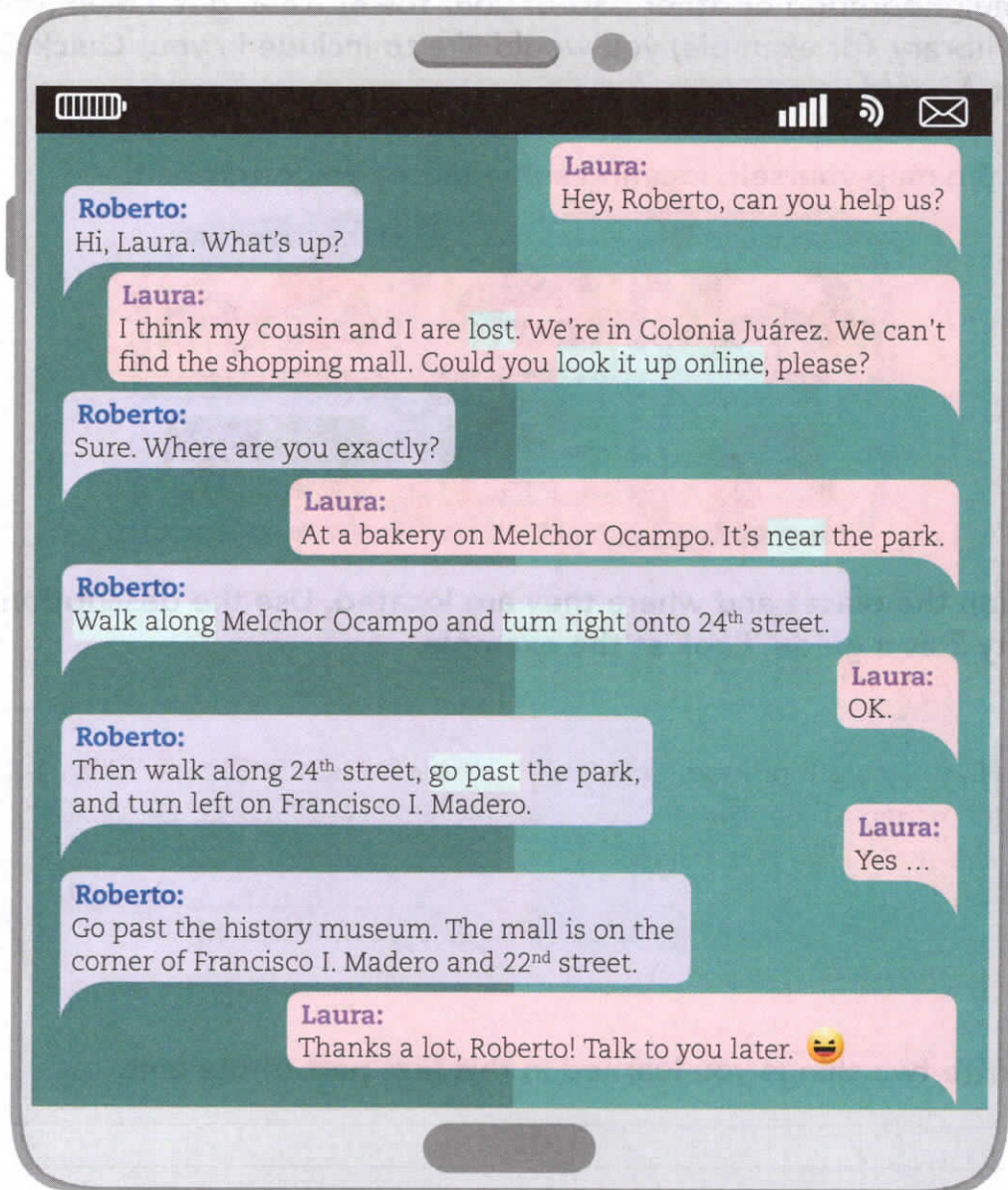
\_\_\_\_\_

\_\_\_\_\_

8 Do you sometimes give or ask for directions? Share your experiences as a class.

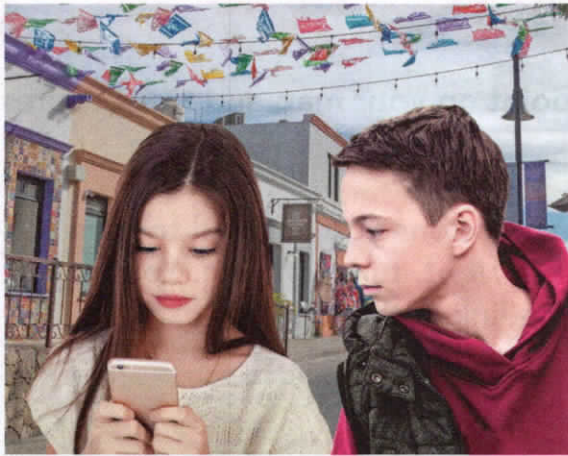


9 Work in pairs. Read the cell phone messages. Answer the questions on page 47. Then use the conversation as a guide to explain your partner how to get from your home to school.





**Unit 4** Understand directions to get around from one place to another.



1 How does Laura get from the bakery to 24<sup>th</sup> street?

2 How does Laura get from 24<sup>th</sup> street to the history museum?

3 How does Laura get from the history museum to the mall?

**10** With your partner, draw the route from the bakery to the shopping mall on the map, following the instructions from the conversation in activity 9.




**Reflect.** Do you think it is easy to move around your neighborhood? Why? Do you have good public transportation where you live?

**11** Now Laura needs to go from the mall to the hair salon. In pairs, look at the map and find the starting point and the destination. Then explain to each other the route Laura must follow.

Could you tell me how to get to the hair salon?

Of course, walk ...

**For your final product**      **Step 2**

- 12**  Work in pairs. Choose a starting point on your map and trace routes to the important places you located.
- 13** You can make some notes on useful expressions you learned to give directions, for example, *walk along*, *turn right*, *turn left*, etc. You may also use the information provided in the link in the IT box.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_
















To learn more about giving directions and how to include them in your Quick Guide to Get Around, go to: <http://www.edutics.mx/5Hc>



**R**

Open your Reader to Chapter 4, "The Way to Fisher Street," pages 46 to 56. Read the story to learn expressions for asking and giving directions.

- 14**  Circle the appropriate face for you next to each sentence.

	How did I do?
Understand the description of a neighborhood.	  
Describe my surroundings.	  
Identify streets and places on a map.	  
Draw a route on a map.	  
Understand directions.	  



**15** Look at the map and read the conversation. In pairs, choose a new starting point and destination. Write a similar conversation in your notebook, asking and offering directions.

Daniel: OK. We're here at the mall. How do we get to the Sports Stadium?  
 Jorge: Let's ask this lady. Excuse me. I'm sorry to bother you, but could you help us?  
 Lady: Of course.  
 Jorge: Could you tell us the best way to get to the Sports Stadium?  
 Lady: Ah. Let me think. Walk south along Wilson Avenue to the corner. Then turn right into Cedar Street. Go past some apartment buildings and you'll get to a traffic circle. Keep straight on and turn left ... I'm not sure if the first or the second street, but there's a Gas Station on the right. Walk about 50 meters and the Sports Stadium is on your left. You can't miss it!  
 Jorge: Thank you very much! Have a nice day.  
 Lady: You too!


**16** In pairs, role-play the conversation you wrote in activity 15. Then exchange conversations with another pair to practice giving and asking for directions. Make sure you are polite.



**Go English!** To be polite when asking for directions, you can use phrases like: *Excuse me. Could you help me?; Excuse me. Could you tell me the best way to get to ... ?; Hi, I'm sorry to bother you, but ... ; Thank you very much!; Have a nice day.*



**For your final product**      **Step 3**

**17**  **Work in pairs. Take your map. Choose one of the routes you traced and write the complete directions to get from the starting point to the destination. Use the expressions you wrote in step 2 and the conversations from activity 15 as a guide.**

**18** **Exchange directions with another pair and take turns giving feedback. Then write the final version of your conversation giving instructions in your notebook. You may use the expressions in the Go English! box on page 49.**

Don't forget to describe your starting point.

What else should I say?

You can mention an important building that is near.

**19** **Role-play your conversation. Use the dialogs in activities 9 and 15 as a guide. Then put together the final version of your conversation and the map you draw in Step 1 to complete your Quick Guide to Get Around.**

**20** **You can role-play more dialogs changing your starting point and your destination to practice the vocabulary and expressions to give directions.**

**21**  **How would you rate yourself? Check (✓) the option that best describes you.**

	I'm an expert	I can do it alone	I can do it with help	I can't do it with help
Role-play a conversation.				
Offer directions to get around.				
Write directions to get to a place.				



### For your final product

### Step 4

#### PART 1 Socializing

##### 1 Work in pairs.

- 1 Present your Quick Guide to Get Around to the class.
- 2 Role-play as many situations as possible with other pairs.
- 3 Have a class session and talk about how to improve. Write it on your notebook.

#### PART 2 Make it yours

Social Practice: Exchange information to get around a place.

##### 1 Who could you help with what you learned in this unit?

---



---

##### 2 In which town do you think you could help someone who is lost? Why?

---



---

##### 3 In which situation would you need to ask for directions in English?

---



---

#### PART 3 Now you can ...

Circle the sentence that best describes how you did. Then go back to page 43 and check (✓) the things you learned in this unit. Talk about them as a class.

	Great performance	Good performance	Needs improvement
Present my guide to the class.	I was able to present my guide to the class.	It was difficult to present my guide to the class. But I did it.	I couldn't present my guide to the class.
Role-play several situations.	I was able to role-play several situations.	I only role-played a few situations.	I couldn't role-play a situation.
Give and receive feedback.	I was able to role-play several situations.	It was difficult to give and receive feedback.	I couldn't give and receive feedback.

Complete the following activities to review and check your progress in this unit.

- 1** What are the three places in your community that are the most important to you?

---



---



---

- 2** Write how to get from your house to one of the places you mentioned in activity 1.

---



---



---

- 3** Complete the table.

Expressions to give directions	Places
Turn left	Supermarket
Walk along	Park

- 4** Check (✓) the polite expressions to ask for directions and add one more.

- 1 It's next to the pharmacy.
- 2 Excuse me.
- 3 Could you help me?


- 4 Walk past two buildings.
- 5 You can't miss it!
- 6 \_\_\_\_\_



# Glossary



Use this glossary to find words from the unit. Words are in alphabetical order and you can see what their simple form looks like in the parentheses.



## A

**apartment** - a set of rooms to live, usually on one floor of a building

**apartment building** - a building containing many apartments

## B

**bakery** - a building where bread, cakes, etc. are made or sold

**behind** - at someone / something's back

**blocks (block)** - the distance along a city street from where one road crosses it to the next road

**bother** - to make someone angry by interrupting him or her

## C

**corner** - the part where two streets meet

## G

**go past** - going near a place but without stopping there

## H

**hair salon** - a place where you go to get your hair cut

## K

**keep straight** - don't turn

## L

**look up online** - research on the Internet

**lost** - not knowing where you are

## M

**mall** - a large building with a lot of stores, restaurants, and sometimes a movie theater

## N

**near** - at a short distance

**next to** - beside or very near something

## P

**parking lot** - an area or building where people can park their cars

## T

**traffic circle** - a part of a road in the shape of a circle where other roads join

**turn right** - go to the right, don't continue straight

## W

**walk along** - continue moving on the same street, road, etc.

## Y

**you can't miss it!** - it's very easy to see it

# Unit 5

In this unit you will record  
an anecdote.



**Environment:** Recreational and Literary

**Social practice of the language:** Tell short interesting stories.

**Communicative activity:** Literary expression

In this unit you will learn to ...

- ... explore funny personal anecdotes.
- ... analyze the elements used to tell an oral anecdote.
- ... share a personal anecdote.



## Where are you now?

Read the definition of *anecdote* and answer the questions as a class.

- 1 Do you tell anecdotes? When?
- 2 What are they usually about?
- 3 Who do you tell them to?



**anecdote** NOUN [COUNTABLE]  
/'ænək,dɔt/ A personal story  
that you tell people about  
something interesting or funny  
that happened to you.



1 Read the titles for some anecdotes. Which anecdotes are familiar for you?

"The Time I Got Lost"

"A Terrible Vacation"

"An Embarrassing Story"

"My Funny Pet"

"A Disastrous Party"

"An Unforgettable Day at School"

2 Look at the pictures and talk about what you think happened. Say which title would be good for this anecdote.



For your final product Step 1

3 Read the list of situations and choose one for your anecdote. If you don't like any make your own proposal.

- Remember to choose an interesting situation for your audience when you tell your anecdote.
- something or someone got lost
- someone or something fell
- a surprising event
- a funny misunderstanding

My situation: *We got lost on a camping trip*

My situation: \_\_\_\_\_

4  Listen to an anecdote and answer the questions orally in groups.

- 1 Who is telling the anecdote?
- 2 When did it happen?
- 3 Where do you think they are?
- 4 What are the main events that happened?
- 5 Who do you think is listening to the anecdote?

**Go English!** When you tell an anecdote you have to describe who participates in the story, the setting where it takes place, the main events that happened, and the details that made it funny or surprising. These details will help your anecdote be more interesting for your audience.


5  Listen to the anecdote again. Has anything like this ever happened to you or someone you know? Share it with a partner.

Last summer, we went camping to El Chico, in Hidalgo.



Who was with you?

**For your final product** Step 2

6  Once you decide what anecdote to record, complete the information about it in your notebook.

1 When it happened: *Last summer*

2 Where it happened: *El Chico, Hidalgo*

3 Characters: *My cousins and I*

4 What happened: *We got lost!*



## Unit 5 Analyze the elements used to tell an oral anecdote.

### 7 Check (✓) how you identify these elements in an anecdote.

1 I can say what an anecdote is about ...  
Always  Sometimes  Never

2 I identify characters in an anecdote ...  
Always  Sometimes  Never

3 I identify where the anecdote takes place ...  
Always  Sometimes  Never

4 I identify what the main events happened in an anecdote  
Always  Sometimes  Never

**If you checked *Never* you can go back to activities 1, 3 and 4. If you checked *Sometimes* you may need to practice with more anecdotes.**

### 8 Read the anecdote and label its parts with words from the box.



Ending Beginning Climax

1

Last Saturday night, the craziest thing happened. My dad and I went camping. First, we found a great spot, then we put up our tent, next we made a fire and had dinner, and finally we told scary stories before we went to sleep.

2

In the middle of the night we heard a grunting sound. Was it a bear? I woke up my dad. He didn't know what to do. He called the park ranger on his cell phone and we waited in fear. "Grr, grr;" was all we could hear and we didn't know at what moment it was going to attack the tent. About 10 minutes later, the park ranger called to us from outside the tent. We unzipped the opening carefully and slowly we looked out, prepared for anything.

3

There, standing between the campfire and the tent was the park ranger holding a pug dog in his arms and smiling. "This is Peg," he said. "She belongs to the people camping over there. She just wanted to say hello." My dad and I looked at each other and promised not to tell mom about this when we got home.

**Go English!** The climax of an anecdote is the moment in which the solution to the problem starts developing. It is the most exciting part of a story.

**For your final product Step 3**

**9 Use the plot mountain to say each part of your anecdote.**

**2 Climax**  
*We spent the morning building our campsite but we wanted to walk around. We looked for more firewood but we got lost!*

**1 Beginning**  
*Last summer, my cousins and I went camping to El Chico in Hidalgo.*

**3 Ending**  
*We couldn't find our way back to the campsite so we walked for a long while until we walked next to a very familiar tree.*  
*We were walking in circles around our own campsite. It was so funny!*


**10 Find examples of the actions in the anecdote in activity 9 and write them in the table.**

Actions in Simple Past	
<i>First, we put up ...</i>	


**Go English!** Time phrases are used to mark time in a narrative. They help move the story along. Examples of time phrases are: *When I was a child ... , Meanwhile ... , After that ... , After a while ... , Three months ago ... , Yesterday ... , This morning ...*








**For your final product** Step 4

- 11**  **Work in pairs. Tell your anecdote based on the plot mountain in step 3. Make sure you use time phrases to organize the events.**

*Last summer, my cousins and I went camping to El Chico in Hidalgo. First, we spent the morning building our campsite but we wanted to walk around. Next, we looked for more firewood but we got lost! After that, we couldn't find our way back to the campsite so we walked for a long while until we walked next to a very familiar tree. Finally, we realized we were walking in circles around our own campsite. It was so funny!*

- 12**  **Work in pairs. Use the checklist below to give and receive feedback about your anecdote.**

-  It has a beginning.
-  It has a climax.
-  It has an ending.

-  It includes time phrases.
-  The actions are in the correct order.

- 13** **Work in pairs. Look at the pictures and answer the questions.**



1 How do you tell a good story?

\_\_\_\_\_

2 What body language keeps your audience interested?

\_\_\_\_\_

3 Does changing your voice help you tell a story?

\_\_\_\_\_

**14** Read the beginning of the anecdote and think about who is telling the story and how the anecdote will end.



A: One night, a couple of years ago, my parents went to the movies and left my younger brother, Luis, and me at home with our older brother, Ricardo.

B: What happened?

A: Later in the evening, we got bored and we decided to have a competition. We challenged each other to see who could put the most beans up their nose.

B: Oh no, what happened next?

A: Up they went, one, two, three. I pushed another one up there, four. Luis and Ricardo had three black beans in each nostril and I had four. I won the challenge! After a while, our noses started to tingle ...

**15** Listen to the rest of the anecdote and find out what happens. Share with a classmate if you were right and if not, tell him / her what you had guessed.

**16** Listen to the audio in activity 15 again and check (✓) the acoustic characteristics you identify.



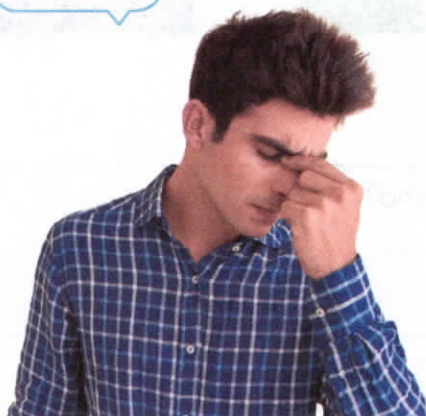
- |                |  |                |  |              |  |
|----------------|--|----------------|--|--------------|--|
| 1 pausing      |  | 4 quickly      |  | 7 whispering |  |
| 2 mumbling     |  | 5 slowly       |  | 8 shouting   |  |
| 3 dramatically |  | 6 monotonously |  |              |  |

**17** Work in pairs. Say the phrases in different ways. Have your classmates identify how you're saying it: whispering, shouting, dramatically, quickly, or slowly.



**1** Ouch!  
Ouch!

**2** The beans  
got stuck.





## Unit 5 Analyze the elements used to tell an oral anecdote.

3 Are you out of your mind?



4 After that, we were grounded for a week.



**Go English!** To tell a story well, vary your voice. Speak slowly for tension, quickly for excitement, loudly for emphasis, softly to be mysterious, and pause for dramatic effects.

### For your final product Step 5

18 Work in pairs. Try saying your anecdote from step 4 using the different features in the list.

#### Body language

- Making eye contact.
- Moving your hands according to the narrative.

#### Voice

- Speaking dramatically, quickly, slowly, etc.
- Pausing, mumbling, whispering, shouting.

**R** Open your Reader to Chapter 5 “Classic Characters Tell Tales”, pages 60 to 70. Read the whole story and with a classmate choose two characters and tell their stories.



Next, we looked for more firewood but we got lost! We couldn't find our way back to our campsite.

- 19** Look at the anecdote below. Identify which phrases help the speaker know how to say it. Is the anecdote better with or without these movements and pauses?

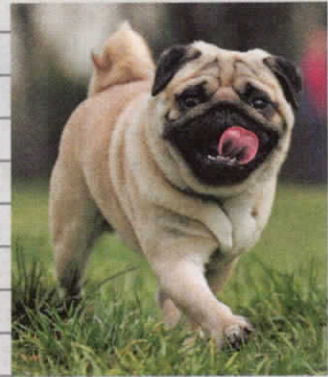
○ Last Saturday night, the craziest thing happened. My dad and I went camping. [moving hands, acting the action] First we found a great spot, then we put up our tent, next we made a fire and had dinner, and finally we told scary stories before we went to sleep.

○ In the middle of the night we heard a grunting sound. [dramatically] Was it a bear? [pausing] I woke up my dad. [slowly] He didn't know what to do. [slowly]

○ He called the park ranger on his cell phone and we waited in fear. [dramatically] "Grr, grr," was all we could hear and we didn't know at what moment it was going to attack the tent. About 10 minutes later, the park ranger called to us


○ from outside the tent. [whispering] We unzipped the opening carefully and slowly we looked out, prepared for anything. [moving hands, acting the action]

○ There, standing between the campfire and the tent was the park ranger [pausing] holding a pug dog in his arms and smiling. "This is Peg," he said. "She belongs to the people camping over there. She just wanted to say hello." My dad and I looked at each other and promised not to tell mom about this when we got home.



### For your final product

### Step 6

- 20**  Make your own notes for your anecdote. Remember to change the tone and speed of your voice too.

*Last summer, my cousins and I went camping to El Chico, in Hidalgo. [excited]*

*We spent the morning building our campsite but we wanted to walk around. It was getting dark. [dramatically] We looked for more firewood but we got lost! [moving hands desperately]*

*We couldn't find our way back to the campsite so we walked for a long while until we walked next to a very familiar tree. [pause]*

*We were walking in circles around our own campsite. [making a circle with hands] It was so funny!*



**21** Work in small groups. Practice saying your anecdotes out loud using the outline from activity 20. Give and receive feedback about what works best for your anecdote.



**Go English!** Getting feedback is a valuable way to improve any skill. Think of ways to tell your classmates what is good about their anecdote. Think of ways to tell them an extra idea or a way to make it better. For example: *This part is funny. I like this part here where it says ..., Maybe you could add ..., It would be funnier if ...*

Go to <http://edutics.mx/5HS> to listen to other anecdotes in English.



**22** Check (✓) the column that best describes what you know now. Add other aspects. Share it with the class.

Criteria	I can do it by myself	I can do it with a little help	I can do it with help	I can't do it	If you need help
Structure an anecdote.					Go back to activity 8.
Include time phrases in an anecdote.					Go back to activity 10.
Use different tones of voice and body language.					Go back to activities 16, 17 and 19.

### For your final product

### Step 7

#### PART 1 Socializing

##### 1 Work in pairs.

- 1 You can use a recording device or write down the anecdotes you hear to record them. Ask your teacher for help.
- 2 Listen to each other's anecdotes and write notes about any changes needed.
- 3 Listen to your friend's feedback and make any required changes.
- 4 Record the final version of your anecdote again.

#### Aspects to Improve

#### PART 2 Make it yours

Social Practice: Tell short interesting stories.

##### 1 What other types of stories can you tell using what you learned in this unit?

---

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##### 2 Are you a better storyteller in English now than before? Why?

---

---

##### 3 What did you learn to keep an audience interested?

---

---

#### PART 3 Now you can ...

- Go back to page 54 and check (✓) the things you learned in this unit. Talk about them as a class.



Complete the following activities to review and check your progress in this unit.

## 1 Write the parts of an anecdote.

---

---

---

## 2 Check the time phrases for the past.

- 1 One night,
- 2 When I was a baby,
- 3 A couple of years ago,
- 4 Next,
- 5 Later,
- 6 First,



- 7 After a while,
- 8 Two years ago,
- 9 Last Christmas,
- 10 Yesterday,
- 11 This morning,



## 3 Read the text and find the four incorrect verbs. Correct them.

The most embarrassing thing happened to me the other day. I am late for school. My mom is telling me to get ready for half an hour. I got dressed quickly, had breakfast, brushed my teeth, and left the house. In the middle of the morning, I was in the school yard when I realized the problem. I am wearing different colored shoes! They is not a pair! That was when I found out how great my two best friends are. Juan and Pablo swapped a shoe each, so that we all had mismatched pairs. We told everyone it was cool.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

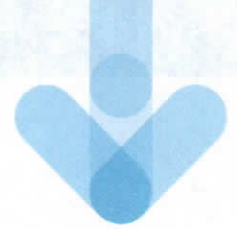
## 4 Write three acoustic characteristics to make your anecdote interesting.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

# Glossary



Use this glossary to find words from the unit. Words are in alphabetical order and you can see what their simple form looks like in the parentheses.



## C

**campfire** - a fire built outside by people who are camping

## D

**dramatically** - in a sudden and surprising way that is easy to notice

## F

**fear** - the feeling that you have when you are scared

## G

**got stuck (get stuck)** - not able to move forward

**grunting (grunt)** - to make a short low sound

## L

**looked out (look out)** - to look carefully at people or things around you

## M

**monotonously** - in a monotonous way

**mumbling (mumble)** - to say something

## N

**nostril** - one of the two holes at the end of your nose

## O

**out of your mind** - to be / become crazy or confused

## P

**park ranger** - someone whose job is to take care of a forest, national park, or state park

**pausing (pause)** - to stop moving or stop what you are doing for a short time before starting again

**pug** - a small dog with short light brown hair, a wide dark face, and a short flat nose

## S

**scary** - something that makes you feel frightened

**shouting (shout)** - to say something in a loud voice

**slowly** - moving at a slow speed, or doing something at a slow speed

**spot** - the particular place where someone or something is

## T

**tent** - a shelter made of cloth and supported with poles and ropes

**tingle** - if a part of your body tingles, it stings slightly, for example because it is very cold or very hot

## U

**unzipped (unzip)** - to open a piece of clothing or a bag by pulling a zipper

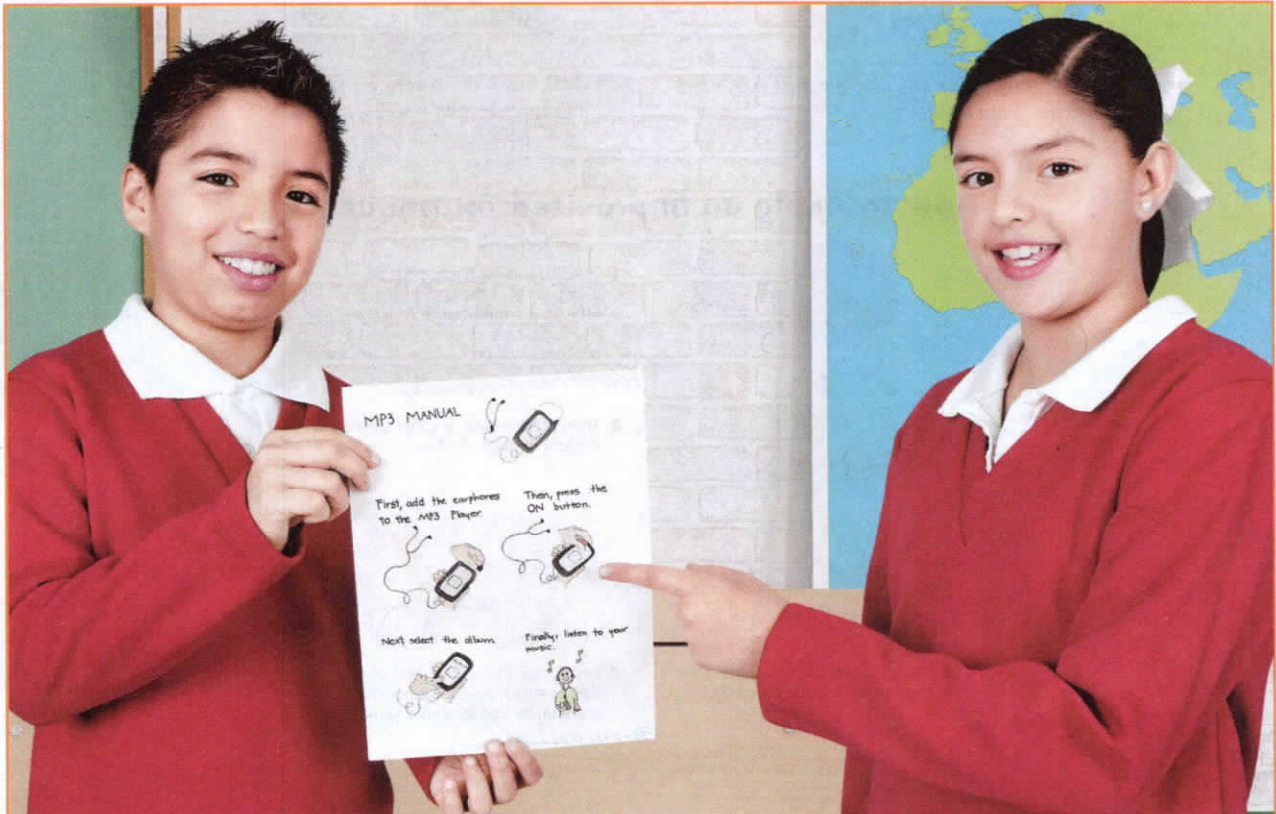
## W

**whispering (whisper)** - to say something very quietly so that other people cannot hear you



# Unit 6

In this unit you will design an illustrated guide to solve a problem.



**Environment:** Academic and Educational

**Social practice of the language:** Follow information in an illustrated guide to solve a problem.

**Communicative activity:** Interpret and follow instructions

In this unit you will learn to ...

- ... explore brief illustrated guides.
- ... interpret information to follow steps.
- ... write instructions.



## Where are you now?

Work as a class. Brainstorm times when you need to follow an illustrated guide to solve a problem. Do you think they are helpful? Why?

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---

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1 Look at the documents carefully and answer the questions.

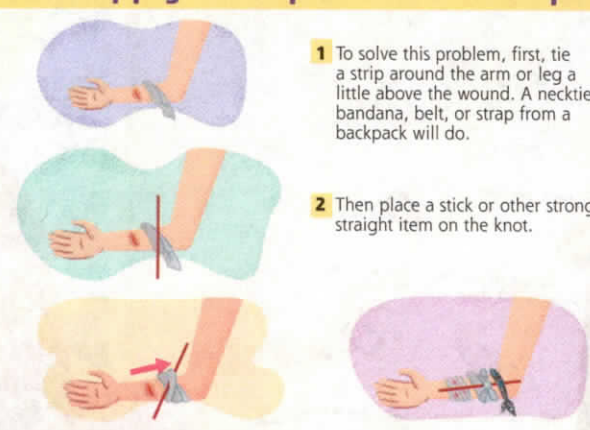
Boring and eager to go out for chips?  
**A Healthy Snack vs. Salted Chips**



• To solve this problem, first, wash and dry a potato.

• Then, brush the potato with olive oil and sprinkle it with salt.

**How to Apply an Improvised Tourniquet**



- 1 To solve this problem, first, tie a strip around the arm or leg a little above the wound. A necktie, bandana, belt, or strap from a backpack will do.
- 2 Then place a stick or other strong straight item on the knot.
- 3 Next, tighten the tourniquet just enough to stop the bleeding.
- 4 Finally, secure the free end of the stick with another piece of material to stop it from unwinding.

- 1 What do these documents have in common? \_\_\_\_\_
- 2 What do you think they are for? \_\_\_\_\_
- 3 Do you think this kind of documents could help you solve a problem? Why? \_\_\_\_\_
- 4 Have you or someone in your family used one of these documents to solve a problem in the past? Explain. \_\_\_\_\_

► **Go English!** An illustrated guide has these elements: title, illustrations, brief explanations, sequenced steps, and visual supports, like arrows, symbols, numbers, or letters. Most illustration guides are designed to help you solve a problem in minutes.

**R** Open your Reader to Chapter 6, "How to Do It" pages 74 to 84. Read the whole text and talk with a classmate about how many problems the guides in the text help solve. Have you used an illustrated guide to solve anything?



2 Read the illustrated guide and answer the questions in pairs. Then compare your answers with another pair.

**Title** Boring and eager to go out for chips?  
**A Healthy Snack vs. Salted Chips**

**Illustration**

**Steps**

**Arrows**

**Explanation**

- To solve this problem, first, wash and dry a potato.
- Then, brush the potato with olive oil and sprinkle it with salt.
- Next, with the help of an adult, bake the potato for about an hour in a pre-heated oven at 174 °C.
- Finally, ask a grown-up to cut your potato open and top with butter, cream, green onions, and parsley for an extra special taste.

- 1 What's the title? \_\_\_\_\_
- 2 Are the steps numbered? \_\_\_\_\_
- 3 Which elements help you identify the steps?  
\_\_\_\_\_
- 4 How many arrows are there? \_\_\_\_\_
- 5 What are arrows used for? \_\_\_\_\_
- 6 Could you follow the guide without pictures? Why?  
\_\_\_\_\_

**Go English!** Look at the verbs at the beginning of the instructions. They are in the imperative form. Example: *Pre-heat the oven.* Underline them all in the text. Do you use this type of verb to give instructions in your own language?

3 Work in pairs. Discuss how an illustrated guide can help you solve a problem.

**For your final product** Step 1

4 Work in groups. Brainstorm problems that an illustrated guide can help to solve, talk about them, choose one, and write it down.

\_\_\_\_\_

\_\_\_\_\_

How to fix the shower faucet.


How to stop bullying.

**5** Look at the illustrated guides in activities 1 and 2 and list all the elements your guide to solve a problem will have in your notebook. If necessary, see other illustrated guides.

**6**  Underline the option that describes your progress.

- 1 I can identify what an illustrated guide is.  
a) Easily.    b) I need some help.    c) With difficulty.    d) I can't.
- 2 I can identify the elements of an illustrated guide.  
a) Easily.    b) I need some help.    c) With difficulty.    d) I can't.
- 3 I understand that an illustrated guide can help solve some problems.  
a) Easily.    b) I need some help.    c) With difficulty.    d) I can't.

**If you need help to identify an illustrated guide or its elements, go back to activities 1, 2, and 5. If you didn't understand the kind of problems an illustrated guide can help you solve, go back to activities 3 and 4.**

**7**  <sup>13</sup> Read and listen to the first aid class carefully, addressed to solve a life-threatening situation. Pay attention to the steps mentioned to apply a tourniquet.



**Woman:** Welcome to our first aid class. Today we're going to look at what to do when somebody is bleeding very badly. Obviously in any life-threatening situation, the first thing to do is to try to get professional help, but sometimes that is not possible. So, try to stop the bleeding by applying pressure to the wound. If that doesn't work, you need to apply a tourniquet.

First, get a long piece of material, like a necktie, a leather belt, or a strap from a back pack and put it around the arm or leg, just above the wound.

Second, find a stick or some other long straight thing, like for example, a pen, a pair of scissors, or a metal ruler and place it on the knot.

Next, tighten the tourniquet until the bleeding stops.

Then, tie the free end of the stick or pen in place with another piece of material.

Finally, try to keep the patient warm and give them some water or juice to drink. Call the doctor.

**Reflect.** Have you ever thought about the importance of knowing how to interpret and synthesize information to create an illustrated guide?



- 8 Work in pairs. Look at the illustrated guide developed with information from the first aid class in activity 7. Then answer the questions and discuss them with your partner.


## How to Apply an Improvised Tourniquet

- \_\_\_\_\_ tie a strip around the arm or leg a little above the wound. A necktie, bandana, belt, or strap from a backpack will do.
- \_\_\_\_\_ place a stick or other strong straight item on the knot.
- \_\_\_\_\_ tighten the tourniquet just enough to stop the bleeding.
- \_\_\_\_\_ secure the free end of the stick with another piece of material to stop it from unwinding.

- 1 What are the main differences between the information given in the class and the one included in the illustrated guide?
- 2 Why do you think that not all the steps mentioned in the class are part of the illustrated guide?
- 3 Does the illustrated guide help to solve the problem of somebody bleeding badly? Justify your answer.

**Go English!** An illustrated guide uses sequence connectors (*first, second, third, then, next, after that, finally, etc.*) to clearly state the order of steps needed to solve a problem or do something.


- 9 Read again the first aid class in activity 7, page 70, and write the missing words that complete the illustrated guide in activity 8. Compare your answers with another pair.

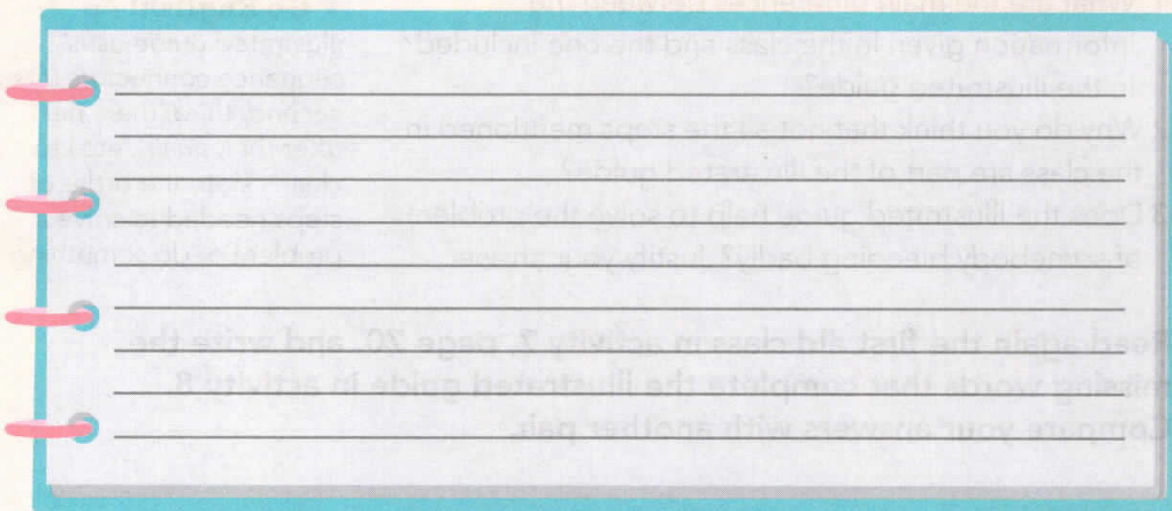
**10**  Circle the options that best describe your performance.

Information for an illustrated guide	Always	Sometimes	Never
Identify the information for an illustrated guide.	I can always identify the information for an illustrated guide.	I can sometimes identify the information for an illustrated guide.	I can never identify the information for an illustrated guide.
Understand the information to follow steps.	I can always understand the information to follow steps.	I can sometimes understand the information to follow steps.	I can never understand the information to follow steps.
Identify sequence words in an illustrated guide.	I can always identify sequence words in an illustrated guide.	I can sometimes identify sequence words in an illustrated guide.	I can never identify sequence words in an illustrated guide.

If you need help to identify or to understand the information and the steps in an illustrated guide, go back to activities 8 and 9.

**For your final product**      **Step 2**

- 11** Work in groups. Take out the problem you chose for your illustrated guide in step 1, activity 4 and decide the number of steps you need.
- 12**  Look up information about the problem you chose and take notes. Then choose the useful information for your illustrated guide.






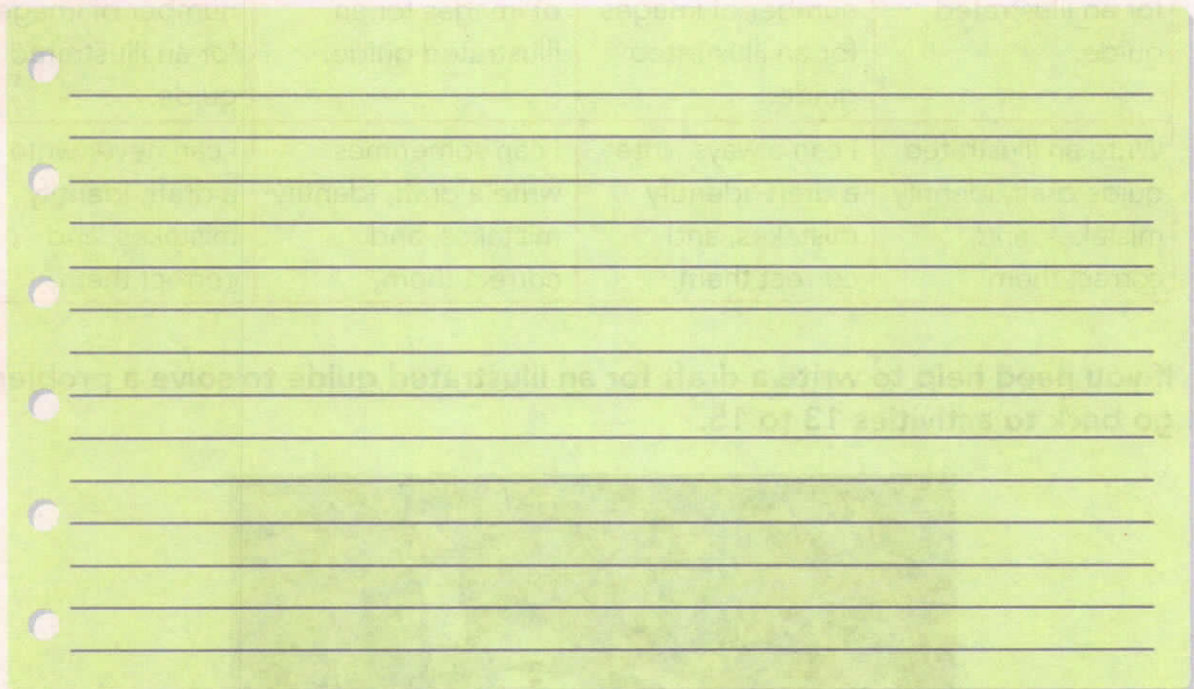
**13**  **Work in pairs. Read the checklist and use it to write the steps for an illustrated guide using your notes in activity 12 in your notebook. Do not include illustrations. Compare your work with another pair.**

### Checklist

- |   |   |
|---|---|
| <input type="checkbox"/> Include a title.   | <input type="checkbox"/> Use sequencing words.                      |
| <input type="checkbox"/> Decide the number of steps you will include.                                     | <input type="checkbox"/> Make sure you use the correct verb tenses. |
| <input type="checkbox"/> Decide the sequence of the steps.  | <input type="checkbox"/> Make sure the steps work.                  |
| <input type="checkbox"/> Decide how you will present your guide texts (with bullet points, numbers, etc.) | <input type="checkbox"/> Decide on the illustrations.               |

### For your final product Step 3

**14**  **Work in groups. Take out the list you did in activity 5 and use the checklist in activity 13 to write a draft of your illustrated guide making sure you include everything, except for the pictures.**



**15** **Work in groups. Search for cutouts, drawings, photos, diagrams, or any other graphic material for your illustrated guide to solve a problem and update the version of your draft in your notebook.**

- 16** Give your draft to another group and have them mark any corrections and correct what is necessary. Write the final version of your illustrated guide to solve a problem in your notebook.

**Go English!** Remember that comparing your final drafts with others helps you realize if you missed anything.

**R** Open your Reader to Chapter 6, "How to Do It" pages 74 to 84. Talk with a classmate about how the pictures help convey the instructions.


- 17** Circle the options that best describe your performance.

Instructions for an illustrated guide	Always	Sometimes	Never
Determine the style and the number of images for an illustrated guide.	I can always determine the style and the number of images for an illustrated guide.	I can sometimes determine the style and the number of images for an illustrated guide.	I can never determine the style and the number of images for an illustrated guide.
Write an illustrated guide draft, identify mistakes, and correct them.	I can always write a draft, identify mistakes, and correct them.	I can sometimes write a draft, identify mistakes, and correct them.	I can never write a draft, identify mistakes, and correct them.

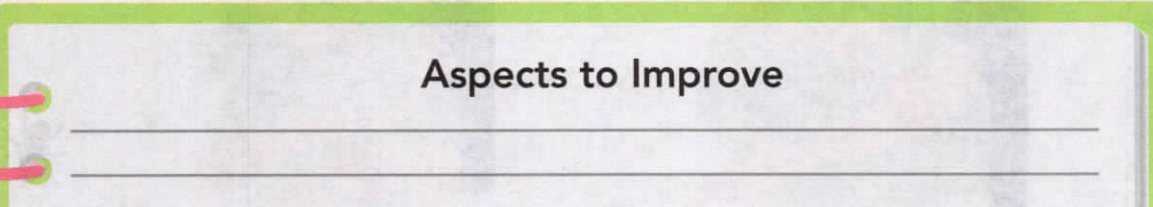
If you need help to write a draft for an illustrated guide to solve a problem, go back to activities 13 to 15.





**For your final product****Step 4****PART 1 Socializing****1**  **Work as a class.**

- 1 Display your finished work on a wall in the classroom.
- 2 Take turns explaining what is the problem your illustrated guide helps to solve.
- 3 Walk around and read all the illustrated guides. Then, as a class, decide who could use your guide and give it to that audience.
- 4 Have a class session and decide what aspects need improving.

**Aspects to Improve**

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**PART 2 Make it yours**

Social Practice: Follow information in an illustrated guide to solve a problem.

**1** **Why is it important to know how to follow information to solve a problem?**

---

---

**2** **Which other problems (besides the ones you reviewed in this unit) do you think you could solve by following information?**

---

---

**3** **Which steps would you follow to make an illustrated guide to solve that problem?**

---

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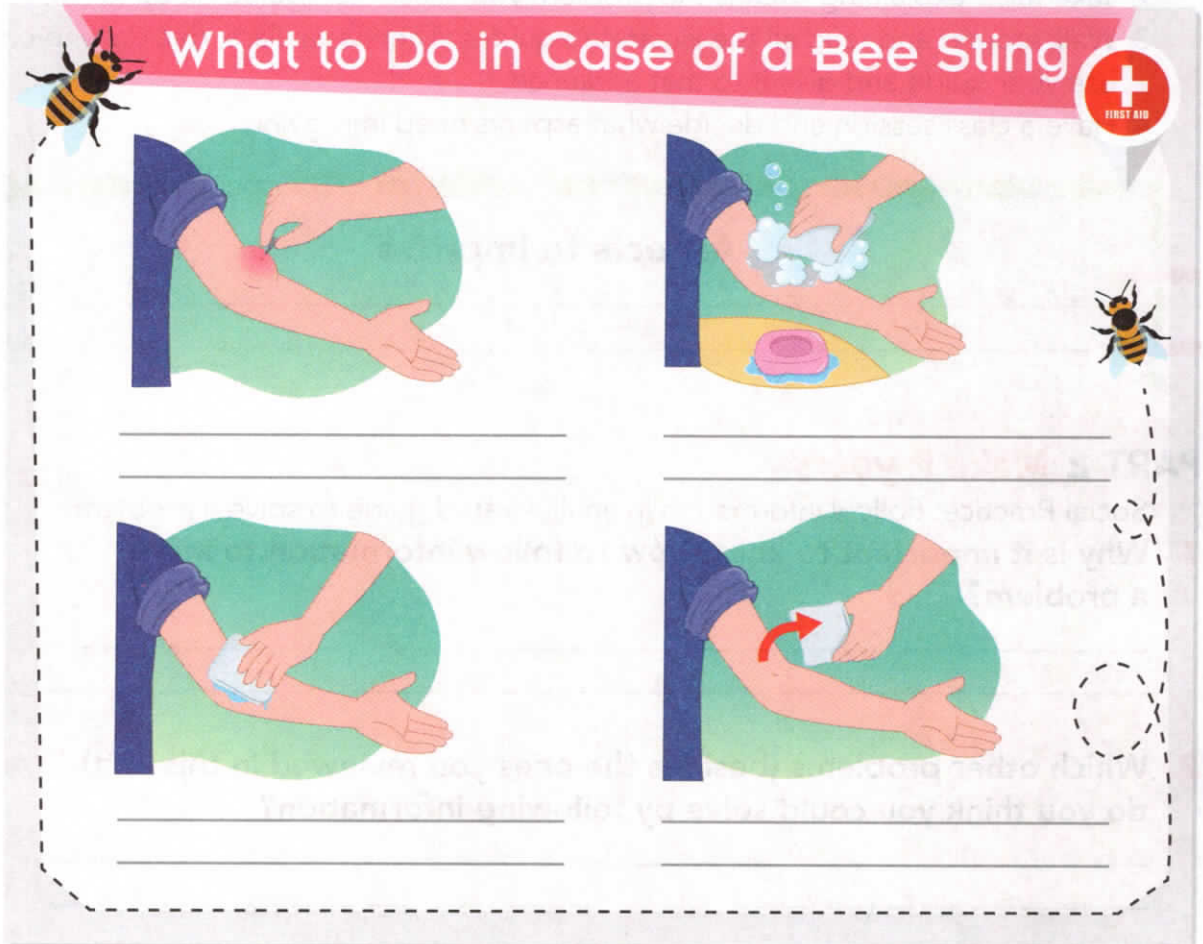
**PART 3 Now you can ...**

Go back to page 67 and check (✓) the things you learned in this unit. Talk about them as a class.

Complete the following activities to review and check your progress in this unit.

- 1 Work in pairs. Look at the title and pictures of an illustrated guide and complete the steps using all the characteristics of illustrated guides you learned in this unit.

## What to Do in Case of a Bee Sting



The illustrated guide is enclosed in a dashed-line border. It features a pink header with the title 'What to Do in Case of a Bee Sting' and a red circular 'FIRST AID' icon with a white cross. The guide is divided into four quadrants, each with an illustration and two horizontal lines for notes. The top-left illustration shows a hand using tweezers to remove a stinger from a person's arm. The top-right illustration shows hands being washed with soap and water. The bottom-left illustration shows a hand applying a cold compress to the sting. The bottom-right illustration shows a hand applying a bandage to the sting. A bee is shown flying in the top-left corner, and another bee is shown flying in the top-right corner. A dashed line with a circular end is on the right side of the guide.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 2 Share your guide with another pair and take turns giving and receiving feedback.

- 3 Discuss with the other pair what you need to do to improve and write it down.

\_\_\_\_\_

\_\_\_\_\_

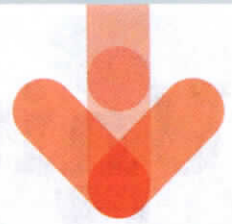
- 4 Share as a class.



# Glossary



Use this glossary to find words from the unit. Words are in alphabetical order and you can see what their simple form looks like in the parentheses.



## A

**arrows (arrow)** - a sign used for showing people which direction to go

## B

**bake** - to make bread, cakes, etc. using an oven

**bandana** - a piece of colored cloth worn around your head or neck

## F

**faucet** - a metal piece that you turn to control the flow of water in the shower

**first aid** - basic medical treatment given as soon as someone is injured or becomes sick

## G

**green onions (green onion)** - a type of onion with a small head and a long thin green stem

## K

**knot** - a point where string, rope, or cloth is tied together and pulled tight

## L

**life-threatening** - likely to cause someone to die

## N

**necktie** - a tie worn round your neck

## O

**oven** - equipment in a kitchen to cook

## S

**shower** - a piece that produces a flow of water that you stand under to wash your body

**sprinkle** - to shake small amounts of a substance (like salt or sugar) over something

**strap** - a narrow piece of cloth attached to something that you use for carrying it

## T

**taste** - flavor

**tie** - to join two things using something such as rope

**tighten** - to pull something until it fits tightly around something

**top** - to cover something with a layer of something else

## U

**unwinding (unwind)** - to become straighter or loose

## W

**wound** - an injury in which your skin is damaged

# Unit 7

In this unit you will design a growth timeline.



**Environment:** Family and Community

**Social practice of the language:** Describe and compare appearance and abilities of people of different ages.

**Communicative activity:** Exchange information about oneself and others

In this unit you will learn to ...

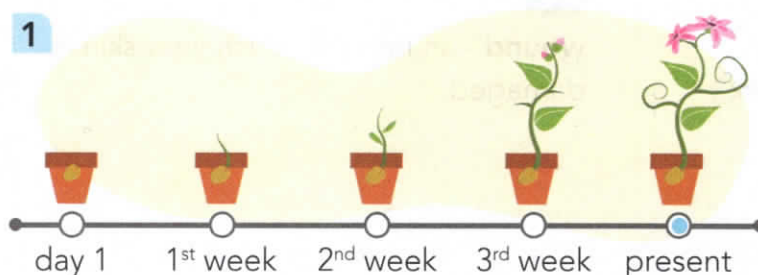
- ... explore and listen to descriptions of the physical appearance of people you know.
- ... understand descriptions.
- ... describe one's own physical appearance.



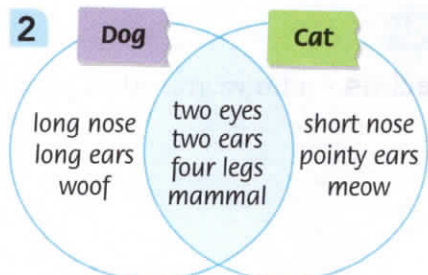
## Where are you now?

Look at the diagrams and read them. Circle the one that is a growth timeline.


1



2





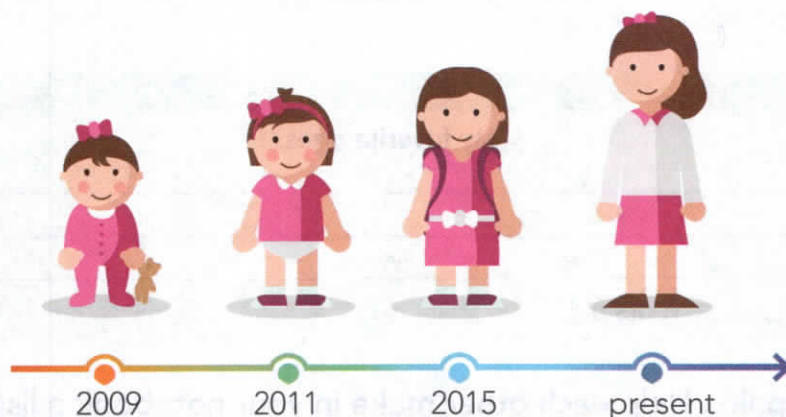
- 1  Listen to the descriptions of Isabella at different stages in her life. Talk about the things you have in common with Isabella with a partner.



- 2 Look at the timeline and description. Then talk with a partner about the elements the timeline uses to show progress in time.



### Isabella's Growth Timeline



2009: I was a cute baby. I was chubby and I didn't have much hair.

2011: I was a healthy toddler. I weighed 15 kg. I could walk and talk.

2015: I was an active child. I had long legs and strong arms. I could play baseball well.

Present: Now I'm 11. I'm a sporty kid. I can run fast and hit home runs.

- 3 Read Isabella's descriptions of herself. Circle the describing words.



I was a very cute baby! At 6 months old, I could crawl but I couldn't walk and I couldn't talk. I was chubby and I didn't have much hair then.

I was an active child. At seven, I could play baseball well. I had long legs and strong arms.

**Unit 7** Explore and listen to descriptions of the physical appearance of people you know.

Later, I became a toddler. When I was one year old, I could walk and talk, but I couldn't dress myself. I weighed 15 kg and I was 90 cm tall. I was funny!

Now, I'm eleven and I'm a sporty kid. I still play baseball. I'm 1.38 m tall. I have brown hair, brown eyes, and fair skin. I can run fast and I can hit home runs. I'm the star pitcher!

**Go English!** In English, describing words come before the things they are describing, for example, *cute baby*, *long legs*. To describe yourself or someone else, you can also use *to be* and *to have*. E.g. I am *short*. I have *short arms*. He is *twelve*. He has *blond hair* and *green eyes*.


**For your final product Step 1**

- 4 Think of three ages of your life that you liked a lot to include in a timeline of yourself up to the present time.

*When I was three years old.*

**My favorite ages:**

Now I am \_\_\_\_\_ years old.

- 5  Work in pairs. Help each other make in your notebook a list of characteristics that describe yourself at each age, including the present time. As a guide, review the descriptions in activity 2 and the examples below.

- *Eye and hair color: black / brown / blond eyes, black / brown / blond hair*
- *Height: I was 96 cm tall when I was 3. Now I am 1.45 m tall*  
*Hair length: long / short hair*
- *Skin color: fair / olive / white / dark / light skin*

It is fun to find new words online. Try looking for words that describe you at <http://edutics.mx/5H5>





**6** Read the sticky notes and underline sentences that express the abilities each person has or doesn't have. Then talk with a partner about people you know that also have these abilities (including you).



**Adult**

Julia's 25. She's tall. She has long brown hair. She works. She can drive a car. She can cook. She can feed her own dog.



**Toddler**

Alan can't walk well. He has blond hair and green eyes. He can color and he can draw. He is chubby and short.



**Child**

Juana is starting school today. She can't write a story but she can write her name. She is slim and she has a nice smile.



**Baby**

Luis can't talk. He can cry. He can see his mom's face. He's 55 centimeters long. He can't stand up. He has dark hair.



**Pre-teen**

Pablo is 12. He's tall and he has short brown hair and brown eyes. He has olive skin. He can swim very well. He wins competitions.

**Go English!** We use *can* and *can't* to talk about our abilities. *Can* and *can't* are followed by the simple form of the verb. When you are talking about previous stages in your life, use the past tense, *could* and *couldn't*.

7 Read the table about one of the people in activity 6. Then complete one about yourself.

Juana	
Abilities	Appearance
She can write her name.	She is slim.
She can't write a story.	She has a nice smile.

Me	
Abilities	Appearance
I can _____	I am _____
I can't _____	I have _____

8 Work in pairs. Exchange the information in your tables and other things you can or can't do.



9 Think of yourself at age six. Take notes on what you looked like and what you could do. Talk about it with a partner.



Age: \_\_\_\_\_  
 Height: \_\_\_\_\_  
 Weight: \_\_\_\_\_

**Appearance**

I was \_\_\_\_\_  
 I was not \_\_\_\_\_  
 I had \_\_\_\_\_  
 I didn't have \_\_\_\_\_



**Abilities**

I could \_\_\_\_\_  
 I couldn't \_\_\_\_\_





**For your final product** Step 2

- 10  Take notes in your notebook for each age you chose in step 1. Include the ideas you gathered in step 1.
- 11  Work with your partner from activities 8 and 9 to complete your scores about descriptions. If you want to improve your score, do again activities 7, 8, and 9 with a partner that wants to practice more.

**Score:** 1= Correctly and clearly    2= With some mistakes    3 = With many problems

Abilities	I think	My partner thinks
I understand descriptions of people.		
I express what I (or others) can or can't do in the present.		
I express what I (or others) could or couldn't do in different past ages.		

- 12 **Bring photos or make drawings of yourself at different life stages. Work in small groups and show the pictures to your classmates. Talk about them.**



- 13 **Choose one of the pictures you brought and, in small groups, describe your appearance and abilities at the age you were in that picture.**

I had short hair and was very small.

That's true.



**R** Open your Reader to Chapter 7 "What Do You Look Like?," pages 88 to 98. After reading the text, choose one of the characters and, with a classmate, decide which description was the most complete. Mention physical appearance and abilities.

**14** Answer the questions with your partner's opinion from activity 13.

- 1 Did you describe your physical appearance from this or other age with some precision?  
\_\_\_\_\_
- 2 Did you mention other characteristics and abilities?  
\_\_\_\_\_

**For your final product Step 3**

**15** Use the information from step 2 to help you create a timeline with the ages you decided in step 1. You can use the timeline on page 79 as a model.

**16** Draw or look for pictures of yourself at each of the ages you decided in step 1 and add them to your timeline.

There are several sites online where you can download timeline formats to make yours. Just type *timeline* in your favorite search engine and have fun! Try visiting <http://edutics.mx/5XP>

**17** Listen to Paco presenting his timeline. Check (✓) on page 85 the things he does.



Paco's Growth Timeline





## Unit 7 Describe one's own physical appearance.

- 1 Speaks clearly and varies his voice.
- 2 Uses graphic resources.
- 3 Makes appropriate pauses.
- 4 Gets mad with the audience.



**Go English!** When you are giving a presentation, it's helpful to make eye contact. Making eye contact makes your audience be more interested in what you are saying and it makes them feel more involved.

- 18**  **As a class, talk about how to give a good presentation and how to be a good audience. Write your conclusions in your notebook.**


A good speaker talks clearly and makes pauses to help people understand the presentation.



Yes! And a good audience remains quiet and pays attention to the speaker.

### For your final product Step 4

- 19** Practice presenting your timeline to your partner. Try to apply the points you learned in activities 17 and 18.
- 20** As you listen to your partner, tell them what you think they can improve.
- 21** As a class, decide who will be the audience to present your timelines.

- 22**  Remember your partner's recommendations from activity 20. Then underline the things you need to do in your presentation.

- 1 I have to speak *clearly and make pauses / as fast as possible*.
- 2 I have to *make eye contact / look at the floor*.
- 3 I have to *scream / speak at normal volume*.
- 4 I have to *point at / hide my pictures* to explain my timeline.

If you are not sure what you need to do, review activity 17.

For your final product

Step 5

### PART 1 Socializing

#### 1 Work in pairs.

- 1 Present your timeline to the audience you decided in step 4.
- 2 Decide where you will display your growth timeline.
- 3 Think about what you would improve next time you make a timeline.

#### Aspects to Improve

### PART 2 Make it yours

Social Practice: Describe and compare appearance and abilities of people of different ages.

#### 1 Who do you think you would want or need to describe and compare his or her abilities at different ages?

---

---

---

#### 2 How would you gather the necessary information to do so?

---

---

---

#### 3 How would you share that information? Why?

---

---

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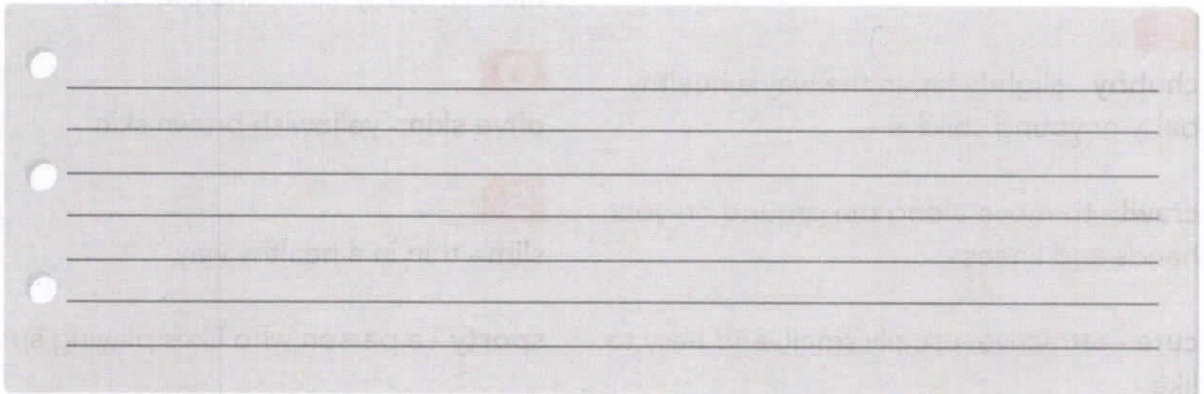
### PART 3 Now you can ...

Go back to page 78 and check (✓) the things you learned in this unit. Talk about them as a class.



Complete the following activities to review and check your progress in this unit.

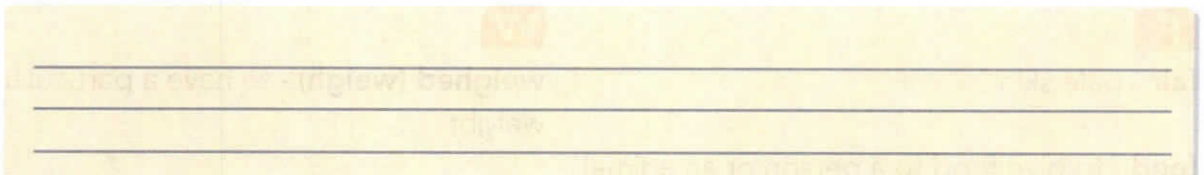
- 1** Make a list of elements that you can include in a timeline. Don't forget to mention the elements you used in your growth timeline.



- 2** Write three describing words to describe yourself today.

---

- 3** Write the description of the appearance and abilities of your best friend.



- 4** Check (✓) what is helpful when you give a presentation. Add one more you used when presenting your timeline.

- Never look at the audience.
- Make pauses.
- Speak as clearly as possible.
- Don't use graphic resources.
- Be polite to the audience.
- Other: \_\_\_\_\_

# Glossary



Use this glossary to find words from the unit. Words are in alphabetical order and you can see what their simple form looks like in the parentheses.



## B

**bald** - with little or no hair on your head

**blond** - pale yellow hair

## C

**chubby** - slightly fat, in the way a healthy baby or young child is

**crawl** - to move along the ground on your hands and knees

**cute** - attractive, usually small, and easy to like

## D

**dress myself (dress yourself)** - to put on clothes

**drive** - to control a vehicle so that it moves

## F

**fair** - pale skin

**feed** - to give food to a person or an animal

## G

**growth** - an increase in the size and development of a living thing

## H

**healthy** - physically strong and not sick

**height** - how tall someone or something is

**home runs (home run)** - a point in baseball that is scored when a player hits the ball then runs around all the four bases

## M

**mad** - angry

## N

**nice** - friendly, kind, and pleasant

## O

**olive skin** - yellowish brown skin

## S

**slim** - thin in a healthy way

**sporty** - a person who likes playing sports

**stages (stage)** - a particular point in time during a process or set of events

## T

**toddler** - a very young child who is learning how to walk

## W

**weighed (weigh)** - to have a particular weight



# Unit 8

In this unit you will design  
a comparative chart.



**Environment:** Recreational and Literary

**Social practice of the language:** Read a travelogue to discover natural aspects and cultural expressions.

**Communicative activity:** Understanding oneself and others

In this unit you will learn to ...

- ... explore travelogues.
- ... do a guided reading.
- ... identify and express similar and different natural and cultural aspects between Mexico and other countries.
- ... write sentences with descriptions and comparisons.



## Where are you now?

Look at the pictures and give reasons to recommend these places to a traveler.



Write a list of sources where you can find information about the places in your notebook.

- 1 In groups, mention places in Mexico that you know and places you would like to know. Explain your answers.

I went to Chiapas last year.

I would like to visit Sumidero Canyon

- 2 Look at the pictures and title of the travelogue. Talk about what kind of information you think it will have. Read to check if you were right.

← → ↻ www.traveloguesbychildren.org ★ ☰

## A Visit to the Sumidero Canyon By Javier Delgado

April 23<sup>rd</sup>

Today, My family and I took a boat ride along the Sumidero Canyon in Chiapas. It was easy to get a motorboat at Chiapa de Corzo, a municipality in the Mexican state of Chiapas. The guide told us the canyon was formed millions of years ago by the Grijalva River.

It's hot at this time of the year so I suggest you take a sun hat and put on sunscreen. It's a two-and-a-half-hour trip, so take some water too.

There were crocodiles sunning themselves on the sides of the river. Further on, we also saw a lot of white birds and then, we saw a spider monkey in the trees. I was so excited, I stood up to take photos and nearly fell off the boat!




The best part of the trip was the stunning views of the canyon. The cliffs rise up to a thousand meters above the river! And there is a lot of interesting rock formations, like the Christmas Tree. We arrived back in Chiapa de Corzo hot, but happy! What an experience! I really recommend visiting!

- 3 Work in pairs and answer the following questions.

- 1 Was the text easy to understand or not?
- 2 Could you guess the meaning of unknown words? How?

▶ **Go English!** There are several strategies you can use when you don't understand words in a text before using a dictionary. You can use context to guess it, you can check if it's a cognate (word similar to a word in your own language). Go back to previous units to remember other strategies you have used.



**4 Read the travelogue in activity 2 again and answer the questions with a partner. Check your answers with another pair.**

- 1 Who wrote the travelogue? \_\_\_\_\_
- 2 Why do you think he wrote it? \_\_\_\_\_
- 3 Who do you think will read it? \_\_\_\_\_
- 4 What advice does he give? \_\_\_\_\_
- 5 What did he see on the trip? \_\_\_\_\_
- 6 What did he like best? \_\_\_\_\_
- 7 Do you want to visit the place after reading his description? \_\_\_\_\_

**5 Work in groups. Read each statement and say if you agree with them or not. Explain your answers to the members of your group. Share your answers as a class.**

- 1 A travelogue is a piece of writing about travel.
- 2 The events are described in the order they happened.
- 3 The guide wrote this travelogue.
- 4 The writer describes the place he visited.
- 5 The writer wants his readers to stay away from the canyon.
- 6 The writer describes his own feelings about the place.

**6 Think of a place you visited that you really liked. Share with a classmate what parts of your trip could go in a travelogue. Explain why.**

I recommend visiting Sumidero Canyon because it has stunning views.

**For your final product Step 1**

**7 Work in pairs. To prepare for your comparative chart, talk about places in Mexico and in other countries that you would like to read about.**

I want to read about Guanajuato.  
I love that city!

I'd like to read about  
a place in Canada.

What about  
Ottawa?

**8 Choose one place in Mexico and one place in another country to read about.**

*Mexico: Guanajuato City / Canada: Ottawa*

9 Find travelogues similar to the one in activity 2 about the places you chose.

**Go English!** You can use the strategies that you learned in unit 2, page 20 to research.

There are travelogues written in English, for example: <http://www.edutics.mx/5HG>. Try looking for travelogues written by children.

10 Skim the travelogue and underline the main activities described. Then read again to check your answers.



p.101

# Veracruz Carnival

By Gloria Fernández

February 27<sup>th</sup>



We came to Veracruz to experience carnival. The carnival in Veracruz is the most important in Mexico and the second in Latin America. Every year at this time, the city is alive with parades, floats, costumes, music, and dancing! After a very late breakfast, we arrived at the Zócalo around noon. The bands were already there playing salsa and hundreds of visitors were dancing. We joined in and forgot any worries we had!



After that, we were hungry! We stopped at a restaurant selling delicious seafood and ate some tacos. Then, we walked down to the Malecón to watch the big parade! It was fantastic. It passed by slowly; a river of celebration! Everyone was wearing beautiful, colorful costumes, and there was music and dancing everywhere: salsa, cumbia, reggae, and marimba!

In the evening, we watched the spectacular firework display and ate fresh, local seafood. The Veracruz carnival is an experience I will never forget. We finally returned to the hotel exhausted, but very happy!





**11** Go back to the texts in activities 2 and 10 and read again to answer the questions in your notebook.

- 1 What activities are mentioned in the texts?
- 2 Which activities are related to natural aspects?
- 3 Which activities are related to cultural aspects?
- 4 What is similar between the Sumidero Canyon and Veracruz?
- 5 What is different between the Sumidero Canyon and Veracruz?

**Go English!** *Nature* refers to the physical aspects: plants, animals, the landscape (rivers, mountains, etc.). In contrast, *culture* refers to what human beings have created: customs, beliefs, art, traditions, etc.

**For your final product** Step 2

**12** Work in pairs. Take out the travelogues you found in step 1. Read the texts and find natural and cultural aspects for the two places you selected.

Place 1: Guanajuato

Nature
<u>Swimming in a cenote</u>
_____
_____

Culture
<u>Visiting the Regional Museum</u>
_____
_____

Place 2: \_\_\_\_\_

Nature
_____
_____
_____

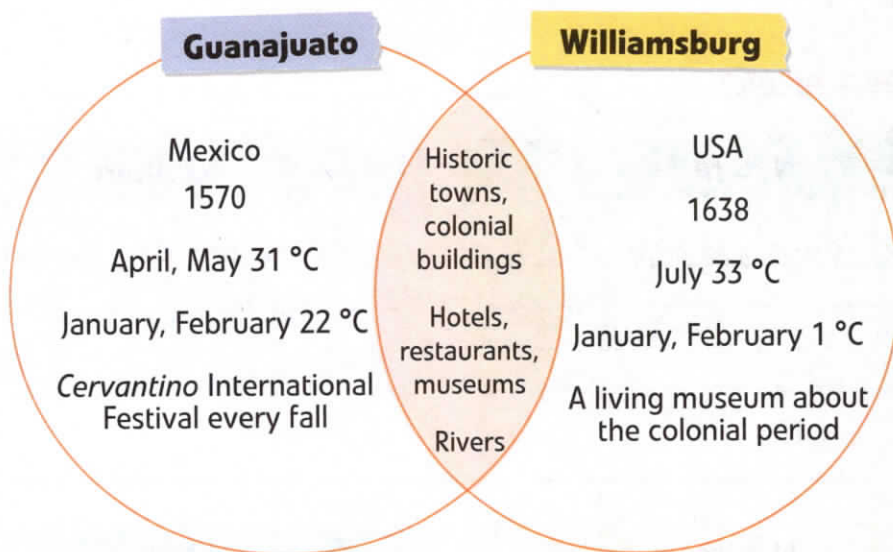
Culture
_____
_____
_____

**13** Work in small groups. Complete the sentences to check your progress.

- 1 I can mention some cultural aspects of different places, for example ...
- 2 I can mention some natural aspects of different places, for example ...

**14** Look at the comparative table and the Venn diagram about a city in Mexico and one in the US. Then work in small groups and answer the questions.

	Guanajuato	Williamsburg
<b>Country</b>	Mexico	USA
<b>Founded</b>	1570	1638
<b>History</b>	Historic town, colonial buildings	Historic town, colonial buildings
<b>Infrastructure</b>	Hotels, restaurants, museums	Hotels, restaurants, museums
<b>Nature</b>	Lerma and Pánuco rivers	James and York rivers
<b>Weather</b>	April, May 31 °C January, February 22 °C	July, 33 °C January, February 1 °C
<b>Culture</b>	Cervantino International Festival every fall	A living museum about the colonial period




- Which chart has columns and rows?
- Which one has circles?
- Where can you see the similarities and differences more easily?
- Which format do you think is better for comparing places? Why?
- What is similar about the two places?
- What is different?

**Go English!** For similarities you can use *both* and *too*. For example: *Both places have markets. You can eat delicious food in both places. Guanajuato has a museum and Williamsburg too.*  
For differences you can use *while* and *but*. For example: *There is a festival in Guanajuato while there is a museum in Williamsburg. Guanajuato is in Mexico, but Ottawa is in Canada.*



**For your final product** Step 3

- 15**  Read your travelogues from step 1 again. With your partner, decide if you are going to include other aspects (apart from natural and cultural) in your chart. Make notes about them. You can use the information card below as a model.



<b>Place:</b> Ottawa
Capital city of Canada
<b>Infrastructure:</b> Historic buildings, museums, art galleries, theaters, hotels, restaurants, parks, etc.
<b>Cultural activities:</b> Many annual festivals, including a jazz festival
<b>Nature:</b> Waterway runs through city center. Go for a boat ride.
<b>Other information:</b> Traffic problem

- 16** Work in pairs. Discuss the differences and similarities between the places you read about. Use the expressions from activity 14.

Guanajuato is a Historic town and Ottawa is a historic town too.

Ottawa has traffic problems, but Guanajuato doesn't.

- 17**  Check (✓) the option that corresponds to your progress.

Aspect	I can do it	I'm not sure	I can't do it	Go back to ...
I can identify natural and cultural aspects.				Activity 11
I can express similarities between places.				Activity 14
I can express differences between places.				Activity 14

18 Read the two travelogues. Underline the cultural aspects and circle the natural aspects. Then discuss what you learned about each one in pairs.

## Playa del Carmen, Mexico By Brian Williams



May 22<sup>nd</sup>  
We're here in Playa del Carmen. The weather is hot! Apparently, it's good most of the year! There are lots of water sports to do. We spend a lot of time at the beach. We've been swimming and kayaking, and yesterday we visited a cenote and we went snorkeling. Wow!

My dad is a biologist and he loves the tropical plants here. He spends hours admiring the palm trees and the wonderfully colorful tropical plants. In the hotel grounds we've seen peccaries and parrots! You'd never see those back home in England!

Mum loves the art galleries here but I love the food; chilaquiles, tacos, fish, and *cochinita pibil*! Spicy! I hope the holiday never ends!



www.traveloguesbychildren.org



## Falmouth, England

May 23<sup>rd</sup>

By Berta Sánchez

Falmouth is not like our seaside towns in Mexico. To start with, the weather is very different. It isn't very warm, but the beach is nice! The ocean is too cold to swim in for us, but apparently people go swimming, kayaking, windsurfing, and sailing here.

We took a boat trip and saw dolphins and gray seals! The seals were lying on the rocks, enjoying the warm sun. Everything here is very green, but the plants aren't as colorful as they are at home.

We went to visit the old castle, which was great, and Mum visited one of the many art galleries here. Dad and I left her and went off to eat. We love the food here, especially fish and chips, fish pie, and cream teas — that's scones with cream and jam. Delicious!



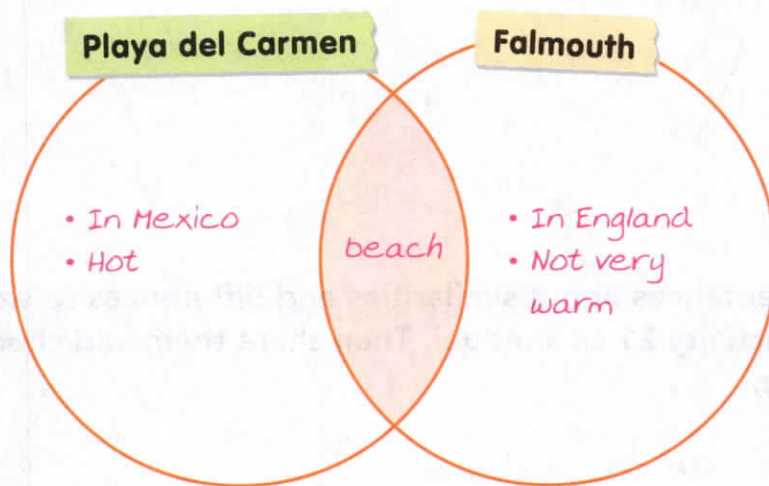
**Reflect.** Are cultural and natural aspects from other countries very different from Mexico? What is similar?



19 In pairs, read the travelogues in activity 18 again and complete the table.

	Playa del Carmen	Falmouth
Author		
Country		
Weather		
Food	_____	_____
Animals		
Vegetation		
Cultural Activities		
Nature Activities	<u>swimming, kayaking, and snorkeling</u>	<u>swimming, kayaking, windsurfing and sailing</u>

20 In pairs, complete a Venn diagram similar to the example with information from the table in activity 19.



21 Work in pairs. In your notebook, write sentences about similarities and differences with the information from activity 20. Remember to use expressions from activity 14.

*Playa del Carmen is a beach in Mexico while Falmouth is a beach in England.*

*You can go swimming and snorkeling in both places.*

**R** Open your Reader to Chapter 8 "Gulliver's Travels" pages 102 to 112. Discuss with a classmate the natural aspects and cultural expressions in Lilliput. Compare them with aspects in your own community.

**For your final product** Step 4

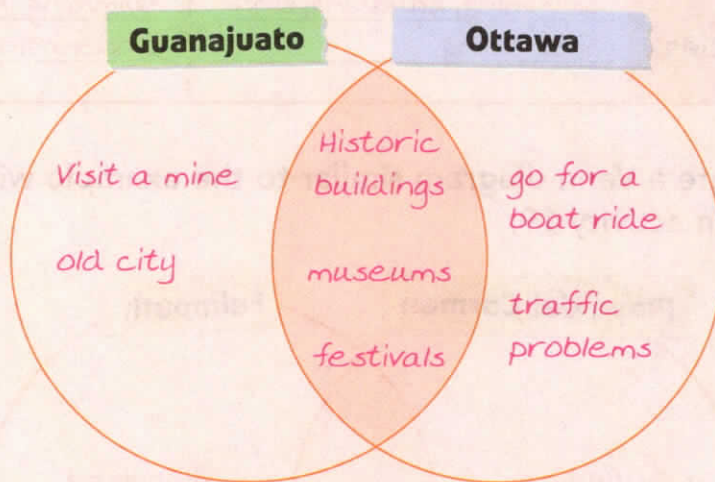
**22** In pairs, discuss which format, the Venn diagram or the comparative table, is the best way to present the information you have about two places. Exchange ideas on how to present the information.

I think you can see the information easily on both.

I think the comparative table is clear and easy to read.

We can make a big poster with the diagram and add pictures ...

**23** Draw the chart you chose and complete it with the information you gathered in the previous steps to compare the two places.



**24** Write sentences about similarities and differences to explain your chart. Use activity 21 as a model. Then share them and check with another pair.

*Both cities have historic buildings.*


*You can take a boat ride in Ottawa, but you can visit a mine in Guanajuato.*

**25** Complete the sentences to check what you learned.

1 I can compare several aspects between two places, for example ...

2 I use expressions to compare two places, for example ...



**For your final product****Step 5****PART 1 Socializing****1**  **Work in pairs.**

- 1 Present your comparative chart from step 4 to your class.
- 2 As a class, vote for a place everyone would love to read about or visit.
- 3 Identify things you need to improve.

**Aspects to Improve****PART 2 Make it yours**

Social Practice: Read a travelogue to discover natural aspects and cultural expressions.

**1** **Where will you look up travelogues about places you are interested in?**

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---

---

**2** **How can a travelogue help you decide where to go on vacation?**

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**3** **What other aspects and expressions (besides natural and cultural) can you discover from reading travelogues?**

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**PART 3 Now you can ...**

Go back to page 89 and check (✓) the things you learned in this unit. Talk about them as a class.

Complete the following activities to review and check your progress in this unit.

**1** Explain what kind of information you can find in a travelogue.

<hr/> <hr/> <hr/>
-------------------

**2** Check (✓) the aspects that make a travelogue interesting.

- 1 Mentioning many places
- 2 Including opinions and emotions
- 3 Making recommendations
- 4 Writing a long text
- 5 Talking more about the cultural expressions than the natural aspects of a place

**3** Write three examples of natural aspects and three of cultural ones in the place where you live.

Natural aspects	Cultural aspects
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

**4** Answer the questions.

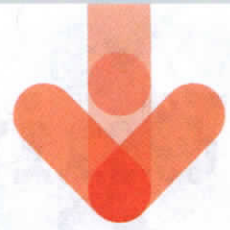
- 1 How can you present information comparing two places?
- 2 What are the advantages of using a chart instead of writing a full text?



# Glossary



Use this glossary to find words from the unit. Words are in alphabetical order and you can see what their simple form looks like in the parentheses.



## B

**boat ride** - to float in a boat

## C

**costumes** - clothes that performers wear in a play, movie, festival, etc.

## F

**firework** - an object that explodes and produces colored lights and loud noises

**fish and chips** - a meal consisting of fried fish and potato

**fish pie** - a food that consists of fish cooked inside a case of pastry

**floats (float)** - a large vehicle decorated and driven as part of a parade

## H

**hat** - a piece of clothing that you wear on your head in the sun

## J

**jam** - sweet food made from boiled fruit and sugar

## K

**kayaking** - traveling in a kayak

## L

**lying (lie)** - to rest with the body flat on a surface

## M

**motorboat** - a small boat that has an engine

## P

**parade** - a large group of people that moves through an area, often with decorated vehicles and bands playing music

**parrots (parrot)** - a brightly colored tropical bird that can be taught to say a few words

**peccaries (peccary)** - a pig-like animal

## R

**river** - a large area of water that flows toward the ocean

**rock formations (rock formation)** - the particular shape of big rocks

## S

**scones (scone)** - a small soft cake

**seafood** - fish and shellfish that you can eat

**seaside** - an area that is near the ocean

**snorkeling** - to swim under water using a snorkel

**stunning** - very impressive or beautiful

**sunscreen** - a cream that you use to prevent being burned by the sun

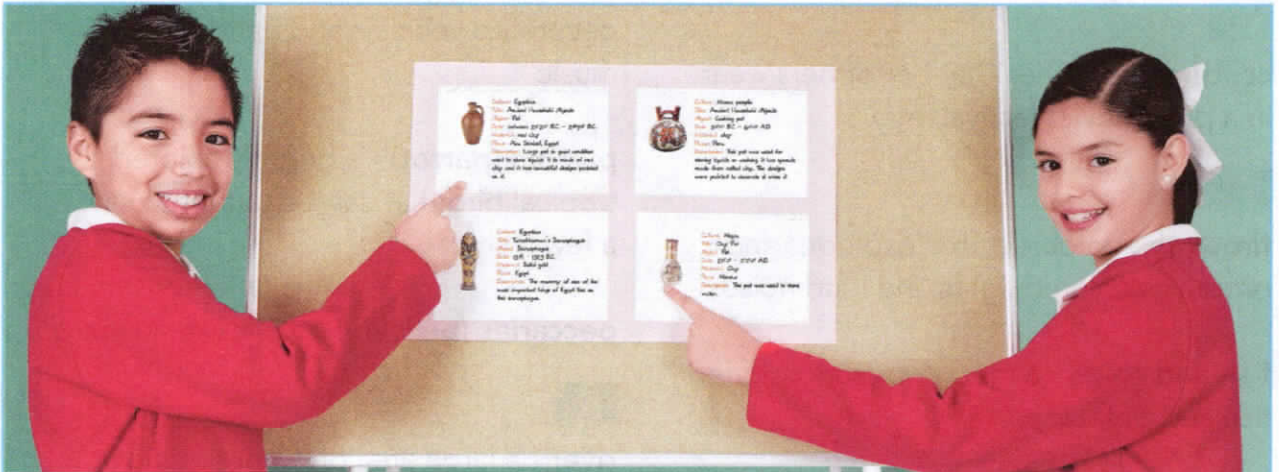
## W

**waterway** - a river or canal

**windsurfing** - a sport in which you move across the water on a flat board with a sail

# Unit 9

In this unit you will make museum labels to have an exhibition.



**Environment:** Academic and Educational

**Social practice of the language:** Gather information about a topic to design museum labels and have an exhibition.

**Communicative activity:** Research and selection of information

In this unit you will learn to ...

- ... explore museum labels.
- ... research information about a topic using different texts.
- ... analyze informative texts.
- ... register information.
- ... share information in museum labels.



## Where are you now?

**Work in pairs or groups.**

- 1 Talk about the museums you like to visit or would like to visit. Say what you saw and liked or what you would like to see.



- 2 What elements help you understand an exhibition in a museum?



1 Look at the museum objects and read the museum labels. Then talk with a classmate about the type of museum you think they are exhibited in. Label them and explain your answers to another pair.

a) Transport museum b) Space museum c) Science museum



### Fossilized Hadrosaurus eggs

Found in Central Asia 72 million years ago



As far as we know, all dinosaurs reproduced by laying eggs. Evidence suggests that some dinosaurs looked after the eggs until the young emerged.



### Penny Farthing bicycle

Materials: Iron and rubber  
Popular in the 1870s and early 1880s



The design of a large front wheel and much smaller rear wheel made it difficult to get on and off and caused many accidents. It was soon replaced by more modern bicycles.



### Apollo 11 Command Module Columbia

1969



It was part of the first lunar landing mission in July 1969. Astronauts Armstrong and Aldrin descended to the moon in the lunar module *Eagle*, while Michael Collins orbited around the moon alone in *Columbia*.

2 Read the museum labels again and answer the questions.

- 1 Which is the oldest object and where was it found? \_\_\_\_\_
- 2 What was one disadvantage of a Penny Farthing? \_\_\_\_\_
- 3 Did *Columbia* actually land on the moon? \_\_\_\_\_
- 4 What do you find interesting about the Hadrosaurus eggs? \_\_\_\_\_
- 5 What is the purpose of a museum label? \_\_\_\_\_

**Unit 9** Explore museum labels.  
Research information about a topic using different texts.

**3** Look at the museum labels from activity 1 again. Check (✓) the information you find. Then, in pairs, find the examples and underline them.

- 1 A descriptive title phrase
- 2 A significant date
- 3 Where it comes from
- 4 What it's made of



- 5 What it was used for
- 6 A brief description or commentary with useful and interesting information



Go to <http://edutics.mx/58N> to find museums in your state and see the address, price, and additional information for you to visit them. Choose a museum in your city and write in your notebook the information you need to visit it.



**4** What do you think the children in the pictures are doing? Discuss as a class.



**5** Read the conversation and write the sources of information mentioned in your notebook. Add another source of information you could use to research more about Frida Kahlo.



Silvia: Let's do a museum label on Frida Kahlo's paintings. My sister has a poster of one of her paintings in her bedroom. I really like it.

Edgar: OK. So where are we going to look for information?

Carlos: We could go to Frida Kahlo's House! I know there are some paintings there!

Vicky: We don't have time. Besides, we don't really know if the museum labels will contain all the information, but well ... we would actually get to see the paintings and that's cool! Anyway, why don't we go to the library and look them up in an encyclopedia?

Carlos: I don't agree, I think it's easier and faster to look the information up online.

Silvia: But we don't have a computer here and there is a lot of inaccurate information online! So, let's go to the library.

Edgar: We could ask Miss Gómez. She's an expert on Frida Kahlo.

Vicky: Yes, but we won't see her till Monday. Come on, Edgar. Let's go to the library!



- 6 Read the table of contents. In pairs, discuss which section you think the children from the conversation in activity 5 should look into and underline it.

<b>Table of Contents</b>	
Childhood and Family .....	6
Bus Accident and Marriage to Diego .....	15
Artworks	
Self-portraits: Pain and Passion .....	27
Still Life: Color and Symbolism .....	41
Style and Influences .....	54
Success at Home and Abroad .....	62
Last Years and Death .....	80

**R** Open your Reader to Chapter 9, "Share What You've Learned," pages 116 to 126. Read the text and talk with your classmates about where you would look for more information about each object in the story.

I think they should read the section about her childhood and family.

No, I think they should read the section about self-portraits.

- 7 Choose two sources of information from activity 5 and use them to research the section from the table of contents you chose in activity 6. Take notes in your notebook. Share your investigation with another pair that chose the same topic and complete your research.

I found out that Frida Kahlo was in a terrible bus accident.

Yes. And she was very young when it happened. She was only 18!

- 8 In groups, discuss and answer: How do you find information on the Internet? How do you choose a website? Write your ideas in your notebook.

*I use a search engine and just type the words I'm searching for. When I need more information, I use filters on the search engine.*

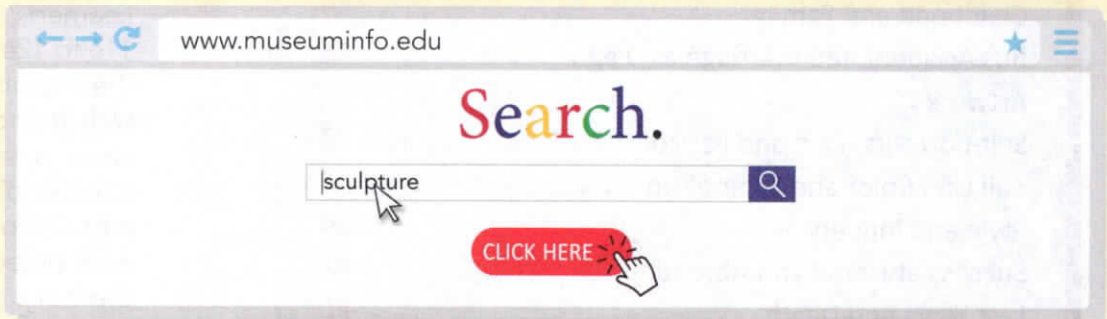
*I only use the first websites that appear from my search.*

9 Read the research tips and look at the examples. Then compare the information with your own. Are there any differences? Which ones?

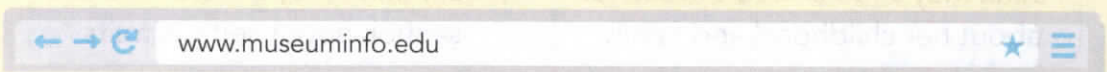


### Tips for Better Research

- Choose your keywords carefully. For example, you can use quotation marks (“”) for specific order of words.



- Check the URL domains that include .gov or .edu (government and educational sites). They are probably more reliable.



- Don't choose sites with a lot of ads. They are trying to sell you something.



- Choose updated sites. For example, the site should have the year it was last updated at the bottom of the website.

**Go English!** Remember to mention your source! Don't plagiarize! Use your own words or quote the source and person who wrote the information. Use quotation marks (“”) to use what someone said or wrote without changing a single word.

**Reflect.** Does everyone in your community have Internet? Why?





10 In groups, talk about the sources of information you have worked with so far and say which one you prefer and why. Write your conclusion in your notebook.

*I prefer to use the Internet because it is an easier and faster way to get information.*



**For your final product** Step 1

- 11  Work in pairs to prepare your exhibition. Think about objects you can display in a museum exhibition and select two. Write them in your notebook.
- 12 Write a checklist with all the parts your museum labels will have in your notebook. You can use the checklist from activity 3 as an example.
- 13 Decide on the sources of information you will use. Write them in your notebook.
- 14  Circle the option that best describes you.

	I did great!	I did well	I need improvement
<b>Understand information in a museum label.</b>	I understand information in a museum label.	I don't understand all the information in a museum label.	I don't understand the information in a museum label.
<b>Identify more than two sources of information.</b>	I identify more than two sources of information.	I only identify one or two sources of information.	I don't identify sources of information.

- 15 Read the description of the sculpture and underline the information you would include in its museum label.




← → ↻ www.museuminfo.edu ★ ☰

**M** Museum Collection Visiting Collection Exhibits Education Multimedia

This sculpture comes from the Kingdom of Benin (1450 to 1530). Benin was an African kingdom in part of what is now Nigeria. Most Benin artworks are made of bronze or ivory. This piece is the bronze head of Queen Idia. It is 41 cm high. It was created in the early sixteenth century AD.

Queen Idia was a powerful monarch in the Benin court. The sculpture is realistic. It shows a young woman wearing a high pointed crown. Her son ordered various bronze heads to be made in memory of her power and military achievements. Four of these bronze ceremonial heads have survived and are displayed today in museums in England and Germany.

- 16  Use the information you underlined in activity 15 to complete the museum label and add any information you consider necessary. Then share your label with a classmate.

**The Head of Queen Idia**


Date: \_\_\_\_\_

Civilization: \_\_\_\_\_

Material: \_\_\_\_\_

Other information: \_\_\_\_\_


\_\_\_\_\_



**Go English!** When we don't know, or it is not important, who did the action (or making or doing), we use the passive voice. Look at these sentences. *It is made of bronze. The heads are displayed in England and Germany today. It was made in 16<sup>th</sup> century Benin. The ceremonial heads were placed at altars.*

**R** Open your Reader to Chapter 9, "Share What You've Learned," pages 116 to 126 to read the complete story. Then talk about the information in the museum labels from the text that you think was more interesting.

**For your final product Step 2**

- 17  Look for information using the sources you chose in step 1. Use the information to write the museum labels. Make sure you follow the checklist you wrote in step 1.

**Title:** \_\_\_\_\_










**Date:** \_\_\_\_\_ **Civilization:** \_\_\_\_\_

**Material:** \_\_\_\_\_


**Other information:** \_\_\_\_\_

- 18 Exchange your museum labels with another pair and tell each other if something is missing.

- 19  Read the statements and circle the face that best describes you.

I can use different sources to obtain information.			
I can use information to write museum labels.			
I can work with others to review the text in my museum labels.			



20  Listen to three students present at the exhibition. Write down the name of each student.



Bacubirito meteorite



The mummy of a baby mammoth



The car Pancho Villa was assassinated in

21  Listen again and answer the questions.

1 Was it easy to understand Renata? Why?

---

---

2 Was Gonzalo's pronunciation good? Why?

---

---

3 Do you think Adrián needs to make some pauses? Why?

---

---

4 Choose one of the presentations. How do you think it could be better?

---

---

22 Look at the body language of the three students. Talk about the posture and attitude of each one with a classmate.




Renata







Gonzalo



Adrián

**23**  Talk with a classmate about the things you need to pay attention to when you are presenting at an exhibition. Write a checklist in your notebook.

 clear information  
 Stand up straight

 smile  
 make pauses

**For your final product Step 3**

**24** Work in pairs and present your museum labels. Use the rubric to rehearse your presentation. Is your label easy to understand? Was your pronunciation clear? Did you speak slow and loud enough?


	_____	_____
<b>Speed</b>		
<b>Pauses</b>		
<b>Body language</b>		

**25** Take turns giving each other feedback using the rubric below.

<b>Clear information</b>	The speaker gave clear information.	Some of the speaker's information was unclear.	The speaker's information was very confusing.
<b>Volume of voice</b>	The speaker's volume of voice was good.	The speaker needs to speak louder.	The speaker speaks too loudly.
<b>Smile</b>	The speaker smiled when necessary.	The speaker smiled all the time.	The speaker didn't smile.

**26**  Choose the option that best describes how you did.

1 I helped my classmates to improve their presentations.

-  a) Never    
  b) Sometimes    
  c) Usually    
  d) Always

2 My classmates found my feedback useful.

-  a) Never    
  b) Sometimes    
  c) Usually    
  d) Always



### For your final product

### Step 4

#### PART 1 Socializing

##### 1 Work as a class.

- 1 Present your museum exhibition to the class.
- 2 Have a class session and write the aspects you need to improve in your notebook.

#### PART 2 Make it yours

Social Practice: Gather information about a topic to design museum labels and have an exhibition.

##### 1 How did gathering information helped you design museum labels?

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##### 2 For which other project could you use what you learned in this unit about gathering information?

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---

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##### 3 What steps would you follow for that project after you gather the information?

---

---

---

#### PART 3 Now you can ...

Circle the number that best describes your performance. Go back to page 102 and check (✓) the things you learned in this unit. Talk about them as a class.



I designed a museum label and presented it.



I needed help to design a museum label and present it.



I couldn't design a museum label nor present it.

Complete the following activities to review and check your progress in this unit.

**1** Write three examples of different museums.

---

---

---

**2** Write three things you always include in a museum label.

---

---

---

**3** Write three tips to choose different sources of information.

---

---

---

**4** Look at the sculpture. Complete the museum label with words from the box. Discuss if there is something you would add to it.

gold spirit Howard Carter face Death Mask



The (1) \_\_\_\_\_ of Tutankhamun

Date: 1332 - 1323 BC



Made of (2) \_\_\_\_\_, lapis lazuli, and other precious stones.  
Discovered by (3) \_\_\_\_\_ in 1925. The mask was used to  
cover the (4) \_\_\_\_\_ of the mummy of the pharaoh to make  
sure his (5) \_\_\_\_\_ would be able to recognize his body.



# Glossary



Use this glossary to find words from the unit. Words are in alphabetical order and you can see what their simple form looks like in the parentheses.



## A

**abroad** - in or to a foreign country

**ads (ad)** - an advertisement on television or radio, on the Internet, in a newspaper or magazine, etc.

**alone** - without anyone with you

**around** - used for showing movement

## E

**emerged (emerge)** - to come out of something or out from behind something

## G

**get off** - to leave a bus, plane, or train

**get on** - to get into a bus, plane, or train

## I

**inaccurate** - incorrect

**iron** - a hard, heavy metal that is a common element

**ivory** - the yellowish-white bone that an elephant's tusks are made of

## K

**keywords (keyword)** - word that represents the main feature or idea of something

## L

**labels (label)** - piece of paper or material fastened to an object that gives information about it

**landing** - the process of moving a plane down onto the ground at the end of a trip

**laying (lay)** - if a female animal such as a bird or fish lays an egg, it produces the egg by pushing it from its body

**looked after (look after)** - to take care of someone or something

**look up** - to try to find a particular piece of information by looking in a book or on a list, or by using a computer

## P

**paintings** - pictures made using paint

## R

**rear** - at the back of something

**reliable** - reliable information can be trusted to be accurate

**rubber** - a strong substance used for making tires

## S

**self-portraits (self-portrait)** - a picture of you that you draw or paint yourself

**still life** - a type of art that represents objects, animals, or the countryside

## U

**updated** - with the most recent information

## W

**wheel** - a round object that turns around to make a vehicle move

# Unit 10

In this unit you will exchange opinions about recent news.



**Environment:** Family and Community

**Social practice of the language:** Exchange opinions about news in audio format.

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

In this unit you will learn to ...

- ... explore and listen to news linked to family and everyday contexts.
- ... understand news in audio format.
- ... exchange opinions.



## Where are you now?

Where do you or your family get news from? Discuss with the class.





**1 Underline and talk to your classmates about the types of news that interest you the most.**

- 1 local events
- 2 school
- 3 entertainment

- 4 sports
- 5 weather

**Reflect.** Why is it important to listen to and read the news?

**For your final product Step 1**

**2 Work in groups. Choose 3 news topics to talk about. Vote for one to work with during this unit.**


1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

**Go English!** Newspapers, television and radio shows divide the news in sections or segments that are dedicated to certain topics such as local news, sports, entertainment, weather, world news or advertisements. You can always go directly to the sections that interest you or you can scan through all the sections.

To explore more news about kids for kids, go to <http://edutics.mx/5Hp>

**3  17) Read and listen to the news story and discuss in which section you would find this news story.**



**>Environmental**

More than 40 families met in High Hills Park last Sunday. They came together to plant 120 young trees. The event was organized by the Plant a Tree environmental group. Paula López, who's the spokesperson for the group, explained the idea behind it. "Trees soak up carbon dioxide, so they help to clean up the air we breathe. Improving air quality is one of our main aims." The group hopes to organize another Plant a Tree Day in the area soon.

I think I would find this news story in ...

4 Look at the headlines. Choose the most appropriate for the news story in activity 3.



Save the Planet

Plant a Tree to Clean the Air

Volunteers Open a New Park

Local Children in the News

**Go English!** A headline is the title of a newspaper story that is printed in large letters. Headlines give you the main idea of a story and you can use the headlines to decide if you want to read the story or not. Scanning and skimming through news stories can help you identify the stories you find interesting. Scanning through headlines can help you choose a story for your final product.

5 Listen to the news story and say where this news story appears. What are they talking about? How is this news story different from the one in activity 3?



What media is it?  
Newspaper, radio, or TV  
Is the topic the same or different?  
Who explains the story?  
Presenter, interview, author  
Which version is more interesting?

**Go English!** In radio or TV shows about news, the presenter or news anchor gives all the information about the story orally and can invite a guest to be interviewed. In a newspaper story, the author or journalist can write facts, details, or quote what other people say about the event.

**For your final product Step 2**

6 Go through new stories about the topic you chose in step 1 in newspapers, radio, or television news shows. Work in small groups and choose one story that interests you for your final product.

Media: Newspaper  
Topic: Local news  
Headline: Planting Trees Day  
Date: May 4th, 2021.

Media: \_\_\_\_\_  
Topic: \_\_\_\_\_  
Headline: \_\_\_\_\_  
Date: \_\_\_\_\_



7 In your group, ask and answer questions about the topic you chose. Look at the example.

What happened?



More than 40 families met in High Hills Park last Sunday.

8 19 To practice understanding news, listen to and check (✓) the picture that best illustrates the news.



9 19 Listen again and answer the questions in pairs. Then check your answers with another pair.

- 1 What happened? \_\_\_\_\_
- 2 When did it happen? \_\_\_\_\_
- 3 Where did it happen? \_\_\_\_\_
- 4 Who is Joss Blake? \_\_\_\_\_
- 5 What did he do? \_\_\_\_\_
- 6 Why did he look out of the window? \_\_\_\_\_

10 In pairs, decide from the questions below which can be used to get more information from the news in activity 8. Take turns asking and answering with another pair.



- 1 Did the firefighters arrive quickly?
- 2 How long did it take to control the blaze?
- 3 Was anybody injured?
- 4 Is there anything suspicious about the fire? If so, what?

**Go English!** In this level, you have already learned how to make questions and their use. To review how to make questions, go back to Unit 2, pages 20-27.

11 Read the same news story, but from a newspaper. In pairs, identify words and phrases that are different from those in activity 8.



### FIRE AT HAMBURGER BAR

A representative of the Santa Rosa Fire Department stated yesterday that it is still unclear what caused the fire at Harry's Hamburger Bar in this quiet and peaceful neighborhood of the city. Delia Mason explained that the fire began on the ground floor of the popular eating place. The quick action of a local resident, who called 999, prevented serious damage to other properties and people in them. Fortunately, there were no casualties.

12 Read the news story from activity 11 again. In pairs, identify words and phrases that are different from those in activity 8.

the blaze    called the firefighters    started    this suburb of the city  
the hamburger bar

- 1 Santa Rosa \_\_\_\_\_
- 2 a fast food restaurant \_\_\_\_\_
- 3 a fire \_\_\_\_\_
- 4 broke out \_\_\_\_\_
- 5 alerted the fire department \_\_\_\_\_

**Go English!** It is important that writers avoid repetition. In this way they keep their audiences interested in the news.



13 Work in pairs. Say which version, the one from activity 8 or the one from activity 11, you like best and why.



I like the newspaper version better because there are more details about the event.

For your final product Step 3

14 Look for information about the news story you chose and answer the questions.

- 1 What happened? A restaurant burned down.
- 2 When did it happen? Yesterday.
- 3 Where did it happen? Peaceful neighborhood in the city.
- 4 Who was at the event? Joss Blake was there and called 999.
- 5 What did they say? Delia Mason said that the call prevented damage to other properties.

- 1 What happened? \_\_\_\_\_
- 2 When did it happen? \_\_\_\_\_
- 3 Where did it happen? \_\_\_\_\_
- 4 Who was at the event? \_\_\_\_\_
- 5 What did they say? \_\_\_\_\_

15 To make sure you are not missing information, practice asking questions about the news story in activity 14.

Were there damages to houses during the earthquake in Oaxaca?



Yes, at least fifty houses were damaged.

**16** Complete the sentences about yourself. Share your answers as a class and with the help of your teacher, decide how to improve your performance.

- 1 I can \_\_\_\_\_
- 2 I learned \_\_\_\_\_
- 3 I find it difficult to \_\_\_\_\_
- 4 Next steps: \_\_\_\_\_


**17** Look at the news story and listen to the children talking. Underline the correct answers to the question.



← → ↻ www.whatourdreamsmean.lpu.edu ★ ☰

### Pay Attention to Your Dreams

Psychologists at La Playa University have released the results of their study about the dreams that young people have. The three commonest dreams reported are dreaming about falling through the air, being chased by something frightening like a dangerous animal, and dreaming about family and friends. Other dreams included being about for a test that the dreamer is not prepared to take, trying to run but not being able to, flying high in the sky, and showing up somewhere with the wrong clothes on. What do you dream of?



What are the students doing?

- 1 Giving their opinions about the content of the news.
- 2 Talking about what their dreams mean.

**18** Listen to the conversation again. Pay attention to the expressions below. Then discuss in pairs which ones are opinions and which ones are clarifications. Then circle O (Opinions) or C (Clarifications).

- |                                  |   |   |
|----------------------------------|---|---|
| 1 I like this news item.         | O | C |
| 2 I want to know more.           | O | C |
| 3 I'm not really interested.     | O | C |
| 4 In my opinion ...              | O | C |
| 5 I'm sorry. I don't understand. | O | C |
| 6 What do you mean?              | O | C |



**19** Work in groups of three. Complete the conversation underlining or writing the option that expresses your opinion about the news story in activity 17.

Student A: I (a) *like* / *don't like* this news story. It's so (b) *interesting* / *boring*.

Student B: (c) *Yeah. I agree.* / *I don't agree.*

Student A: What about you, \_\_\_\_\_?

Student C: \_\_\_\_\_.

Student B: I think \_\_\_\_\_.

**20** In pairs, role-play the conversation from activity 19. Remember to ask for clarification when you don't understand what someone is saying.



**R** Open your Reader to Chapter 10, "In my Opinion ...", pages 130 to 140. Take turns giving your opinion about the news in the story.

**Reflect.** Why do you think it is important to ask for clarifications?

**21** Look at the pictures. In pairs, say what the emotions are and how the people are expressing them with their body language. Then discuss which emotions you think you would express when saying your opinion about the news story in activity 18.



**Go English!** Remember that body language is the movement or position of your body that shows other people what you are thinking or feeling. You can go back to unit 5 to see how body language helps when telling a story.

**For your final product** Step 4

- 22** Work with your group. Remember and share all the information you have about the news stories you gathered in step 3. Think about your own opinion about the news story.

Last night there was a 6.0 magnitude earthquake 38 kilometers southeast Oaxaca city. Health clinics, markets, and homes were damaged. People are waiting for food support ...




- 23** Take turns giving your opinion about the news story. Include body language and emotions.

I think people should help each other.

I agree. They can make food and share it with the rest.


I don't agree. They should wait for the government's help.



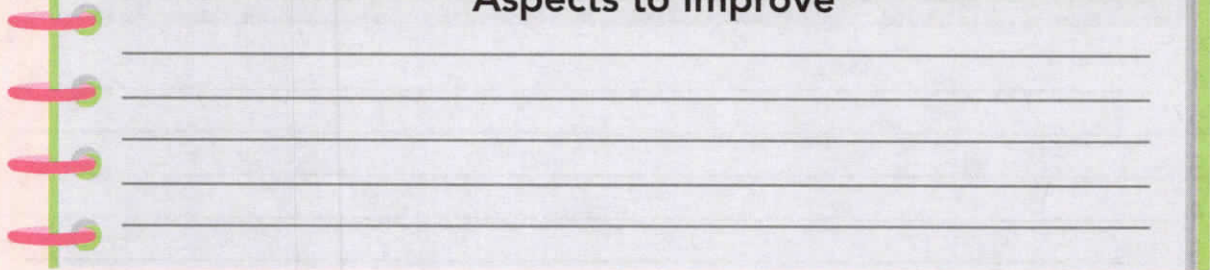
- 24**  Circle the words to self-assess your performance. Share it with your group to check if they agree with you.

- 1 I spoke *using body language* / *without using body language*.
- 2 I *whispered* / *shouted*.
- 3 I *made pauses* / *didn't make pauses* before important information.



**For your final product****Step 5****PART 1 Socializing****1**  **Work in groups.**

- 1 Talk about the news to the class or to a different group. Remember to express your feelings with appropriate facial expressions and body language.
- 2 When you finish, carry out a survey to know which was the most liked news conversation and the least liked news conversation. You can modify this criterion, if you consider it necessary, and carry out a survey on another aspect of the news.
- 3 Talk about what you may improve and write it down.

**Aspects to Improve****PART 2 Make it yours**

Social Practice: Exchange opinions about news in audio format.

**1** **Do you feel more confident exchanging opinions in English now than when you started the unit?**

---

**2** **Which other type of information can you exchange in English besides your opinion about news?**

---

**3** **What are you going to pay attention to the next time you exchange your opinion?**

---

**PART 3 Now you can ...**

Go back to page 114 and check (✓) the things you learned in this unit. Talk about them as a class.

Complete the following activities to review and check your progress in this unit.

**1** Read the news story and write questions about it.

## Plant a Tree to Clean the Air

>Environmental

More than 40 families met in High Hills Park last Sunday. They came together to plant 120 young trees. The event was organized by the Plant a Tree environmental group. Paula López, who's the spokesperson for the group, explained the idea behind it. "Trees soak up carbon dioxide, so they help to clean up the air we breathe. Improving air quality is one of our main aims." The group hopes to organize another Plant a Tree Day in the area soon.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**2** Write your opinion about the news item in activity 1.

**3** Mention three things you should do when reading a news story out loud.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Glossary



Use this glossary to find words from the unit. Words are in alphabetical order and you can see what their simple form looks like in the parentheses.



## A

**aims (aim)** - the thing that you hope to achieve by doing something

## B

**bar** - a small place that serves a particular type of food

**blaze** - a large fire that causes a lot of damage

## C

**casualties (casualty)** - people who are injured or killed in an accident or military action

**chased (chase)** - to follow someone quickly

## D

**damage** - physical harm, injury, or problem

**dreams (dream)** - something that you experience in your mind while you are sleeping

## E

**environmental** - the effect that human activity has on the natural world

## F

**firefighter** - someone whose job is to make fires stop burning and help people to escape from other dangerous situations

## G

**ground floor** - the floor of a building that is at or near the level of the ground

## I

**injured** - hurt in an accident or attack

## P

**presenter** - someone who gives a speech or gives someone a prize at a ceremony

**prevented (prevent)** - to stop something from happening

## R

**released (release)** - to make information or documents available

## S

**soak up** - absorb a lot of

**spokesperson** - someone whose job is to officially represent an organization

**story** - an account of events in a newspaper report or news program

**suspicious** - making you believe that something is wrong, dangerous, or illegal

## W

**whisper** - to say something very quietly so that other people cannot hear you

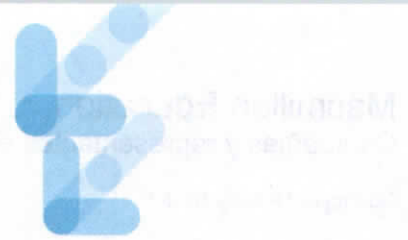


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Go English! Activity Book 5

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