

Angela Hewitt

GO

English!
Teacher's Guide

3



Ciclo 2

Lengua extranjera. Inglés

Teacher's Guide

Estimado(a) maestro(a)

La Guía didáctica que tiene en las manos es el resultado del esfuerzo que realizan el Gobierno de la República y los gobiernos estatales para que con su ayuda se garantice que los alumnos(as) que cursan la asignatura de Lengua Extranjera. Inglés, cuenten con materiales educativos para apoyar su aprendizaje, y con ello ser usuarios de la lengua inglesa.

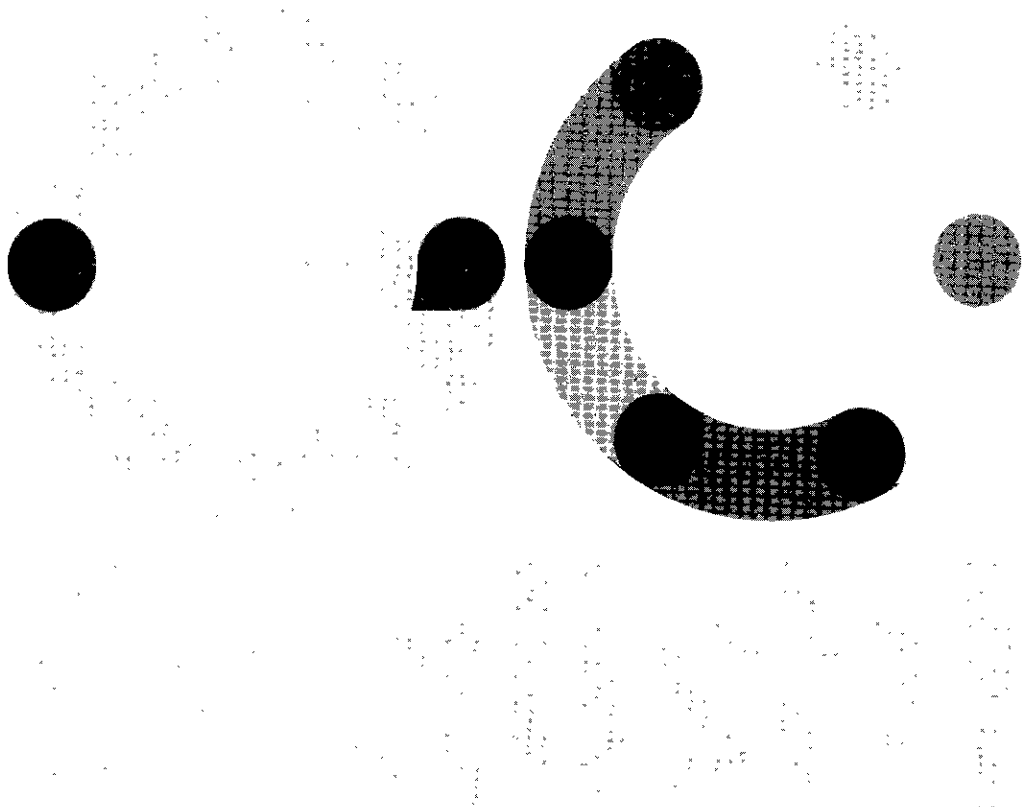
Los materiales educativos que forman parte del Programa Nacional de Inglés (PRONI) se ofrecen a la comunidad escolar para apoyar su trabajo cotidiano en el aula, de tal manera que sea posible la familiarización, el contacto y el dominio del Inglés como lengua extranjera, tanto para usted como para sus estudiantes en la escuela.

Esta Guía didáctica contribuirá a su formación docente ya que encontrará recomendaciones metodológicas y disciplinares para generar mejores ambientes de enseñanza y de aprendizaje de la lengua inglesa. Además, cuenta con un disco que contiene modelos orales e imágenes fijas que apoyarán su quehacer docente.

Le deseamos éxito.

Distribución gratuita. Prohibida su venta.

Angela Hewitt



Teacher's Guide

3

Macmillan Education

Compañías y representantes en todo el mundo

Go English! Teacher's Guide 3

Texto, diseño e ilustración D.R. © Macmillan Publishers, S.A. de C.V. 2019
Texto Angela Hewitt
Macmillan es una marca registrada.

Primera edición 2019

Directora Editorial: Claudia Arancio
Gerente de Creación de Contenidos: Adriana Alcalá
Commissioning Editor: Antonieta Guzmán
Coordinador de Diseño: Alejandro Flores, Berenice Gómez
Development Editor: Claudia García

Concepto y diseño de portada e interiores: Colofón Diseño y Comunicación S. C. / Roberto Martínez
Formación: Víctor Martínez

Páginas reducidas del nivel 3:

Texto Activity Book: D.R. © Angela Llanas, Libby Williams y Annette Flavel 2019

Ilustraciones Activity Book: Fabiola Baires, Ivan Cortés, ©Depositphotos, Ricardo Figueroa, Nancy Gallegos, Alejandro Herreras, Tania Juárez, Félix León, Claudia Navarro, Alma Nuñez, Gerardo Sánchez, Shutterstock.com, José Torices, Jacqueline Velázquez, ZP Studio.

Fotografías Activity Book: Víctor Walther pp 12, 19, 55, 67, 74, 79, 115; Anton_Ivanov / Shutterstock.com pp 42, 59; David Herraiz Calzada / Shutterstock.com p 59; Latin Stock México p 56; ©Depositphotos pp 8, 9, 10, 11, 30, 42, 47, 56 (2), 62 (3), 66, 78, 80, 90, 92 (2), 94 (2), 108 (2), 126; Shutterstock.com pp 7, 8 (3), 10 (6), 11 (3), 12, 13 (5), 14 (3), 18 (9), 19, 20 (2), 21, 26 (4), 30 (6), 31 (2), 34, 35 (8), 37 (4), 42 (5), 43, 48, 51 (9), 54 (6), 55, 56 (6), 60, 61, 62 (3), 66 (7), 67, 68 (2), 73 (4), 75, 78 (7), 80 (7), 83, 84, 85 (6), 90 (7), 91 (2), 92 (2), 95, 98 (2), 102 (5), 103 (2), 108 (5), 114 (4), 117, 119 (2), 126 (3)

ISBN: 978-607-473-699-1

Macmillan Publishers, S.A. de C.V.
Insurgentes Sur 1886, Florida,
Álvaro Obregón, C.P. 01030,
Ciudad de México, México.
Tel: (55) 5482 2200
elt@grupomacmillan.com

www.grupomacmillan.com
www.macmillan.com.mx
www.macmillanenglish.com

Miembro de la Cámara Nacional de la Industria Editorial Mexicana
Registro Núm. 2275

Prohibida la reproducción o transmisión parcial o total de esta obra por cualquier medio o método o en cualquier forma electrónica o mecánica, incluso fotocopia, o sistema para recuperar información sin autorización por escrito de la editorial.
Todos los derechos reservados conforme a la ley.

Esta obra se terminó de imprimir en julio de 2019 en los talleres de Litografía Magno Graf, S. de R.L. de C.V. Calle E 6, Col. Parque Industrial Puebla 2000, C.P. 72225, Puebla, Puebla.

2023 2022 2021 2020 2019
10 9 8 7 6 5 4 3 2 1

Programa Nacional de Inglés. Para alumnos en Educación Básica. PRONI

La producción de estos materiales fue hecha por encargo de la Secretaría de Educación Pública para usarse como material didáctico en escuelas públicas de Educación Básica.

Impreso en México · Printed in Mexico
Distribución gratuita · Prohibida su venta

Contents

Contents	3
Scope and Sequence	4
Introduction	8
➤ Unit 1	18
➤ Unit 2	31
➤ Unit 3	44
➤ Unit 4	57
➤ Unit 5	70
➤ Unit 6	83
➤ Unit 7	96
➤ Unit 8	109
➤ Unit 9	122
➤ Unit 10	135
How to Use the Class CD	148
Bibliography	150
Reader's Book Audio Script	151
Tracklist	152

Scope and Sequence



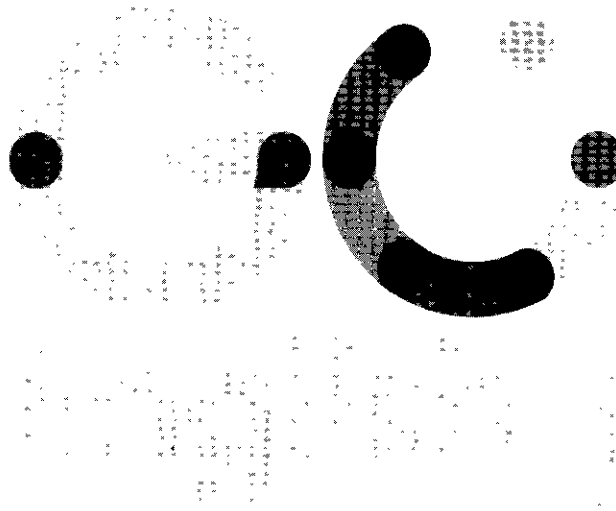
Unit	Environment	Social Practice of the Language	Communicative Activity
1	Family and Community	Share expectations in a dialog.	Exchanges associated to specific purposes
2	Recreational and Literary	Sing songs.	Literary expression
3	Family and Community	Describe activities carried out at a celebration or party.	Exchanges associated with the environment
4	Recreational and Literary	Listen to stories to order them.	Recreational expression
5	Academic and Educational	Recognize and ask questions to look for and obtain information on a topic.	Search and selection of information

Achievement	Product	Language	Vocabulary
<ul style="list-style-type: none"> • Listen to expressions linked to expectations. • Understand the contents of a dialog. • Participate in oral exchanges. 	Dialog Using a Mobile	<ul style="list-style-type: none"> • Expressing likes • Stating expectations • Parts of a dialog • Nonverbal language • Intonation in dialogs 	<p><i>I like painting.</i></p> <p><i>I want to learn to play basketball.</i></p> <p><i>I want to do better at Math.</i></p>
<ul style="list-style-type: none"> • Listen to songs. • Identify parts of songs. • Participate in the singing of songs. 	Concert	<ul style="list-style-type: none"> • Parts of a song • Identifying rhymes • Changes in intonation and volume when singing 	<p><i>The song's title / author is ...</i></p> <p><i>The song has 4 stanzas.</i></p> <p><i>The words that rhyme are ...</i></p>
<ul style="list-style-type: none"> • Listen to descriptions and look at pictures to understand activities at parties. • Understand descriptions of activities. • Describe activities using pictures. 	Recorded Description About a Party	<ul style="list-style-type: none"> • Activities at parties • Food and drinks at parties • Types of celebrations 	<p><i>We played games.</i></p> <p><i>We had chocolate cake and sodas.</i></p> <p><i>It happens on November 2nd.</i></p>
<ul style="list-style-type: none"> • Explore illustrated sequences of a fable in disorder. • Listen to a fable belonging to an illustrated sequence. • Order illustrated sequences of a fable. 	Illustrated Sequence Game	<ul style="list-style-type: none"> • Characteristics of fables • Defining a moral • Summarizing a fable 	<p><i>One day, the little red hen found some seeds.</i></p> <p><i>A mouse was playing in the jungle.</i></p> <p><i>The moral of the story is ...</i></p>
<ul style="list-style-type: none"> • Explore illustrations on science topics. • Listen to and understand questions. • Participate in the writing of questions to look for and obtain information. • Formulate questions. 	Questionnaire of Curious Questions	<ul style="list-style-type: none"> • Interpreting cycle diagrams • Identifying different sources of information • Words to start questions 	<p><i>They grow up and then become ...</i></p> <p><i>Where does it live?</i></p> <p><i>What does it eat?</i></p> <p><i>How big is it?</i></p>

Unit	Environment	Social Practice of the Language	Communicative Activity
6	Family and Community	Understand and share expressions to obtain what is needed.	Exchanges associated with information of oneself and of others
7	Academic and Educational	Follow and produce instructions to make an object.	Interpret and follow instructions
8	Family and Community	Interpret messages in announcements and advertisements in public spaces.	Exchanges associated with the media
9	Academic and Educational	Locate and include information in a graphic.	Handling of information
10	Recreational and Literary	Read short stories to share appreciation of cultural expressions.	Understanding oneself and others



Achievement	Product	Language	Vocabulary
<ul style="list-style-type: none"> • Listen to dialogs expressing wants and needs. • Understand and express wants or needs. • Write a note to obtain what is needed. • Exchange expressions to obtain what is needed. 	A Note	<ul style="list-style-type: none"> • Parts of a dialog • Differentiating between <i>need</i> and <i>want</i> • Expressions to ask for things • Parts of a note 	<p><i>Can I borrow your jacket, please?</i> <i>I want the blue train.</i> <i>I need some water.</i></p>
<ul style="list-style-type: none"> • Explore instructions to make an object. • Understand illustrated instructions. • Participate in the writing of instructions. 	Instructions	<ul style="list-style-type: none"> • Parts of instructions • Ordering instructions • Writing instructions 	<p><i>First, second, third, fourth ...</i> <i>Fold the paper diagonally.</i> <i>Cut strips of paper.</i></p>
<ul style="list-style-type: none"> • Explore advertisements and announcements in public spaces. • Understand advertisements and announcements. • Write advertisements or announcements. 	Advertisement or Announcement	<ul style="list-style-type: none"> • Types of ads and announcements • Parts of an ad • Description of objects 	<p><i>Where is the play?</i> <i>How much does it cost?</i> <i>Cheap toys in good condition.</i></p>
<ul style="list-style-type: none"> • Explore illustrated monographs of musical instruments. • Read and understand information from reading out loud illustrated monographs. • Participate in the design and writing of information of a monograph about musical instruments. 	Monograph About Musical Instruments	<ul style="list-style-type: none"> • Elements in monographs • Demonstrative articles (<i>this, these, that, and those</i>) 	<p><i>The monograph is about ...</i> <i>These are the violin players.</i> <i>That is the keyboard players.</i></p>
<ul style="list-style-type: none"> • Explore short stories. • Interpret the content of a short story. • Record an audio story. 	Audio Story	<ul style="list-style-type: none"> • Elements of a short story • Differentiating between reading and listening to short stories • Producing sound effects and scripts 	<p><i>The setting of the story is the jungle.</i> <i>The main character is an ugly duckling.</i> <i>We will make the sound effects with cooking utensils.</i></p>



Welcome to *Go English!*, the elementary school series designed to empower children to develop and acquire skills, knowledge, attitudes, and learning strategies as they familiarize with a new language: English.

Structure and Methodology

Go English! 3 is about recognizing and using everyday expressions of common use in basic, personal, and habitual exchanges to satisfy immediate needs. Children who finish this level will show a reaction that proves that they understand a given communicative situation. They will be able to introduce people they know and themselves to others. They will be able to ask for and give specific basic personal information as well as to understand and respond to basic expressions and questions related to expectations, wishes, and information on some specific and known topics. This child will communicate every time the interlocutor speaks very slowly and clearly. He or she will establish concrete relationships with the language and the culture through games and some ludic and literary activities.

The units in the series *Go English!* have been arranged progressively, according to the complexity of the production needed from children. There are 10 units and each one is developed within a specific social learning environment, which aims to provide a context for each one of the social practices of the language.

The core of every unit is the final product, in which children will be working on from the first lessons. There are several sub-products along each unit that aim to provide children with the necessary background to build the product step by step. Therefore, the content of a lesson is closely related to each sub-product and, since the relationship between them is so close, it can be said that each sub-product is also closely related to the content of the lesson.

Each unit consists of a different number of lessons, given that the nature of each topic is different.



Therefore, when finishing *Go English! 3*, children are expected to:

- 1 Identify shared and different aspects between themselves and other people and cultures, obtained in intercultural experiences.
- 2 Participate in decision-making aimed at improving the cooperation for learning a foreign language.
- 3 Use information from previous experiences of foreign language learning to anticipate new situations.
- 4 Use simple linguistic repertoires for basic expressions about personal information and practical needs.
- 5 Exchange predictable information of immediate interest.
- 6 Establish basic social contacts in habitual situations.

Components

The series *Go English!* consists of an Activity Book and a Reader for the children. It also includes plenty of resources for the teacher to carry out and enrich the activities in his or her class, which are: a Teacher's Guide and a Class CD with audios and additional resources.

Activity Book

It provides children with fun and colorful activities and a wide variety of oral and written texts that allow children to develop skills, knowledge, awareness, attitudes, and values.



3





There are some icons in the Activity Book, whose meaning is explained hereby so you can make the most out of them:



This icon indicates when there is an audio for you to play to children so they can do the activity.



This icon indicates that this is a great opportunity for children to save the outcome of an activity in their Portfolio of Evidence. They can use a separate sheet of paper, if necessary.



This icon indicates that one of the words in the text is included in the Picture Dictionary at the end of the unit. Look for the highlighted word and look it up in that section.

There are also some boxes that children will find in their Activity Book:



Open your Reader to Chapter 4, "Think Before You Act" page 46. Read the fable and make a graphic organizer similar to the one in activity 2.

This is the Reader box. It suggests that children use their Reader so they learn more about the topic they are working on. It includes clear references to the chapters and pages.



Go English! Notice that questions and sentences start with capital letters. Questions end in a question mark and sentences end with a period.

This box includes information about language, interesting facts, spelling and pronunciation rules, questions for children to feel curious about a topic, and many other types of information.

If possible, go to <https://www.handspeak.com/word/> Look up words like in a dictionary. Do you think that sign language varies from language to language? Find it out!



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

Answer the question in your notebook.

What are your expectations for the year?



This is a checkpoint box. Children will find these boxes in strategic points and will invite them to reflect on the knowledge they have acquired.

Reader

The Reader is specifically designed for children who are in a developing literacy stage. There are two types of texts in the Reader: literary and informative. Literary texts are classic stories that will encourage children to explore the fantastic world of literature. Informative texts provide children with interesting factual texts that will make them feel curious about the world around them. Both types are illustrated with attractive pictures that will help children understand the text.

Glossary: Reader includes an English-English glossary that children will find helpful. There is one word on every page (as a footnote) and also a large group of words at the end of the chapter (Glossary).

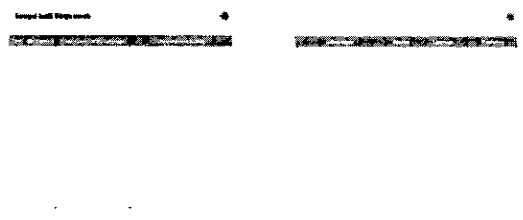
Extra Activities: It also includes activities at the end of the chapter that you can have children carry out whenever you deem convenient, or when it is suggested in this Guide: at the end of every unit.

Teacher's Guide

The Teacher's Guide provides notes on how to carry out each lesson of the Activity Book. It includes a Class CD. The notes clearly indicate when and how to use each component to teach each lesson.

To guide the teacher through the lesson, there are a series of features that you will have to be familiar with to make the most out of them:

Contents: This page will be useful for you to locate any section you need from the Teacher's Guide. You will be able to visualize the entire book in just one page.

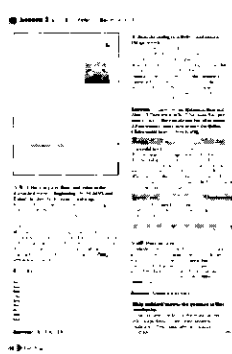


Scope and Sequence: This section will allow you to see what you will be teaching in the year. It includes basic but crucial information that will allow you to have a general view of the contents you will cover.



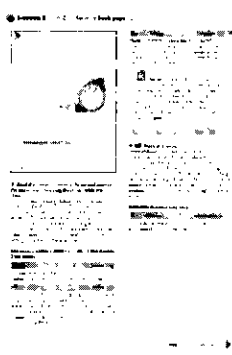
Unit planners: These pages allow you to see the complete unit—including the lessons from the Activity Book, the pages covered, and teaching guidelines that might be helpful for you to know and put into practice in the classroom.

Besides the boxes from the Activity Book such as the Reader box, the *Go English!* box, the IT box, and Checkpoint, you will find the following boxes exclusively in this Teacher's Guide:



You could ask the children to work in pairs. Suggest that they share their expectations about something they would like to do this year. Invite them to follow the structure from activity 3. You can tell them they should take notes about the expressions that the other used and then share them with each other. You may ask them to exchange roles so both can practice all of the parts of a dialog.

Extra activity: This box provides additional activities to be carried out in the classroom in case it is necessary for you to extend the class or provide children—or certain children—with extra practice.



Print or photocopy the *Fairyland Activities* handout to provide extra vocabulary to practice making dialogs.

Media resources In these boxes you will find suggestions of when to use flashcards or handouts found in the Class CD.



Nursery rhymes can be a good tool to help children practice their pronunciation and fluency. Encourage them to practice the repetitive sounds in the nursery rhymes. Pay special attention to those that are not common in their mother tongue.

Teaching tip: This box contains suggestions, strategies, or tips for you to enrich your teaching.





Remember to bring a recorder and some tunes with the songs children chose in step 1.

Remember: This section will help you remember the material you will need for the next class.



There are a series of icons that hold a correspondence to the icons in the Activity Book and that will work as reminders, so you can make the most out of the material. Therefore, every time you see each of the following icons:

-  Play the audio for children. Always pay attention to your class and notice if it is necessary to play it one or two more times.
-  Remind children to take out their Portfolio and save their work.

At the end of the Guide, you will find the following extra material:

How to Use the Class CD: These pages show the contents in the Class CD. There, you will not only find the tracks but also additional resources like Reader flashcards and handouts, together with suggestions on how to use them. If you need help using the CD, go to page 148 of this Teacher's Guide where you will find all the information about this component.

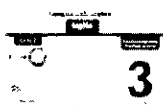
Bibliography: This section offers a list of reference materials for you and another one for the children to research and expand their knowledge on the topics seen in *Go English! 3*.

Reader's Book Audio Script: In this section you will find the text for each audio in the activities in the Reader.

Tracklist: At the end of the book you will find this page which shows all the audio tracks listed in just one place.



Class CD



This Teacher's Guide includes a Class CD. It contains the listening activities from the Activity Book. The recordings are read by native English speakers. The tracks are indicated in both the Activity Book and the Teacher's Guide.

This Class CD also includes additional resources, which are:

Helpful ideas for using *Go English!*

There is some information that you might find helpful to explore as you teach your class.

Planning

Planning and assessment are simultaneous processes that should not be separated. When planning an activity in which you expect children to achieve a goal, you must also consider how you will measure that achievement. It is a challenge for the teacher to control both processes. So, you have to make planning and assessment allies to achieve the purposes you established from the beginning, for both you and the children.

You can organize the units in the Activity Book according to the needs of your class and school. You can use a three-month plan, a two-month plan, or a monthly plan, according to the needs of the school and class.


Assessment

Go English! offers various types of assessment tools related to different learning moments and processes throughout the school year. These are used to systematically gather evidence over time and in different ways.

Continuous Assessment

This course has several continuous assessment strands designed for both gathering the evidence of the children's work and progress and to provide the teacher with assessment tools.

Portfolio

Throughout the lessons, the portfolio icon  suggests activities that children can put in a portfolio binder for them to check on their progress when you deem it necessary. Remember to work on setting personal goals with the children so they may see the improvement in their learning process.

How to Use the Portfolio of Evidence

- Have children bring a folder to class. Then have them write their personal information and personalize it with any decoration they want to use.
- Each time you see the portfolio icon in the Activity Book, have them collect their work in their portfolio. It is important to encourage them to find a simple system to sort the evidence in a way they can easily identify to which unit, page, and activity it belongs. Motivate them to achieve their full potential.



Self-assessment

Encourage self-assessment as it gives children an opportunity to reflect on their learning and helps them understand that obtaining knowledge is a process. Remember that it is essential to guide children to build up self-awareness so that they can assess their performance. In this series you will find plenty of opportunities for this type of evaluation such as: the unit opener in the Activity Book, the Follow-up page, the Progress Tracker, and many other opportunities as in the Checkpoint boxes.

Assessment Instruments

The teacher's assessment instruments will help you keep record of the children's progress and global outcomes of your performance. Therefore, there are two types of instruments; some of them are for the teacher and other ones for the children. You will find this clearly specified at the top of each instrument. You might build your portfolio binder, or teaching diary using these tools.

Literacy

Developing Reading Skills

Go English! 3 focuses on developing children's ability to read texts accurately and fluently. Simple activities such as frequent readings of favorite stories, poems, and rhymes can help raise children's awareness of the foreign language as they interact with the texts.

By the time they are in this grade, children may recognize a large number of English words by sight. At the same time, they may still have trouble recognizing the unfamiliar words they find in books. Children in this grade begin to read faster, to read in meaningful phrases or chunks, as opposed to word-by-word, and to read with greater expression.

Reading comprehension, the main goal of reading, is most effectively achieved when children are aware of what they are expected to do, when they are encouraged to think about how each text is organized, to ask questions, and discuss possible answers. Help children become aware of their thinking while reading the different types of text provided in the Reader.

Children are actively engaged in developing awareness and interest in language. So, it is suggested looking for opportunities to link children's experiences and the story or informative text and to use pictures and objects to develop background knowledge that children will need to comprehend the story. Help children learn to recognize words that occur frequently in the stories.

Each time a new chapter in the Reader starts, it is useful to show children the different elements such as the table of contents, the chapter header or title, and encourage them to figure out how the text is organized by using graphic elements and the headings. You can use a “picture walk” to elicit how the graphic elements are related to the text.

The first time that the group reads a fiction or non-fiction text, you can read it out loud, modeling fluent reading with proper inflection, pauses, and tone while children follow along in their Readers, silently, using a finger or a marker to follow along with the text. You can additionally pause and point to pictures, ask children to point to pictures, use pauses and add dramatic effects, and make predictions and inferences to connect events. The text becomes comprehensible as you model appropriate reading strategies. The goal during this first stage of reading is to have children relate the illustrations to the text, and to have them point out specific parts of the text that provide answers to questions. Discuss the ways punctuation represents features or oral language, for example, pausing a little bit at the end of a sentence that is represented by a period.

Additional readings should follow this first reading, with children reading a section of the text out loud simultaneously, either as a whole class in unison, together with you, or with a reading buddy. Children can also work with their reading buddy, taking turns reading out loud, using either timed reading, or alternating by paragraphs or sentences. By reading in pairs or small groups, children have more reading time and have opportunities to discuss, negotiate, and relate the text to their own lives. When children read out loud, focus on reading with appropriate volume and clarity, how words and groups of words go together, pronunciation and the use of punctuation to add expression.

Classroom Management

Classroom management refers to the extensive variety of skills and resources that teachers use to keep children focused, organized, and academically productive during the class. In order to help you achieve that, there are a series of recommendations you can follow:

- Bear in mind that learning a foreign language is a lengthy process and that the main objective of this second cycle is to develop oral comprehension; to perceive and recognize the rhythm, sounds, and intonation of the English language. When children first learn a foreign language, they focus on listening and understanding and fall back on their L1 for speaking, frequently engaging in code switching as a way of maintaining continuity of speech.
- Also, bear in mind that in a classroom you will find multiple intelligences and even children from different economic backgrounds. It is important that you know your class, take the time to meet and know every child.



It is very important for them to feel acknowledged and important. From there, you will be able to make important decisions on how you follow certain aspects of this guide.

- Give instructions when everyone is paying attention. Demonstrate them step-by-step while saying them in English, and make sure that children are doing what you are telling them to do. Create a signal to call their attention; e.g. put your hand on your head or use a rattle.
- Children need to know what is expected from them; routines provide these expectations. By starting your class with a song, chant, or TPR activity, you establish a link to the language and provide a structure to the class. Routines like these help children feel that they know what is going on. They become active learners when you tell them the purpose of an activity: Let's do this TPR chant so we remember the words we will use.
- Use the first few weeks of class to set up the classroom routines. When children know what to do and when to do it, you can devote more time to teaching. This is also an opportunity to introduce collaborative and cooperative learning which involve social skills such as turn-taking, with the intention of making children more independent, and also provides opportunities to experiment with appropriate learning strategies.
- Engage children in multiple modalities: reading, writing, talking, listening, and looking. Children this age are very visual. Use the board to display pictures and word cards; ask individual children to touch a picture or run their fingers under a word. Choose different children each time. Move around the classroom; monitor what children are doing. Use their names as much as possible. Avoid potential distractions by allowing children to keep only the essentials on their desk.

Using ICTs

Nowadays, technology plays an important role in the life of most people, regardless their age, and children are no exception. Its diffusion does not exclude school, on the opposite, school must create the conditions for children to develop critical thinking skills for the handling and processing of information, as well as for the conscious and responsible use of ICT.

ICTs are important in elementary school education, not only because of the technical skills involved in their operation, but because by using them, children will learn to search, select, evaluate, classify, and interpret information; communicate; interact with others; explore and experiment, create products; etc.

Go English! 3 offers a fair amount of opportunities for you to incorporate ICTs in the classroom such as the ones included in the Activity Book, Class CD, and in the bibliography, and it will be up to you to include more or fewer, according to the needs of your class.

Unit 1

Activity Book pages 7 to 18

Social learning environment: Family and Community

Communicative activity: Exchanges associated to specific purposes

Social practice of the language: Share expectations in a dialog.

Final product: Dialog using a mobile

Lesson	Pages	Achievement	Teaching Guidelines
1	20 to 21	Listen to expressions linked to expectations.	<p>Create an environment of support that generates positive attitudes in your students when it comes to listening to and speaking in English so that they feel accepted and valued, and are able to develop confidence and enthusiasm to:</p> <ul style="list-style-type: none"> • understand the purpose and addressee; • differentiate turns of participation; • examine the structure of dialogs (beginning, middle, end).
2 to 3	22 to 24	Understand the contents of a dialog.	<p>Model strategies for your students so that they take advantage of what they already know about the language, and help them:</p> <ul style="list-style-type: none"> • predict the general sense; • interpret nonverbal language; • contrast the topics with expectations common to their culture; • compare acoustic characteristics; • analyze expressions used to share expectations (<i>She'll be ready in five minutes, I hope they are OK, etc.</i>); • examine acoustic characteristics (for example: intonation, speed, etc.).
4 to 6	25 to 27	Participate in oral exchanges.	<p>Establish routines that offer multiple opportunities for students to participate in authentic unplanned exchanges, for example: when greeting someone (<i>hello / hi...</i>), answering when receiving something (<i>thank you</i>), asking for something (<i>Can you give / May I have... please?</i>), or to share a personal opinion (<i>I liked... My favorite...</i>), etc.; in this way, your students will acquire enough confidence to:</p> <ul style="list-style-type: none"> • use expressions to convey expectations; • understand nonverbal language (eye contact, body language, etc.); • use pertinent nonverbal language when expressing expectations; • control some acoustic characteristics (volume, intonation).

Unit 1



In this unit you are going to have a dialog using a mobile.

What do you want to do this year?



Environment: Family and Community

Social practice of the language: Share expectations in a dialog

Communicative activity: Exchanges associated to specific purposes

In this unit you will learn to ...

- ... listen to expressions linked to expectations.
- ... understand the contents of a dialog.
- ... participate in oral exchanges.

When you finish the unit, come back to this page and check () the things you learned.

7

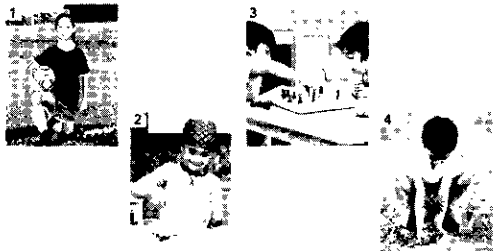
Since this is the first lesson of the school year, you may want to take the opportunity to introduce yourself and start creating a welcoming and supportive environment for children to feel confident to rely on you as their teacher. It is important to have children become familiar with the book they will be working with. This will help them have a more positive attitude towards the lessons. You may build rapport with the children and check their understanding. It is very helpful to keep eye contact while listening to them and let them complete their thoughts before responding. Keep in mind that you can make notes of mistakes you hear and give feedback later on,

maintaining the experience positive.

Explore the picture and information on page 7 with the children and encourage them to brainstorm what they think the unit will be about. You could explain that the final product is to make a dialog using a mobile. You may use the opportunity to talk to the children about how this product can help them develop language skills. Then talk through the expected achievements which include listening to expressions linked to expectations, understanding the content of a dialog, and participating in oral exchanges.

Lesson 1 Unit 1 Listen to expressions linked to expectations

Circle the things you like to do. Share them with your class.



Read and listen to the dialog between Héctor and Diana. Answer the questions.

Héctor: Hi, Diana.
Diana: Hello, Héctor. Can I ask you a question?
Héctor: Sure!
Diana: What are your expectations for this year?
Héctor: My what?
Diana: Your expectations, what you want to do.
Héctor: Oh! I don't know yet. I like painting, skating, and playing chess. And you?
Diana: I like playing football, running, and knitting but I want to learn to play baseball.
Héctor: I like baseball too, but I really want to learn how to play chess. It looks fun!
Diana: And what do you want to do better?
Héctor: I want to do better in Math. And you?
Diana: I want to do better in English.
Héctor: Great! Let's write it down and work on it!
Diana: Sure!

Go English! On your turn, it's important to have expectations! Think about your hobbies.

1. Write down your hobbies.
2. Write down what you want to do.

1 Circle the things you like to do. Share them with your class.

To make children feel that their interests are valued, you may elicit from them the type of activities they like to do at school and at home. Also, to help them develop a positive attitude towards speaking English, encourage them to use short sentences and praise them for their efforts. Have them do the activity and you may want to write the children's ideas on the board and invite them to write them down in their notebooks. Invite children to share why they enjoy doing those activities. It is most likely that children may not feel confident enough to speak in a language different from their mother tongue, so it is important that you create a friendly environment in which all mistakes are welcomed. You could remind them that mistakes inspire us to try again until we do better and master a skill. If their pronunciation is not accurate, invite them to repeat after you and encourage all children in the class to cheer up and praise each other's efforts.

Answers: Answers may vary.



It is suggested introducing the concept of *expectation* to children, which is the belief that something will happen. You could also explain that how we

manage these expectations is important to how we view our experiences and pursue our goals. We feel good when something positive happens to us. For example, if we expect to get an 8 and we get an 8.5 on an exam, we feel ok. But if we expect to get an 8 and we get a 10, we feel really happy and excited. On the contrary, if we expect to get an 8 but we fail the exam, our disappointment is huge. Nevertheless, when we fail we can always have the chance to try again until we can achieve the goals we have set for ourselves.

2 Read and listen to the dialog between Héctor and Diana. Answer the questions. Refer children to the Picture Dictionary on page 18 of the Activity Book.

You may explain to the children that a *dialog* is an exchange of ideas between two people. For the class to understand the purpose of the dialog and who the speaker is talking to, you may ask: *What does Héctor want to do? What does Diana say?* Point out that all forms of communication have a purpose.

Track 2

Héctor: Hi, Diana!
Diana: Hello, Héctor. Can I ask you a question?
Héctor: Sure!
Diana: What are your expectations for this year?
Héctor: My what?
Diana: Your expectations, what you want to do.
Héctor: Oh! I don't know yet. I like painting, skating, and playing chess. And you?
Diana: I like playing football, running, and knitting but I want to learn to play baseball.
Héctor: I like baseball too, but I really want to learn how to play chess. It looks fun!
Diana: And what do you want to do better?
Héctor: I want to do better in Math. And you?
Diana: I want to do better in English.
Héctor: Great! Let's write it down and work on it!
Diana: Sure!

Answer: 1 Héctor and Diana 2 They are talking about their expectations for the new school year.

Go English! Invite children to reflect on the question and share their thoughts with a classmate. You could share with them the idea that having expectations helps us to always work to pursue our goals and dreams.

Lesson 1 Unit 1 Listen to expressions linked to expectations


Read the dialog in activity 2 and complete the tables.

What Héctor likes to do	What Héctor wants to learn	What Héctor wants to do better
What Diana likes to do	What Diana wants to learn	What Diana wants to do better

Complete the table with information about you.

What I like to do	What I want to learn	What I want to do better

Work in groups. Talk about the information in your table from activity 4. Do you share the same expectations?



For your final product Step 1

Work in pairs.

1. Brainstorm in pairs a variety of ideas.
2. Choose the ones you will use for your final product.
3. Write them down.

Answer the question in your notebook.

What do you expect to do better at this year?

5 Work in groups. Talk about the information in your table from activity 4. Do you share the same expectations?

Divide the class into groups of four. To help children feel valued and accepted, emphasize that we are all different and therefore have different expectations, and that it's important to do things that are valuable to us even if they are different to those of other people. You could ask children to reflect on this and explain why it's important once they have answered the activity.

Answers: Answers may vary.

R You may start by asking a volunteer to read the instructions in the box out loud. Give children time to work on the activity. Monitor and help them when necessary. As soon as they finish, encourage them to share what they have worked on.

Answers: Answers may vary.



Print or photocopy the *The Bremen Town Musicians* Reader flashcards to ask the children about expectations and how they feel about them.



3 Read the dialog in activity 2 and complete the tables.

Breaking the information down in a text can help children organize their thoughts as well as understand the purpose of the dialog for each speaker. Invite children to think if there are any similarities between Héctor and Diana, and also what their differences are before answering the activity.

Answers: Héctor likes to do: painting, skating, and playing chess. Héctor wants to learn: how to play chess. Héctor wants to do better: at Math. Diana likes to do: playing football, running, and knitting. Diana wants to learn: to play baseball. Diana wants to do better: at English.

4 Complete the table with information about you.

Invite children to complete the table. Once they finish, you could suggest that they ask the classmate sitting next to them what his / her answers are. Then exhort them to talk about their expectations. You could invite them to present their classmate's likes and expectations instead of their own.

Answers: Answers may vary.

6 Work in pairs.

Organize children in pairs. Invite children to talk about the expectations they may have. Exhort them to choose the most meaningful ones with their partner and write them down. You could invite children to share their reasons for choosing those expectations. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Help children answer the question in their notebooks.

You could share with the children your personal expectations for this school year, this way they may feel more confident to set their own. Invite them to answer the question and share their resolutions as a class.



Lesson 2 Unit 1 Understand the contents of a dialog

Circle all the ways you can have a dialog

1 Listen to the dialog and circle the picture that illustrates it.

1 Listen again to the dialog as you look at the picture in activity 2. Answer the questions in groups.

1. How many ways can you have a dialog?
 2. What are the ways?
 3. What are the advantages and disadvantages?

For your final product Step 2

Work in pairs.

1. Make a dialog about the ways you can have a dialog.
2. Perform it.
3. Show it to your class and judge it.

10

Mario: Wow! That's wonderful!
Juan: Thank you, Mario.
Mario: Thanks to you! I know what to write. I have to go!
Juan: Go where? We go to the same class.
Mario: That's true!
Mario and Juan: Ha, ha, ha

Answer: 2

It is important to develop children's listening comprehension. A good way to ensure that they are understanding what they are listening to is to make questions after playing an audio. Afterwards, if you think it is necessary, play the audios again and repeat the questions. Do this as many times as the children need to understand what they're listening to.

3 **3)** Listen again to the dialog as you look at the picture in activity 2. Answer the questions in groups.

It could be a good idea to explain each question before listening. You may organize the class into groups. Ask the children to analyze the image and the dialog and think of the dialog that the children in the book are having. You may want to guide them to reflect on the elements of body language that are present in the dialog. You could also use this dialog to help children identify the language used for starting and ending a dialog (*Juan, can I ask you a question?*) and turn-taking, such as *Wow! That's wonderful!*, *What else?*, *That's true!*, *Oh, ok*. Encourage them to reflect on why these expressions are helpful to us in dialogs.

Answers: 1 No, because Juan says they are going to the same class. **2** about Juan's goals for the next year. **3** friendly, because they laugh together.

See Track 3 in activity 2.



4 **Work in pairs.**

Invite children to get together with their classmate to create the final product. It is suggested talking with the children about all the ways in which we can have a dialog. Once they are sure about this topic, invite them to do the three activities. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

1 Circle all the ways you can have a dialog.

It might be a good idea to develop a discussion inviting children to reflect on the different reasons they might use these forms of communication. You could encourage children to have a class vote on their preferred form of communication in different situations once they answer the activity.

Answers: Answers may vary.

2 **3)** Listen to the dialog and circle the picture that illustrates it.

Before listening, to focus on the purpose of a dialog, you could invite children to look at each picture and comment what they think the children in each picture are saying. You may ask them if they consider that texting is, somehow, different to having a face-to-face dialog, and why.




Track 3)

Mario: Juan, can I ask you a question?
Juan: Hi, Mario! Of course!
Mario: What are your goals for next year?
Juan: Why?
Mario: I need to write mine and I don't know where to start!
Juan: Oh, ok! I want to get better grades in Math. I don't like Math.
Mario: What else?
Juan: Mmm. . . I want to learn how to play the guitar.

Lesson 3 Unit 1 Understand the contents of a dialog

Work in groups and answer the questions.

- 1 What is the relationship between the speakers?
- 2 What is the main purpose of the dialog? How does the dialog end?
- 3 How do you think the speakers feel about the dialog? Why?
- 4 How does the dialog start and end?

Listen to the dialog and read. Check (✓) the features you find.

Mom: Hello, Alex. What do you want to do this year?

Alex: Hi! I want to take guitar lessons, Mom.

Mom: That's a good idea.


Alex: When can I start?

Mom: Let's talk to the music teacher.

Alex: Yes! Let's do that!

Mom: Ok!

Alex: Great!



Go English! Invite children to think about the world he/she dialog and compare the features of the dialog with those of a dialog they have in their daily life.

1 Greetings	6 Middle
2 Questions	7 End
3 Beginning	8 End
4 Speakers	9 Speakers
5 Answers	10 Answers

1 Work in groups and answer the questions.
 You may organize the class into groups. Invite children to share with whom they talk the most, the type of information they share with that person, and how they start and end the dialog. Help them raise awareness on the tone they use when talking to a friend or teacher. Encourage children to compare their answers and see if there are any similarities or differences about the phrases they use to start and end a dialog.

Answers: Answers may vary.

You could ask the children if they can think of any other person they have dialogs with on a daily basis. You may invite them to share what is the relationship they have with that person, what type of dialogs they share, and how they have them. Help them compare the dialogs and notice how the person they have the dialog with defines the type of dialog they have.

Children have different personalities. Quite probably, in your class, there is someone shy. It can be difficult to make these children participate and share their thoughts. One way you could ensure that they get heard, is to make the whole classroom participate and create an environment in which everyone gets to know a little bit more about each other. Doing this, will allow you to point out that everyone is different and that it is ok to be that way. Always keep a welcoming environment.

2 (4) Listen to the dialog and read. Check (✓) the features you find.
 A good reader knows how textual features are linked to text purpose and help activate cognitive patterns, so it is suggested trying to make sure children understand the textual features in the list and invite them to predict the ones they'll find in the dialog before listening and reading. Suggest that they share their answers as a class. To draw children's attention to the intonation in phrases ending with an exclamation or question mark, you could play the audio and ask them to follow the text with their fingers. You may want to explain that intonation in *Wh-* questions slightly rises before falling at the end. This dialog provides practice of useful question forms for children to learn about intonation.

Track 4)

Mom: Hello, Alex. What do you want to do this year?
Alex: Hi! I want to take guitar lessons, Mom.
Mom: That's a good idea.
Alex: When can I start?
Mom: Let's talk to the music teacher.
Alex: Yes! Let's do that!
Mom: Ok!
Alex: Great!

Answers: 1 Greetings 4 Questions 5 Beginning 6 Middle 8 End 9 Speakers 10 Answers

Go English! Invite children to think about the dialogs they've seen so far. You may ask them if they think the information of those dialogs is similar or different to those they share in their daily life, and why. You could explain that languages often share the same features—we understand certain features in a new language because we learned it in our own first. You could also mention that linguistic features are not the only things languages may share, there are also cultural ones.


Lesson 3 Unit 1 Understand the contents of a dialog

4 **Work in pairs. Read and listen to the dialog and write B (Beginning), M (Middle), and E (End) to identify the parts of a dialog.**

1 Bere: Hello, Alex! What do you want to do this year?
Alex: Hi! I want to learn how to play the guitar.

2 Bere: Great! I love the guitar!
Alex: And what about you?
Bere: Me? I want to learn how to sing.
Alex: Great! Let's talk to the music teacher!
Bere: Yes! Let's do that after recess.

3 Alex: Ok, see you later!
Bere: Sure! Bye!



Read the dialog in activity 3 and answer the questions.

- 1 How many speakers are there? Who are they?
- 2 What are they talking about?
- 3 What does Alex want to do?
- 4 What does Bere want to do?

For your final product **Step 3**

Work in pairs.

- 1 Take a 10-minute explanation for the step 1 activity phase.
- 2 Assign half of the dialog to your explanation. Let the other half take a turn.

Answer the question in your notebook Write the features of a dialog.

12 **Family and Community**

3 **5) Work in pairs. Read and listen to the dialog and write B (Beginning), M (Middle), and E (End) to identify the parts of a dialog.** Refer children to the Picture Dictionary on page 18 of the Activity Book.

Play the dialog and invite the children to listen. You may examine the structure of dialogs with the children. Invite them to read again and figure out along with you what the beginning, middle, and end are about. Then, you could draw their attention to the phrases used in each part and explain that in the *beginning* we say our greetings, in the *middle* we share information with the person we're talking to, and in the *end* we bid farewell.

Track 5)

Bere: Hello, Alex. What do you want to do this year?
Alex: Hi! I want to learn how to play the guitar.
Bere: Great! I love the guitar!
Alex: And what about you?
Bere: Me? I want to learn how to sing.
Alex: Great! Let's talk to the music teacher!
Bere: Yes! Let's do that after recess.
Alex: Ok, see you later!
Bere: Sure! Bye!

Answers: 1 B 2 M 3 E

4 Read the dialog in activity 3 and answer the questions.

You might want to use this activity to draw children's attention to expressions for describing expectations. You could explain that there's an unwritten rule when we're having a dialog; that is, to wait respectfully for the other person to finish talking while you're listening, then answer to any question that person may have formulated. You may invite children to reflect on what would happen if we don't follow that norm and interrupt the dialog every person has with us.

Answers: 1 There are two speakers, Bere and Alex. **2** They are at school, because they say they want to talk to their music teacher after recess. **3** Alex wants to learn how to play the guitar. **4** Bere wants to learn how to sing.



You could ask the children to work in pairs. Suggest that they share their expectations about something they would like to do this year. Invite them to follow the structure from activity 3. You can tell them they should take notes about the expressions that the other used and then share them with each other. You may ask them to exchange roles so both can practice all of the parts of a dialog.



Print or photocopy the *Everyday Activities* handout to provide extra vocabulary to practice making dialogs.



5 **Work in pairs.**

Invite children to get together into pairs. You may explain to the children that they'll have to use the expectations they chose to create a dialog. You could remind them that the message as well as their goals should be clear. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.


Help children answer the question in their notebooks.

Invite children to reflect on the question and encourage them to check their answers by talking with their classmates and sharing their ideas.



Lesson 4 Unit 1 Participate in oral exchanges

Work as a class. Talk about the nonverbal language you use when you talk to other people.



1 Face the person. 2 Pay attention to what they say. 3 Look at the person in the eye. 4 Have a friendly and open posture.

Read the checklist and check (✓) the nonverbal language you think is appropriate to use in a dialog.

1 Face the person.	4 Pay attention to what they say.
2 Pay attention to what they say.	5 Look at the person in the eye.
3 Look at the person in the eye.	6 Smile.

Work in pairs. Read the dialog out loud with a partner. Put into practice the nonverbal language you checked in activity 2.

Dialog

A: How are you feeling today?
 B: I'm feeling good. I'm going to the gym.
 A: Oh, that's great. Do you go often?
 B: Yes, I go every day. It's very healthy.
 A: That's good. I should go too.
 B: Yes, you should. It's a great way to stay fit.
 A: I'll try to go more often.
 B: That's a good idea. See you later!

For your final product Step 4

Work in pairs.

1. Read the dialog out loud with a partner.
2. Make a dialog out loud with a partner using the nonverbal language you checked in activity 2.

2 Read the checklist and check (✓) the nonverbal language you think is appropriate to use in a dialog. To check understanding, you might suggest that children relate the pictures in activity 1 with the nonverbal language described. You could invite the children to talk about why they consider certain gestures as appropriate and others as inappropriate when talking to someone. Have them answer the activity. Encourage them to share how they would feel if they talked to someone who looks angry or bored.

Answers: 1 Face the person. 3 Look at the person in the eye. 4 Pay attention to what they say. 5 Have a friendly and open posture. 6 Smile.

3 Work in pairs. Read the dialog out loud with a partner. Put into practice the nonverbal language you checked in activity 2. Refer children to the Picture Dictionary on page 18 of the Activity Book.

You may prefer to read the dialog out loud first to model intonation and rhythm. Then, you could organize children into pairs for them to read the dialog out loud with the correct nonverbal language. It might be a good idea to walk around and monitor, checking whether any children need help. Invite pairs to perform the dialog for the class.


1 Work as a class. Talk about the nonverbal language you use when you talk to other people. It is suggested inviting children to close their books and ask if they use some gestures when talking to other people. You could mention some examples, such as calling someone over, nodding, or signaling OK. Encourage children to think if they do gestures when they are bored, interested in something, or happy. Then invite them to open their books and direct their attention to the people in the pictures. Elicit from the children what they might be saying and how they might be feeling. Ask them if they have ever felt like this or communicated in this way.

Answers: Answers may vary.

Reading tip

You may want to explain to the children that, besides words, we use a nonverbal communication known as *body language*, that is the unspoken element of communication that we use to reveal our feelings and emotions. Our gestures, facial expressions and posture, for instance.

R Make sure children understand what they have to do. You may give them some time and then ask volunteers to share their ideas with the rest of the class. You may want to start a class discussion with the different ideas and wrap them up at the end.


4  **Work in pairs.** Invite children to get together into pairs. Suggest that they use different types of body language, including those considered negative. It is suggested giving them enough time to practice. Invite children to share how they felt when talking and showing different gestures. Have them do the two activities for the product. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.


Lesson 5 Unit 1 Participate in oral exchanges

- Work in pairs. Think of the dialogs you often have. Do you use the same intonation to express different emotions?


1



2



3



Choose an audio from the unit. Have the teacher play it and answer the questions.

- Do the speakers feel the same about it at the time?
- Do the speakers talk fast or slow?
- Which changes in intonation do you notice?
- Do you have an argument? If so, when you talk to people, why and?

Work in pairs. Read the dialog from lesson 1 using an appropriate intonation.

Heidi: Hi, Don.
 Don: Hello, Heidi. Can I ask you a question?
 Heidi: Sure.
 Don: Are there any expectations for the year?
 Heidi: My what?
 Don: The expectations what you want to do.
 Heidi: Oh, I don't know! I like to study, but I don't want to miss any fun.
 Don: I am playing for the year, and I know it's not a great job, but I want to be a professional.
 Heidi: I am bored with it, but I will do it because I will get a job. I like to study.
 Don: Are you going to do it, Heidi?
 Heidi: Yes, I will do it because I like to study.
 Don: What do you want to do, Heidi?
 Heidi: I want to do the same as Heidi.
 Don: I will do it because I like to study.
 Heidi: I will do it because I like to study.
 Don: Sure.

If possible, use a cell phone or computer to record your intonation. This will help you hear your intonation and make any changes necessary.

For your final product Step 5

Work in pairs.

- Take your dialog and find another group and make intonation to your intonation.
- Take your dialog and make any changes necessary.

14 © Pearson Education, Inc.

1 Work in pairs. Think of the dialogs you often have. Do you use the same intonation to express different emotions?

Invite children to write down and share with the class the way they express different emotions when talking. Encouraging them to talk about intonation raises their awareness of the role it has in dialogs. Children may feel unnatural at first to alter intonation in a second language, but the more opportunities they have to do this, the more natural it will feel. Explore the pictures with children and monitor as they answer the questions in pairs.

Answers: Answers may vary.

Teaching tip

It might be a good idea to invite the children to establish an English class routine in order to help them feel confident when speaking, hearing, and answering simple questions. For example, you could exhort them to stand up and say a greeting once you enter the classroom. Then, you might ask them how they are, wait for them to answer, and ask them nicely to take a seat. Once the class is over, you could say your farewell to them and suggest how they can say theirs to you.

2 Choose an audio from the unit. Have the teacher play it and answer the questions.

Invite children to vote for the audio they wish to listen to again (except for the one used in lesson 1). Suggest that they look for the script in their books and, when they're listening, invite them to mark any intonation variations they may notice with a pencil. You may need to play the audio more than once. You could organize the children in pairs to let them discuss their findings with a partner and then do a feedback session with the class. For the final question, you may want to add other aspects such as stressing something important, talking about what they like, asking questions, listing items, etc.

Answers: Answers may vary.

3 Work in pairs. Read the dialog from lesson 1 using an appropriate intonation.

Invite children to read over the script and look for any instances they think may have a change in intonation and mark them. Then organize the children in pairs as you prefer and invite them to practice the dialog. You could play the audio for them to compare their intonation with that of the recording. You could exhort children to share what they've learned about intonation so far and ask them for any concerns they still may have or the areas they would like to practice more.

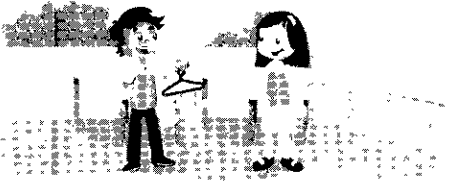
You may want to give children some time to record and listen to themselves. Remind them this is something they can do at home using a device of their choice or, borrow someone else's phone if they give them permission to use it.

4 Work in pairs.

Suggest that children work with another pair. You may want to give them enough time to choose their dialog and present it in front of the other pair. Remind children to be positive and constructive when listening and giving feedback to others. They should be able to suggest a better way to say something and give a valid reason for this. For example, to change the intonation because it is a question, important information, expressing feelings, among others. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Lesson 6 Unit 1 Participate in oral exchanges

Look at the picture. Do you know what the object is? What do people use it for?



Work in pairs. Read the box. Choose one of the dialogs from the unit and decide how you can use a mobile to say that dialog. Write your decisions down.

Go English! You can use your mobile phone in many ways. You can use text pictures as prompts or to draw your expectations. For example, you can use a picture of a mobile phone for text and read the dialog to everyone or put an expectation about it. What other ways can you think of?

Share with other pairs how you decided to use a mobile. Think of simple materials available to you in the classroom to make one. Make a list in your notebook

For your final product Step 6 Answer the question in your notebook.

Work in pairs.

1. Take out the dialog and the materials you need.
2. Make the mobile.
3. Use the mobile to present your dialog to the class.
4. Prepare the dialog for your session.

15

1 Look at the picture. Do you know what the object is? What do people use it for?

You could invite the children to look closely at the picture and ask what they think the children in the picture have. Then, you could ask what a mobile is and if the children know what it is for. To generate an interest in making one, you could elicit from the class why it might be a useful language aid. Point out that they can use it to display prompts and reminders, and thus build longer dialogs without relying on a script.

Answers: The object is a mobile, the uses may vary.

2 Work in pairs. Read the box. Choose one of the dialogs from the unit and decide how you can use a mobile to say that dialog. Write your decisions down.

It is suggested that children flip through the unit and re-read the dialogs. You can guide them to analyze the dialogs and identify the different ways the mobile could act as a prompt or reminder. Encourage them to think what aspects of a dialog are more difficult for them to remember or say correctly.

Answers: Answers may vary.

Pair activity

You could invite the children to make the different cards and illustrations about the dialog they chose in activity 2. You may give them some time to write the dialog's key ideas, a summary, expressions, personal notes, or all together, depending on what they think could help them present their dialog.

Go English! Invite children to talk about any other language aids they may hang in the mobile and share them with their classmates.

3 Share with other pairs how you decided to use a mobile. Think of simple materials available to you in the classroom to make one. Make a list in your notebook.

To help children create their mobiles, you may want to show one you have already done using materials found in the classroom. Then encourage children to think about how they will present their ideas. Invite them to go around the classroom looking for useful material to make their mobile. You may ask them to make a rough version of the mobile they have in mind. You can give them time to experiment with the materials they found.

Answers: Answers may vary.



4 Work in pairs.

It might be a good idea to make sure every child has the materials they need to make their mobiles. Remind them that because it is a language aid, they should take care of their handwriting and use visuals when possible. You may want to check that they have their presentations ready for next class. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Help children answer the question in their notebooks.

To help children reflect on the question, invite them to think of the last few dialogs they had and exhort them to reflect on what stood out the most. Suggest to the children thinking about what people can do to communicate their ideas more clearly.



Follow-up Dialog Using a Mobile

For your final product Step 3

PART 1
Work in pairs.
 1. Read your dialog and agree to who will represent a step.
 2. Create a class session and do the dialog as you can improve.

Aspects to Improve

PART 2

- listen to express own ideas and expectations
- understand the contents of a dialog
- use a variety of oral English

Use your paper to discuss the dialog you learned about the dialog.

PART 3
Social Practice Share your dialog with a partner.
What can you do with what you learned in this unit?

What other type of expectations can you talk about?

Why is intonation important in a dialog?

16 of Family and Community

develop their new knowledge and skills outside the classroom.

Answers: Answers may vary.

Part 3 Make it yours

Invite children to answer the three questions individually and then encourage them to share their answers with the rest of the class. This part is intended to make children relate what they have learned with their lives, so besides answering the questions, help them notice how this knowledge can be useful outside the classroom.

Answers: Answers may vary.

Teaching Tip

Once they finish the unit, it is suggested having children go to the activities pages at the end of their Reader chapter and answer them. For that, they might need to read the chapter again, so it is recommended to give them time. Once they read or remember what the text is about, have them check their answers. For that, you might ask children to work in pairs or as a class. Encourage them to participate and explain their answers, when necessary.

Part 1 Socializing

1 Work in pairs.

You could give children some time to practice how they will present their mobile. Remind them to think about intonation. Then invite children to present it. Encourage a class discussion to talk about what method of making the mobile worked best and whether how it is used depends on the language point being learned. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Part 2 Now you can ...

Read the achievements with the class and then have them check the learning outcomes. Invite them to check the goals they achieved throughout the unit on page 7. Then encourage them to reflect on them and share what they learned, what are the activities they enjoyed the most, and how they can further

Progress Tracker

In this unit you learned ...

1 ... to express the things you like, your expectations, and the things you want to do better. Write examples.

2 ... the parts of a dialog. What are they?

- 1
- 2
- 3

3 ... the nonverbal language you can use when talking to others. Write examples of nonverbal language.

4 ... to use intonation. How can you apply this when using dialogs?

-
-
-

5 ... how to use a mobile to have a dialog. How did you use it?

Family and Community 17

This Progress Tracker will give children the opportunity to reflect on what they have learned throughout the unit. By doing so, they will feel involved in their learning process, which will encourage them to take responsibility for their learning journey. Therefore, it is important that this purpose is clear for children before answering.

As children approach this section, it can be useful for them to flick through the pages of the unit and notice what they learned, which can go from structures in the new language, to skills, strategies, or some other knowledge. They can write it down in their notebooks or talk about it in pairs. Make sure they understand all the information on the page.

After they finish answering each question, you may carry out a class session in which you encourage children to realize how far they've come, which will keep them feeling positive for what is to come.

Classroom Observation Report

A classroom observation report is a teacher self-analysis tool. It also serves to evaluate children's learning behavior.

Instructions:

- 1 Read the statements and check (✓) the Yes / No columns according to your observations.
- 2 Write notes if there are any on the space provided.

Classroom Observation Report	
Teacher's name: _____	Group / Grade: _____
Unit: _____	Schedule: _____
School name: _____	
Observer: _____	

Indicators	Yes	No	Notes
Established clear learning goals			
Applied effective scaffolding			
Maintained effective rapport with children			
Selected material effectively			
Arranged furniture adequately for each activity			
Timed each activity adequately			
Monitored children during communicative activities			
Provided effective feedback and error correction			
Provided clear instructions and directions			
Children demonstrated interest			
Children participated actively			
Cued effectively			
Ended the class by focusing on the lesson's main objective			
Left a learning impact on children			
Classroom Observation Report			

Unit 2

Activity Book pages 19 to 30

Social learning environment: Recreational and Literary

Communicative activity: Literary expression

Social practice of the language: Sing songs.

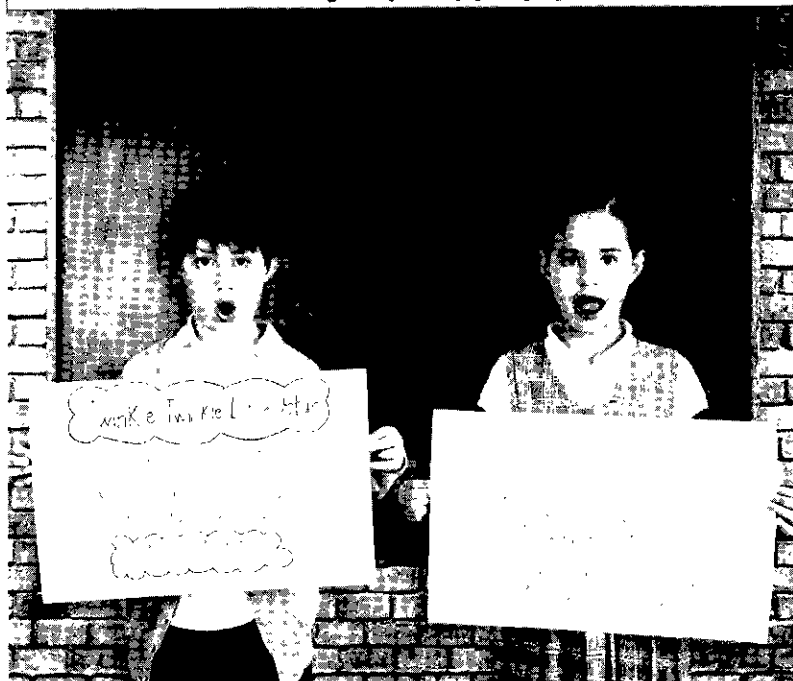
Final product: Concert

Lesson	Pages	Achievement	Teaching Guidelines
1	33 to 34	Listen to songs.	<p>Share with your students personal experiences related to songs and moods. Create a pleasant and safe environment with the purpose of observing individual and group behaviors in a recreational context. In this way they will be able to:</p> <ul style="list-style-type: none"> • compare the topic, purpose, and addressee; • follow the rhythm of a song with sound resources; • classify rhyming words; • repeat and use rhymes to identify sounds; • identify words and expressions they already know; • follow changes in intonation.
2 to 3	35 to 38	Identify parts of songs.	<p>Create an environment that sparkles in the students a curiosity for wanting to know the content of a song, and for enjoying music and lyrics. In this way they will be able to:</p> <ul style="list-style-type: none"> • find textual components (title, author, etc.) and distinguish song structure (stanzas, chorus, verses); • ask about the meaning of new words; • organize answers to questions using the words we normally use for questions (<i>What ...?, Who ...?, How ...?, etc.</i>); • write words that have letters or consonant sound groups that are uncommon or do not exist in their mother tongue; • establish relationships between letters and their pronunciation; • vocalize specific phonemes; • re-read stanzas to improve their comprehension; • dictate fragments of songs and check the correct use of upper and lower case letters.
4 to 5	39 to 40	Participate in the singing of songs.	<p>Model and compare with your students their personal reaction to certain songs. Create a safe and trustworthy environment that encourages respect to all different reactions to a work of art, so that they will be able to:</p> <ul style="list-style-type: none"> • relate a song with personal experiences and emotions through short sentences; • rehearse a song individually and in groups; • use gestures and intonation to perform a song; • sing a song.

Unit 2

In this unit you are going to sing in a concert.

What songs do you enjoy singing?



Environment: Recreational and Literary
Social practice of the language: Sing songs.
Communicative activity: Literary expression

In this unit you will learn to ...

- ... listen to songs
- ... identify parts of songs.
- ... participate in the singing of songs

CCC

When you finish the unit, come back to this page and check (✓) the things you learned

19


There are several elements on this page that you might want to explore with the children. You can start by having children read what they will do in this unit. You could also ask them the question and have them share their answers. Exploring the picture of the two kids might get children's attention as well. You can also explain to them all the information at the bottom of the page. You may want to talk about the achievements, such as listening to songs, to help them identify parts of songs, and participate in the singing of songs.

You could explain the final product to the children which is to sing in a concert. Explain to them that this concert incorporates understanding songs and lyrics as well as writing them. It is recommended to exhort children to share with the class if there are any songs they like to listen to in English as well as in their own language.

You may point out that listening to music in different languages gives us the chance to use language creatively.

Lesson 1 Unit 2 Listen to songs


1 Work as a class. What songs do you like to sing? When do you sing them?




2 Listen to the song. Look at the pictures and discuss with a partner which one illustrates the moment in which you would sing it. Circle it and share your answer with another pair.

Track 6

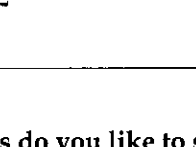
1 This is the way that I get up,
I get up, I get up.
This is the way that I get up,
Early in the morning.



2 This is the way I take a shower,
Take a shower, take a shower.
This is the way I take a shower,
Early in the morning.



3 This is the way I brush my teeth,
Brush my teeth, brush my teeth.
This is the way I brush my teeth,
Early in the morning.



20

1 Work as a class. What songs do you like to sing? When do you sing them?

You may give the children time to think about the questions before contributing to the class discussion. Brainstorming helps children remember different songs and encourages the shy ones to participate as well. You may encourage children to share why they like that kind of songs. You may ask if they enjoy listening to songs in English or if they prefer songs in their own language. Then, you may exhort them to talk in groups about the moments they choose to sing their favorite songs. For example, when doing their homework, in the shower, while eating, or when something good happens, etc.

Answers: Answers may vary.

2 Listen to the song. Look at the pictures and discuss with a partner which one illustrates the moment in which you would sing it. Circle it and share your answer with another pair.

You may bring a couple of speakers to play music in class. You can play your favorite songs to the class and invite them to comment what they think about them. Then, you could ask if anyone has their favorite songs with them and would like to share them. Play the children's song and ask them what they think about them.

Teaching tip

Encouraging children to share their personal thoughts, preferences, and feelings can help them be more involved and connected with their classmates, and it also enhances learning. To be sure this process takes place in an open and trusting environment it is suggested giving clear guidelines beforehand. You may remind children that everyone is entitled to talk about their feelings without being judged. Invite them to reflect on how they would feel if they share something personal and significant and other people laugh, don't listen, or are disrespectful. In order to enhance their confidence and trust in you as the teacher, you could share a personal experience and feeling.

2 Listen to the song. Look at the pictures and discuss with a partner which one illustrates the moment in which you would sing it. Circle it and share your answer with another pair.

Refer children to the Picture Dictionary on page 30 of the Activity Book.

Invite children to get together into pairs. You may draw their attention to the pictures and let them choose the one that illustrates best the moment to sing the song. You may then play the recording at least three times: the first time for children to familiarize with the recording; the second time to check what they grasped the first time; and a third one to confirm that what they listened to was correct and to make any necessary corrections. To aid comprehension, you could ask children to read the song title and describe the pictures in their books. Suggest that they write any new words they find in their notebooks. You may ask them to share their answers with another pair.

Track 6

Early in the Morning

This is the way that I get up,
I get up, I get up.
This is the way that I get up
Early in the morning.

This is the way I comb my hair,
Comb my hair, comb my hair.
This is the way I comb my hair
Early in the morning.

This is the way I take a shower,
Take a shower, take a shower.
This is the way I take a shower
Early in the morning

This is the way that I get dressed,
I get dressed, I get dressed.
This is the way that I get dressed
Early in the morning.

This is the way I brush my teeth,
Brush my teeth, brush my teeth.
This is the way I brush my teeth
Early in the morning.


Answers: Picture 1

Lesson 1 Unit 2 Listen to songs

3 Read the song in activity 2. Answer the questions. Share your answers with a classmate.

1. What is the purpose of the song?
2. Who is the audience for the song?
3. What are the routines that you do?

4 Work as a class. Listen again to the song in activity 2 and sing along as you clap to the rhythm. Then discuss your answers as a class.



1. What is the purpose of the song?
2. Who is the audience for the song?
3. What are the routines that you do?
4. What are the routines that you do?

5 Listen to "Early in the Morning" and sing along.

For your final product **Step 1**


Answer the question in your notebook. Why do people sing songs?

6 Work in groups.

1. Blow streamers. Make songs you like to sing.
2. Choose one song for each member.
3. Sing up the lyrics of the song in a drum.
4. Sing the song to another group as you have to follow the rhythm.


3 Read the song in activity 2. Answer the questions. Share your answers with a classmate. For children to understand what the song is about, its purpose, and who is the audience intended for, you could invite them to think of how they perform this activity in the morning, if they do it in the same order, or if they do something else in their morning routine. You may ask children to share their answers with a classmate and encourage them to give reasons for them.

Answers: 1 Morning routines 2 Children
3 To help children learn morning routine activities in English.

4  Work as a class. Listen again to the song in activity 2 and sing along as you clap to the rhythm. Then discuss your answers as a class. For children to understand why they are going to listen to the recording yet another time, explain to them that this time they have to sing along and clap as they follow the rhythm. You can invite them to look at each picture. Then draw their attention to the questions and allow them time to provide the answers. To create an open and sharing environment in the class, elicit answers from children and discuss as a class.

See Track 6, in activity 2 on page 33.

Answers: Answers may vary.

5  Listen to "Early in the Morning" and sing along.

Songs are a great way for children to learn new language in a natural way. Encourage them to mime the actions as they sing. Play the song as many times as you consider appropriate for children to familiarize themselves with the song and feel comfortable singing. It is suggested that you check and help them with the pronunciation. When they feel more confident, you may split the class into two teams and invite them to sing alternative verses and mime the actions. They might find this a fun way to sing the song.

See Track 6, in activity 2 on page 33.



6  Work in groups.

To help with the final product, organize children into groups to sing a song. Encourage children to propose a song they'd want to sing in English. You could help them to look for the songs since they may not know the exact titles. It might be a good idea if you explain to the children where to look for songs and their corresponding lyrics. Once they decide on the song, encourage them to sing it to another group while clapping their hands. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Help children answer the question in their notebooks.

To help develop their confidence in sharing their personal thoughts and also to be respectful towards artistic creativity, explain to children that there is no right or wrong answer as to why people enjoy songs. You could talk about the people who write songs and why, as well as those who sing them.

Lesson 2 Unit 2 Identify parts of songs

- 1 Work in pairs. Talk about your favorite song. What is the title? Who wrote it?
- 2 Work as a class. Identify the parts of the song. Then listen to the song and sing it along. Discuss, what can you do besides clapping to follow the rhythm?

ways they can follow the rhythm, such as snapping fingers or stamping feet on the floor. Point out understanding the stanza can help them know the correct pronunciation of different words in songs.

Track 7

Mom told Dad and Dad told me,
 To get Mom an apple from the apple tree,
 To bake in a pie for the family.
 A big green apple from the apple tree!
 Mmm! Apple pie, man! Green apples for the apple pie!
 I told my sister as clear as can be,
 To get Mom an orange from the orange tree,
 To bake in a pie for the family.
 A big sweet orange from the orange tree!
 We need oranges! Lots of oranges! Orange pie!
 My sister told Grandma, as clear as can be,
 To get Mom a mango from the mango tree,
 To bake in a pie for the family.
 A big juicy mango from the mango tree!
 Mangos! We need mangos! Lots and lots of mangos
 For my sister and grandma!
 Grandma told Grandpa, as clear as can be,
 To get Mom a lemon from the lemon tree,
 To bake in a pie for the family.
 A big yellow lemon from the lemon tree!
 I need a lemon! Fetch me a lemon from the lemon tree!

Answers: 1 title 2 origin or author 3 stanza 4 verse



Print or photocopy the *Parts of a Song* handout to practice the parts of a song.



Brainstorm nursery rhymes or ask children to leaf through the unit looking for nursery rhymes. Once they mention their titles write them on the board. Now, invite them to identify the parts of each one by saying, for example, *what is the stanza of this song? Who is the author? Mention a verse, etc.*



Songs can be a useful tool to introduce children to more complex texts like poems. You could use the songs as a fun way to introduce basic elements of poetry like *stanza*, *verse*, and *rhymes*. Combine songs with poems and teach them the similarities so they can develop skills and vocabulary to further analyze songs and poems.



Bring paper and colored pencils for next class' extra activity.

1 Work in pairs. Talk about your favorite song. What is the title? Who wrote it?
 It is suggested that you pair children up for this activity. To help children understand the purpose of the lesson and activities, explain that in this lesson they are going to identify the parts of a song, such as the title and author. A variation would be for children to write what other parts of a song they think there are besides title and author, and then share their ideas with their partner. After that, you could invite pairs to team up with another pair to add more ideas.

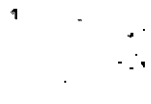
Answers: Answers may vary.

2 **Work as a class. Identify the parts of the song. Then listen to the song and sing it along. Discuss, what can you do besides clapping to follow the rhythm?**
 Refer children to the Picture Dictionary on page 30 of the Activity Book.

Encourage children to guess the meaning of the words in the box based on their own knowledge and work through the words they do know first. It might be a good idea to make sure children understand that a *stanza* is a set of lines within a song or poem that have a regular rhyme. A *verse* is a line in a song or poem. After they sing, you might want to elicit the rhyming words and different

Lesson 2 Unit 2 Identify parts of songs.

3 Work in pairs. Listen to and read the nursery rhymes. Decide which title is for each one.




1  **a** *Three Little Monkeys*
 One fell down and bumped his head,
 The doctor called and the doctor said,
 "No more monkeys jumping on the bed!"

2 *Miss Mary Mack* **b** *Hickory, Dickory, Dock*
 The mouse ran up the clock,
 The clock struck one,
 The mouse ran down,
 Hickory, Dickory, Dock.

3 *Three Little Monkeys* **c** *Miss Mary, Mack, Mack, Mack*
 All dressed in black, black, black,
 With silver buttons, buttons, buttons,
 All down her back, back, back.

Go English! Find a rhyming pair in each of the following words. Write the words in pairs in the box.

4 Work as a class. Read the nursery rhymes in activity 3 again. Discuss which nursery rhyme is shown in each picture? Write the titles.

1 2 3

Girls: Miss Mary Mack, Mack, Mack,
 All dressed in black, black, black,
 With silver buttons, buttons, buttons,
 All down her back, back, back.

Answers: 1 b 2 c 3 a



You could explain to the children that a nursery rhyme is a short poem or song for children. You may also point out that within the nursery rhyme there are different types of rhymes, like the *end rhyme*, which is the most common in songs and rhymes the sound of final words throughout stanzas; and the *internal rhyme*, that is when words from the middle and end of a verse rhyme.

Go English! It might be a good idea to practice the /ck/ sound with children, particularly as this may not be a familiar sound and pronunciation to them. You could ask them what other words they know that end in these letters and may write them on the board (for example, *neck, lock, black, back, chick, duck, luck, quick, kick*). It is useful to read them out loud, invite children to repeat after you, and keep practicing its pronunciation. You could explain that the English language has many words with double consonants and sometimes two letters (like /ck/) are used instead of one that falls silent /k/. Similar types of words may include *doubt, walk, lamb, and laugh*.

3 **8** Work in pairs. Listen to and read the nursery rhymes. Decide which title is for each one. Refer children to the Picture Dictionary on page 30 of the Activity Book.

You may want to divide the class into pairs by asking them to work with the classmate sitting next to them depending on the size of your class. Before playing the track, you may invite them to look at the words of the song and try to relate them to the different titles to be able to do the activity. After checking answers with the class, encourage children to identify the rhyming words. You could draw their attention to the spelling of rhyming words. Explain to them that, in English, the rhyming words may or may not be spelled the same, but they always have the same sound.

Track 8

Boy: Three little monkeys jumping on the bed,
 One fell down and bumped his head,
 Mama called the doctor and the doctor said,
 "No more monkeys jumping on the bed!"

Boy: Hickory Dickory Dock.
 The mouse ran up the clock,
 The clock struck one,
 The mouse ran down,
 Hickory Dickory Dock.

4 Work as a class. Read the nursery rhymes in activity 3 again. Discuss which nursery rhyme is shown in each picture? Write the titles. Encourage the class to identify elements in the images that give them clues as to what nursery rhyme they are illustrating. Elicit their answers. Then write below each picture the correct title of the nursery rhyme portrayed. Suggest that they take their time writing and checking their spelling.

Answers: 1 Hickory, Dickory, Dock 2 Three Little Monkeys 3 Miss Mary Mack



You may invite the children to read again the nursery rhymes. Then, you could tell them to imagine another way in which they can illustrate them. Ask them to choose an idea and make a drawing of it. You could make a small gallery showing their work in the classroom.

Lesson 3 Unit 2 Identify parts of songs

1 Work in pairs. Sing a part of your favorite song. What are the words that rhyme? Discuss in groups how you identified them.

Go English! Use this information to help you find the rhyming words in the song. Write the words in the boxes.

2 Work in pairs. Listen to and read "Ice-cream Cones." Identify the rhyming words. Listen again to the song and sing along.

For your final product **Step 3**

3 Work in pairs.

- Take out the lyrics you have worked on in steps 1 and 2.
- Identify all the rhyming words in your song.
- Show your findings with another pair.

Answer the question in your notebook. Which are the parts of a song?

25

Listen again to the song and sing along. Refer children to the Picture Dictionary on page 30 of the Activity Book.

Once you divide the class into pairs for this activity, invite children to read along with you. Suggest that they ask whatever questions they may have. Play the recording as many times as you think necessary. You may want them to circle the rhyming words once they identify them. You could ask if they notice something about the rhyming words and stanzas in this song. You could perform a class session to explain that, most of the times, the rhyme falls on the second and fourth line and the rhyming sounds are spelled the same.



Ice-cream Cones

Five ice-cream cones, Lick, lick, lick. Eat an ice-cream cone, Quick, quick, quick Four ice-cream cones, Lick, lick, lick. Eat an ice-cream cone, Quick, quick, quick Three ice-cream cones, Lick, lick, lick. Eat an ice-cream cone, Quick, quick, quick	Two ice-cream cones, Lick, lick, lick Eat an ice-cream cone, Quick, quick, quick One ice-cream cone, Lick, lick, lick. Eat an ice-cream cone, Quick, quick, quick No ice-cream cones, No, oh, no. There are more in the store, So let's go.
--	--

Answers: lick and quick, no and go



3 Work in pairs.

You may help children with this activity by providing each group with a device to listen to their song. If this is not possible, you can suggest that they listen to their song at home so they get used to the rhythm of their songs. You could remind them what a rhyming word is in order for them to find as many as they can in their songs. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Help children answer the question in their notebooks.

While eliciting their answers, you might want to discuss with children what a chorus is since their songs may have this part. The chorus is often the part of a song with the central idea or the theme of a song. It is repeated throughout the song and it rhymes. Invite them to discover the chorus in their songs and share it with the class.

1 Work in pairs. Sing a part of your favorite song. What are the words that rhyme? Discuss in groups how you identified them.

You could ask the children to get into pairs, then invite them to brainstorm different songs they would like to sing, and write the titles on the board. If they are shy or reluctant to sing, you could start by picking a song and singing it out loud to set the example. You may ask the boldest children to sing along with you and once most of the children begin to sing, invite the shy ones to join in. You may also suggest singing in a low voice in pairs. It is suggested bringing a recorder with the tunes children mention they wanted to sing in lesson 1, step 1. Invite children to get into groups and discuss how they identified the rhyming words.


Answers: Answers may vary.

Go English! Based on the information, you may perform an activity for the children to find the pertinent rhyming words. For example, you may want to say *ball* and children may suggest *doll*, as an example of two words with similar pronunciation.

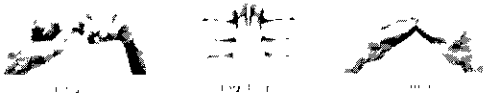
2 Work in pairs. Listen to and read "Ice-cream Cones". Identify the rhyming words.

Lesson 4 Unit 2 Participate in the singing of songs

1 Look at the picture. What does this sign mean? Do you use it? Do you use any signs?



2 Work in pairs. Look at the American Sign Language words. Talk with a classmate if you know someone who uses it and discuss if you think it is a good idea to sign some words in a song. Then practice signing the words to your partner.




3 Work as a class. Read the lyrics of the song and as a class discuss the tune you will use to sing it. Sign the words you learned as you sing it.

For your final project

4 Work in groups.

- 1 Divide the words you will sign in your songs.
- 2 Look for, ask someone, or invent hand signs in the words.
- 3 Rehearse signing the entire set you signed.

26  Look for more activities on page 26

them to guess the meaning from the signs and then practice. Suggest that they practice making sentences or communicate ideas to each other using several signs in sequence for the words given. Talk with a classmate about what words you would like to use signs for.

3 Work as a class. Read the lyrics of the song and as a class discuss the tune you will use to sing it. Sign the words you learned as you sing it.

It is suggested giving children some time to read the song and decide on a tune. Then invite them to practice the signs. Then invite them to sing and perform it along with the signs. You may ask them what they think signing words bring to the song. You might want to point out it is also a form of self-expression.



Invite children to research how to use the sign language system. You could ask them to pick one of the nursery rhymes from previous lessons and translate it into sign language. Then, you may tell them to sing the nursery rhyme only with signs. You can divide the classroom into groups and let each group sing a different nursery rhyme using sign language.

If possible, invite children to visit the website to learn more about sign language. You could suggest that they learn three words and show them next class.



1 Look at the picture. What does this sign mean? Do you use any signs?

You could ask children if they ever communicate with signs, if so invite them to say what are these signs and what they use them for. You may ask if they know some signs, which ones, and if they think those signs could be recognized all around the world with the same meaning. Also, exhort them to say if their community uses specific signs.

Answers: It is a heart that can be used to convey love.

2 Work in pairs. Look at the American Sign Language words. Talk with a classmate if you know someone who uses it and discuss if you think it is a good idea to sign some words in a song. Then practice signing the words to your partner.

A suggestion would be to elicit what children know about sign language, and give them some background. Explain sign language is mostly used by deaf people and those who wish to communicate with them. Although sign language is used all over the world, the signs themselves aren't universal and they are different in each country. Even countries where the same native language is spoken, for example English in the USA and UK, different signs are used to convey meaning. Encourage

4 Work in groups.

Invite children to get into their groups. Encourage them to select some words from their songs that they consider meaningful or relevant. Suggest that they look for their sign word at home. You could mention how a song can be more meaningful just by adding certain gestures or movements and remind them the significance of body language. Invite them to develop a choreography for the song. Allow plenty of time for groups to rehearse. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Lesson 5 Unit 2 Participate in the singing of songs

1 Work as a class. Sing a song you all know. Answer the question.

1. Is your voice the same in all the song?

2 Work as a class. Listen and sing along. Answer the questions

1. Do you notice any changes in your voice? Are there any?

2. Do you think that you can sing in three different ways?

3. Do you think that there are things you can do to present your own song in a way?

3 Sing the song and make changes in intonation and volume.

4 Work in pairs.

1. Decide what changes in intonation you are going to make.
2. Rehearse the song and pay attention to intonation and volume. Make sure you start the music from step 4 as you rehearse.
3. Present your song to another pair and listen to their feedback.
4. Decide how you will apply that feedback.

Answer the question in your notebook.
What do you have to pay attention to when singing songs?

47

Twinkle, twinkle, little _ _ _ _
 How I wonder what you _ _ _ _ _
 When the blazing sun is _ _ _ _
 When he nothing shines _ _ _ _ _
 Then you show your little _ _ _ _ _
 Twinkle, twinkle, all the _ _ _ _ _

Twinkle, twinkle, little _ _ _ _
 How I wonder what you _ _ _ _ _

Answers: First stanza: star, are, high, sky Second stanza: star, are Third stanza: gone, upon, light, night Fourth stanza: star, are For the questions: Answers may vary.

3 Sing the song and make changes in intonation and volume.

Encourage children to work together to implement the changes they wish to make from practicing their own song and to express themselves in the way they want to.

R Invite children to answer the question. Encourage them to share the nursery rhymes they know and invite some children to sing one of them in front of the class for everyone to learn it.

Answer: Answers may vary.



4 Work in pairs.

Encourage pairs to be adventurous with their song. Invite them to experiment with intonation, body language, and the signs they rehearsed. You may want to point out that we frequently like songs because we link them to our own emotional experiences. Perhaps the changes they wish to do are a reflection of those emotions. You could remind children about the personal nature of self-expression. Exhort them to respect this point while providing positive and constructive feedback. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Help children answer the question in their notebooks.

Invite children to reflect on what they have learned so far about the songs in the unit and how they have sung them in order to answer the question, you could ask them to share their answers as a class.

1 Work as a class. Sing a song you all know. Answer the question.

You may suggest a popular song for everyone to sing to. Invite children to sing along with you; you may do the pertinent voice variations and exhort children to do the same. Ask them to reflect on how their voice changes and why.

Answer: Answer may vary.

2 Work as a class. Complete the song with words from the box. Listen and sing along. Answer the questions.

You could write *length of note, volume, speed, pitch, and intonation* on the board and invite children to think about these different aspects when they sing. Since these terms may be new to the children, you could explain each one and sing the song again, slowly, to exemplify them.



Twinkle, Twinkle, Little Star

Twinkle, twinkle, little _ _ _ _ _
 How I wonder what you _ _ _ _ _
 Up above the world so _ _ _ _ _
 Like a diamond in the _ _ _ _ _

Follow-up Concert

For your final product Step 8

PART 1 Socializing
1 Work in groups.
 1 Give each group 10 minutes.
 2 Give a brief presentation regarding each group's presentation. The teacher can provide feedback on the songs and lyrics.
 3 Have a discussion and provide the opportunity for feedback. Write them down.

Aspects to Improve

PART 2 Now you can ...

- identify songs
- identify parts of songs
- explain the meaning of songs

Go back to page 14 and check that the group has answered all the questions.

PART 3 Make it yours
 Social Practice Sing songs

1 Do you see songs differently after what you learned in this unit?

2 How can you apply what you learned in this unit to songs you sing frequently?

3 Why are songs important in our lives?

28

Part 2 Now you can ...

After children complete the activity, encourage them to reflect on what they've learned throughout the unit. Invite them to share what they found easy and more challenging. Encourage them to say whether they believe singing and looking at songs helped them improve their English skills.

Answers: Answers may vary.

Part 3 Make it yours

You could give children some time to write down their thoughts. You may walk around and check their work. After everyone has thought their answers through and is ready, you could organize a group session to discuss their answers. You could remind the children that sharing and listening to other people's opinions is an important learning activity.

Answers: Answers may vary.




Once they finish the unit, it is suggested having children go to the activities page at the end of their Reader chapter and answer them. For that, they might need to read the chapter again, so it is recommended to give them time. Once they read or remember what the text is about, have them check their answers. For that, you might ask children to work in pairs or as a class. Encourage them to participate and explain their answers, when necessary.

Part 1 Socializing

1 Work in groups.

Remind children that today they will perform the concert. It is suggested giving them enough time to prepare their presentations and to rehearse the song. You may designate an appropriate space in the classroom to work as the stage where they can sing comfortably. Give feedback to each group. It might be a good idea to think about which aspects you will focus on, so children don't feel criticized or inhibited. It's quite nerve-racking to sing in front of an audience, and lyrics and songs could have deep personal significance that should not be compromised. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

**Progress Tracker**

In this unit you learned ...

1 ... different songs. Which song did you like best? Why?

2 ... the parts of a song. What are they?

•

•

•


•

3 ... some nursery rhymes. Write some titles.

4 ... to identify words that rhyme. Write words that rhyme from a song.

5 ... to make changes in intonation. Why is intonation important when singing songs?

6 ... signs to represent words. Show two to the rest of the class.

Recreational and literary  29

This Progress Tracker will give children the opportunity to reflect on what they have learned throughout the unit. By doing so, they will feel involved in their learning process, which will encourage them to take responsibility for their learning journey. Therefore, it is important that this purpose is clear for children before answering.

As children approach this section, it can be useful for them to flick through the pages of the unit and notice what they learned, which can go from structures in the new language, to skills, strategies, or some other knowledge. They can write it down in their notebooks or talk about it in pairs. Make sure they understand all the information on the page.

After they finish answering each question, you may carry out a class session in which you encourage children to realize how far they've come, which will keep them feeling positive for what is to come.

Rubrics

Name: _____

Grade: _____ Date: _____

Rubrics are scoring tools used to grade the quality of each criterion in a more precise way. If shared with the children, they can help them understand the assessment of their performance.

Instructions:

- 1 Determine and list the criteria to be graded and write them on the first column.
- 2 Describe in detail each criterion, starting with *Excellent*.
- 3 Discuss the results with the children.

Criteria	Quality		

Notes:



Unit 3

Activity Book

pages 31 to 42

Social learning environment: Family and Community

Communicative activity: Exchanges associated with the environment

Social practice of the language: Describe activities carried out at a celebration or party.

Final product: Recorded description about a party

Lesson	Pages	Achievement	Teaching Guidelines
1 to 2	46 to 49	Listen to descriptions and look at pictures to understand activities at parties.	<p>Provide your students with images, illustrations, or photographs that show party or celebration activities. When your students hear the descriptions of the images, suggest different strategies for them to:</p> <ul style="list-style-type: none">• anticipate the topic from the use of key words (<i>birthday party, wedding, etc.</i>);• classify the names of activities (<i>sing, play, etc.</i>) and objects (<i>cake, ball, etc.</i>), according to specific criteria (group and individual activities, indoor and outdoor activities, etc.);• understand the purpose (remember, share, celebrate, etc.) and who is it for (friends, family, neighbors, etc.);• relate activities to images;• identify letters by their names and common sounds.
3	50	Understand descriptions of activities.	<p>Center the students' attention not only on expressions but also on how to say them. Support them in the process of constructing them so that they can:</p> <ul style="list-style-type: none">• compare activities and objects by name;• analyze how to talk about the characteristics of activities (<i>exciting, funny, etc.</i>) and objects (color, size, etc.), and activities themselves (<i>dancing, eating</i>);• clarify the meaning of new words;• examine letters by name and sound (for example: <i>n-en / i-ai, etc.</i>);• contrast some acoustic characteristics (for example: tone, intonation, etc.);• spell words out loud;• identify activities and objects when hearing some of their characteristics.
4 to 5	51 to 53	Describe activities using pictures.	<p>Celebrate your students' wishes to express themselves, intervene, and give them the opportunity to practice. Offer whatever help they need to:</p> <ul style="list-style-type: none">• use names to complete expressions that describe activities and objects;• use expressions to describe the characteristics of activities and objects using visual aid (<i>the party was great, there was a chocolate cake, etc.</i>);• experiment with alternative ways to describe (<i>there was a chocolate cake / They had a chocolate cake</i>) and evaluate the effect they have on the receiver;• perfect the pronunciation of description words.

Unit 3

In this unit you are going to record a description about a party.

What is your favorite type of party, celebration, or festivity?



Environment: Family and Community

Social practice of the language: Describe activities carried out at a celebration or party.

Communicative activity: Exchanges associated with the environment

In this unit you will learn to . . .

- . . . listen to descriptions and look at pictures to understand activities at parties
- . . . understand descriptions of activities.
- . . . describe activities using pictures

When you finish the unit, come back to this page and check () the things you learned

31

There are several elements on this page that you might want to explore with the children, such as what children will do as final product in the unit, the question, the picture of the hand holding a cell phone, or the information at the bottom of the page. Use any information you deem appropriate to raise children's curiosity on the new unit they are about to begin. You may then explain the final product to children which is to record a description about a party. You may point out that this incorporates understanding well-known

celebrations and games at parties as well as food and traditions around the world. It might be a good idea to talk with children about their experiences at family or friends' parties and celebrations. It is suggested talking about their achievements, such as listening to descriptions and looking at pictures to understand activities at parties, understanding descriptions of activities, and describing activities using pictures in order to track their progress.

Lesson 1 Unit 3 Listen to descriptions and look at pictures to understand activities at parties.

Work in groups. Complete the graphic organizer by writing all the types of parties you know. Say what you like to do in your favorite one.

Work in pairs. Look at the picture and talk about what you think the conversation will be about. Then listen to it and answer the questions.

1. What is the occasion?
2. What is the purpose of the party?
3. Why did Mario look like that?

Listen again and point to the pictures as you hear the descriptions. Number the pictures in the order you hear them.

32

1 Work in groups. Complete the graphic organizer by writing all the types of parties you know. Say what you like to do in your favorite one.

Divide the class into groups. When checking answers, you could write *party* in the center of the board and invite groups to add words to the graphic organizer. You may wish to build on the activity by having the class add words to the categories they write (for example, *food, decoration*). Focus children's attention on the spelling and say the words out loud for them to copy the correct pronunciation from you.

Answers: Answers may vary.

Teaching tip

The more organized your board is, the easier it will be for children to understand. It is recommended to make sure all children have an unobstructed view and that anything you write is clear and large enough for everyone to read. Think about how you organize information to aid learning. You may write in straight lines and use spider grams to display vocabulary and well-defined subcategories. You could try to divide the board into sections during each class. One area could be reserved for information that needs to be displayed throughout the lesson and other parts can be cleaned

and reused. Encourage children to use the board themselves to present information.

2 **11)** Work in pairs. Look at the picture and talk about what you think the conversation will be about. Then listen to it and answer the questions.

Divide the class into pairs and invite them to describe the picture and predict what the conversation may be about. Encourage children to ask any questions they could have. Play the audio and then check answers as a class orally.

Track 11)

Mario: Hi, Luis!

Luis: Hi, Mario. How are you?

Mario: I'm feeling better. Thank you. How was Bruno's party?

Luis: It was great! I arrived at 3 pm. I said hello to Bruno's family and friends. They were very kind! Later we ate sandwiches and drank lemonade. I love eating sandwiches! We sang happy birthday and had some cake. Then we played games all the afternoon, like musical chairs. You know how much we love playing games! I left at 8 pm.

Mario: Was there no piñata?

Luis: No, I think we are too old for that!

Mario: Yeah, right!

Luis and Mario: Ha, ha, ha

Answers: 1 Bruno's family and friends, including Luis. 2 To celebrate Bruno's birthday. 3 He was ill.

3 **11)** Listen again and point to the pictures as you hear the descriptions. Number the pictures in the order you hear them.

To aid comprehension, ask children to name what they can see in the pictures before listening. You could play the audio more than once if you deem it necessary. Elicit the numbers as a class and encourage children to name the activities to relate them to the pictures.

See track 11 in activity 2.

Answers: 2, 1, 4, 3

Lesson 1 Unit 3 Listen to descriptions and look at pictures to understand activities at parties.

Work in pairs. Take turns reading the description of a party out loud. Check (✓) the picture that represents it.

There are eight party plans. The pictures show the things you like to do at parties. Write the number of the party that matches the picture.

Work in pairs. Write the words from the box in the correct category. Choose three words, draw them on a sheet of paper, and have your partner guess them.

eat, dance, play, sing, drink, make

Activities Food and Drinks

Work in pairs. Choose a type of party and talk about the activities you like to do and the food and drinks you like to have at a party.

For your final product Step 1

Work in groups.

1. Brainstorm the activities you like to do at parties.
2. Make a list.
3. Write the list on a sheet of paper.

You can use a cell phone to record your conversation. Ask an adult if you can borrow it.

1. Listen to the descriptions of parties. 2. 33

make their drawings more attractive and easier to guess. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Activities: dance, eat, play, sing **Food and drinks:** candy, cake, juice, snacks

Media resources

Print or photocopy the *A Christmas Carol* Reader flashcards to review the elements and activities in a party.

6 Work in pairs. Choose a type of party and talk about the activities you like to do and the food and drinks you like to have at a party.

It is suggested that you ask the children to remain in pairs. Invite them to share what their favorite celebrations are and why. You could use the information given to gather items in common and exhort children to talk about them. You may ask them why they enjoy playing certain games, or eating certain food. You could carry out a feedback session and invite them to vote on their favorite activities and foods.

Answers: Answers may vary.



7 Work in groups.

Organize the class into groups as you prefer and go through the steps with them. Invite them to brainstorm all kind of parties they know about and exhort them to choose just one. If possible, you might ask them if they wish to research international celebrations and this way give them the opportunity to learn about different celebrations. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

You can make the suggestion for children to use their own cell phones if they have one or borrow one from an adult they know to record their work.

4 Work in pairs. Take turns reading the description of a party out loud. Check (✓) the picture that represents it.

Refer children to the Picture Dictionary on page 42 of the Activity Book.

Invite the children to work in pairs again. You may find it helpful to echo read with children first. It might be helpful to walk around and monitor helping children with any pronunciation challenges. Once they have read the description a couple of times, you could encourage them to detect the key vocabulary words and match them with the elements in the pictures in order for them to choose the right answer.


Answer: 2

5 Work in pairs. Write the words from the box in the correct category. Choose three words, draw them on a sheet of paper, and have your partner guess them.

You may draw children’s attention to the box and elicit the meaning of the words. Give them some time to classify the words under the correct headings. Check answers as a class and invite them to draw three items of their choice for their partner to guess. Suggest that they use colors to

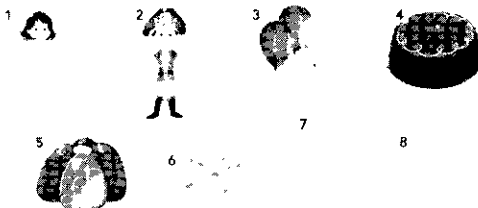
Lesson 2 Unit 3 Listen to descriptions and look at pictures to understand activities at parties.

When is Children's Day? What do you do to celebrate it?



Work in groups. Listen to the conversation and follow the description of the party with the pictures. Then choose one of the statements and discuss it with your group. Then share your answers as a class. Explain your answers.

- Children must wear costumes in Children's Day.
- Food and drinks in a celebration are very important.
- Decorations are necessary in celebrations.



Work in pairs. Take turns asking and answering the questions.

- What is the name of the picture?
- What is it for?
- What do you think about these pictures?

Think about the last time you dressed up. Find pictures or draw pictures in your notebook. Take turns telling your partner about that day and your costume.

34

1 When is Children's Day? What do you do to celebrate it?

You could encourage children to share what they enjoy the most about Children's Day. It is suggested that you ask them to remember the activities and food they saw in the previous class, if relevant, as well as new ideas. You could mention that this commemoration is celebrated all around the world in different days, for example, in Japan they celebrate Children's Day on the 5th of May.

Answers: Answers may vary.

You could ask the children to research about how Children's Day is celebrated in different countries. You could invite them to use the computer center if you have one at school or ask them to look it up for homework. Let them share their findings and compare how each country celebrates it.

2 (12) **Work in groups. Listen to the conversation and follow the description of the party with the pictures. Then choose one of the statements and discuss it with your group. Then share your answers as a class. Explain your answers.** Organize children into groups. Encourage them to identify the pictures and the statements before

playing the audio. It might be a good idea for you to exhort them to focus on the items as to follow the description of the party. Invite groups to choose a statement and talk about it providing reasons that support their choice. If you deem it necessary, play the audio more than once for them to look for details in the description. Elicit answers from children.

Track 12:

Granny: What did you do at school yesterday?
Diego: It was Children's Day so we had a party. It was great. Sofia went in her astronaut costume.
Sofia: Diego went as a pirate. The teachers decorated the playground with red and green balloons!

Diego: We played games.
Sofia: I had chocolate cake.
Diego: And I had strawberry jelly.
Sofia: And I had apple pie.
Diego: And we had orange juice.
Sofia: And we had vanilla ice cream!
Granny: Sounds great! I'm glad you had a great time

Answers: Answers may vary.

3 Work in pairs. Take turns asking and answering the questions.

Divide the class into pairs for them to take turns asking and answering the questions. You might want to practice intonation with the class beforehand and show them with *Wh-* questions how the intonation rises and then slightly falls at the end.

Answers: Answers may vary.

4 (12) **Think about the last time you dressed up. Find pictures or draw pictures in your notebook. Take turns telling your partner about that day and your costume.**


It is suggested you ask the children to remain in the same pairs as the previous activity. Exhort the children to remember a time when they've dressed up for a party or celebration. Invite them to take out their photos or drawings. Remind them to talk about other aspects of that day, such as the games, people, activities, and food. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

You could ask the children to plan a costume party. Encourage them to decide what type of costumes they would use, if it would be a theme party or if they would use any costume they'd like, the food and drinks they would use, and the decorations for the party. You can ask them to make a checklist of what a party needs and use it as a guide.

Lesson 2 Unit 3 Listen to descriptions and look at pictures to understand activities and places.

Look at the pictures. What's the celebration?



Listen to and read the text. Check (✓) the things that are mentioned in the text. Then read the text out loud.

Work in pairs. Talk about how your family celebrated the Day of the Dead last year. Write a brief description in your notebook.

For your final product Step 2

Work in groups.

1. Listen to the audio and read the text.
2. Write a brief description of the celebration in your notebook.
3. Present your product to the class.

Answer the question in your notebook.

1. What is the celebration?

2. What are the people doing?

3. What are the people eating and drinking?

35

5 Look at the pictures. What's the celebration?

You can focus the children's attention at the pictures. You may ask them to describe what they are seeing. It is suggested encouraging children to try and guess the words in English. You could help them by writing the next words *skull, dead bread / sweet bread, offering, altar, candles, gifts for the dead.*

Answers: Answers may vary.

6 (13) Listen to and read the text. Check (✓) the things that are mentioned in the text. Then read the text out loud.

Refer children to the Picture Dictionary on page 42 of the Activity Book.

You could invite the children to comment on what they think the audio will be about. Then, play the audio a couple of times for them to follow and check the reading. Suggest that the children try to guess the meaning of any word they don't understand and invite them to check their Picture Dictionary. You could elicit the purpose of the Day of the Dead, who celebrates it, and how they celebrate it.

(13) Track 13)

The Day of the Dead celebration is famous in Mexico. It happens on November 2nd. Mexicans put up an ofrenda in their homes. An ofrenda is a special table with photographs of loved ones who have died.

Families decorate the table with orange flowers called *cempasúchil*, and the favorite food and drinks of their loved ones. People even put photographs of their dead pets on their ofrenda table.

Answers: *Cempasúchil* flowers photographs of their dead pets

7 Work in pairs. Talk about how your family celebrated the Day of the Dead last year. Write a brief description in your notebook.
Before children begin the activity, you might want to support them with a review of past tense verbs. One way to do this could be to choose one of the pictures in the book from this or the previous lesson, then invite children to describe it using the past tense verbs. It may be helpful for them to write their brief description before sharing it with their partner.

Answers: Answers may vary.



8 Work in groups.

Try to generate enthusiasm for a variety of celebrations, so that when children share their final products, there is a wide variety of celebrations or parties. Encourage children to think about why that celebration is important to them. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Help children answer the question in their notebooks.


You could draw children's attention to the question and give them time to reflect upon what they know about celebrations. Encourage them to write out their own personal experience.



It might be a good idea to explain different celebrations from all around the world; share with the children the cultural importance of each one. You could prepare some visual materials of your choice for children to know how those celebrations are commemorated. For example, Diwali in India or the Chinese New Year.


Lesson 4 Unit 3 Describe activities using a clause

Think of other celebrations your family goes to. Say what you do at these celebrations.



Choose one celebration from activity 1 and brainstorm all the food and drinks you usually have at that celebration.

Read the sentences and look at the pictures. What is the difference between them?



Practice describing the food and drinks you had at the celebration you previously chose in activity 2 using the two types of sentences.

37

1 Think of other celebrations your family goes to. Say what you do at these celebrations.

You may want to invite the children to look at the pictures and identify the celebrations. As a group, you could tell them to brainstorm the customs and traditions, and write them on the board. Then, you can elicit why people celebrate these occasions, how they celebrate them, and if they think it is important to celebrate them. Encourage them to share the reason behind their answers.

Answers: Answers may vary.

2 Choose one celebration from activity 1 and brainstorm all the food and drinks you usually have at that celebration.

You could draw children's attention to the celebrations in activity 1 and invite them to choose one. Suggest that they brainstorm all the food and drinks they usually have at this celebration and write them down as they come. Remind them to include adjectives.

Answers: Answers may vary.



Print or photocopy the *A Christmas Carol* handout to provide extra festivities to describe a party.



It could be a good idea to make a set of cards with adjectives and nouns. Divide children into pairs and have them match the nouns and adjectives in their notebooks. Then invite different children to the board to choose an adjective and a noun and put them together to make a sentence. Remind them that some adjectives are more flexible and can go with different types of nouns.

3 Read the sentences and look at the pictures. What's the difference between them?

You may draw children's attention to the sentences. Explain that they have to tell you the difference between them. Guide them to notice that the sentence *I had strawberry cake* refers to a subject who ate cake, whereas *There was strawberry cake* refers to the fact that at the party there was a strawberry cake. When checking answers, encourage them to analyze the structures and say what verbs are used.

Answers: 1 The verb *have* in past had 2 The verb *to be* in past was



The past tense is used for actions that have already happened. In English there is the past tense, which is formed by a subject + verb in its past form + an object. Remind the children we have regular verbs (most of them end with -ed) and irregular verbs. The most commonly used are *to be* and *to have*.

4 Practice describing the food and drinks you had at the celebration you previously chose in activity 2 using the two types of sentences.

To help children use different expressions to describe activities and experiment with alternative forms, encourage them to use the example in activity 3 as a model to make their own sentences using the list of food and drinks they wrote in activity 2. Write some adjectives on the board and suggest that children use them to describe their food and drinks. Check their understanding of the different words in the box. If necessary, write other foods on the board and invite different children to experiment with the forms and adjectives before completing the activity. When they finish, invite volunteers to share their sentences with the class.

Answers: Answers may vary.

Lesson 4 Unit 3 Describe activities using pictures

Work with the celebration you chose from activity 2 and write a description following the checklist. Then read your description out loud to a classmate.

(Faint text and a checklist are visible in the background of this page)


For your final product Step 4

Work in groups.

1. Write your description.
2. Find someone who can give you feedback on your description.
3. Give the person feedback on what you think they did well on.
4. Ask for feedback on what you think you did well on.
5. Write a final description using the feedback you were given.

Remember: To get ideas for ideas, use the checklist and get others involved in one another's ideas and ideas for revisions.

38

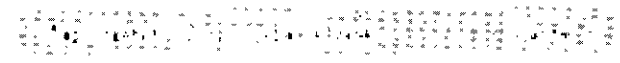
5  **Work with the celebration you chose from activity 2 and write a description following the checklist. Then read your description out loud to a classmate.**


You could draw the children’s attention to the checklist and the points mentioned. You may point out that planning the content of a text can help us organize our ideas better. Suggest that they first brainstorm all their ideas and write them down as they come. Then, they can proceed to organize them according to the checklist and then write their description. Remind them to include adjectives. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.



You could invite children to work with a classmate sitting nearby and read their description. You can also invite them to start a conversation. Let them tell each other about their experience in their last party. You may monitor the conversations by walking around the class.



6  **Work in groups.**

Suggest that the groups plan their writing using a checklist similar to the one in activity 2. Walk around and monitor, supporting children when necessary. You may talk through the steps with different groups and explain they can now revise their descriptions and make changes using what they’ve learned. Invite them to write their final description and choose the device they will work with. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

You could elicit children's ideas of traditional food at parties and then direct them to the website, in class or at home. You could recommend children eat sweets and junk food moderately to avoid damaging their health.

R Encourage children to do the activity. You could ask a few questions to make sure they understood the story. When they finish the activity, you may have them share the food they talked about mentioned in the text.

Lesson 5 Unit 3 Describe activities using pictures.

Work as a class. Talk about these celebrations in your community. When are they? How do people celebrate?

Work in pairs. Listen to and read the conversation. Then role-play it with your partner.

Uncle David: So, how was New Year's Eve?
 Angie: Oh, it was an exciting night! We missed you!
 Uncle David: I know! I missed the party! What did you do?
 Angie: Well... We had a delicious dinner and we said our favorite moments of the year.
 Uncle David: That's sweet! What else did you do?
 Angie: At midnight, we gave each other a big hug and shouted 'Happy New Year!' We ate 12 red grapes and thought of 12 wishes. That was fun! Finally, we went to the rooftop to watch the colorful fireworks. They were amazing!
 Uncle David: Wow! That sounds like a lot of fun!
 Angie: It was, Uncle David. I'm sorry you fell asleep!
 Uncle David: Me too!
 Uncle David and Angie: Ha, ha, ha!

Listen to the sentences and in groups discuss the differences in intonation. When does the intonation rise (↑) and when does it fall (↓)? Share your conclusions as a class.

1 How was New Year's Eve?
 2 It was an exciting night!
 3 We missed you!

4 We had a delicious dinner.
 5 We ate 12 red grapes and thought of 12 wishes.

Practice reading the conversation in activity 2 using the correct intonation.

For your final product Step 5

Work in groups.
 1 Prepare a short presentation about the celebration in your community using the same questions. Use gestures and facial expressions to help your audience understand the meaning of the words.
 2 Record your presentation and share it with your class.

Answer the question in your notebook.
 Write your own questions and answers about the celebration in your community.

fun! Finally, we went to the rooftop to watch the colorful fireworks. They were amazing!

Uncle David: Wow! That sounds like a lot of fun!

Angie: It was, Uncle David. I'm sorry you fell asleep!

Uncle David: Me too!

Uncle David and Angie: Ha, ha, ha!

3 (15) Listen to the sentences and in groups discuss the differences in intonation. When does the intonation rise (↑) and when does it fall (↓)? Share your conclusions as a class.

Organize children into groups and encourage them to read the sentences to themselves first and think if they are statements or questions. Then, for children to contrast acoustic characteristics of sentences, such as intonation, play the audio for them to listen and discuss if the intonation rises or falls. Elicit answers and invite children to practice reading the sentences out loud.

Track 15)

- | | | | |
|---|---------------------------|---|--|
| 1 | How was New Year's Eve? | 4 | We had a delicious dinner. |
| 2 | It was an exciting night! | 5 | We ate 12 red grapes and thought of 12 wishes. |
| 3 | We missed you! | | |

1 Work as a class. Talk about these celebrations in your community. When are they? How do people celebrate?

You could encourage children to relate these questions to their own communities and families as well as the general sense of the celebration. Help them find the words in English and write them on the board.

Answers: Answers may vary.

2 (14) Work in pairs. Listen to and read the conversation. Then role-play it with your partner. Refer children to the Picture Dictionary on page 42 of the Activity Book.

Invite children to read through the conversation and guess the meaning of any words they don't know or ask for clarification. Then play the audio for them to listen to the changes in intonation.

Track 14)

Uncle David: So, how was New Year's Eve?
Angie: Oh, it was an exciting night! We missed you!
Uncle David: I know! I missed the party! What did you do?
Angie: Well... We had a delicious dinner and we said our favorite moments of the year.
Uncle David: That's sweet! What else did you do?
Angie: At midnight, we gave each other a big hug and shouted Happy New Year! We ate 12 red grapes and thought of 12 wishes. That was

4 Practice reading the conversation in activity 2 using the correct intonation.

You could invite children to role-play again but incorporating the intonation changes they have learned.

5 Work in groups.

You may want to explain that they are going to carry out their recording. Give children enough time to have a practice run and listen to themselves to think about how they can improve their pronunciation. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Help children answer the question in their notebooks.

You may invite children to imagine they're at a party having fun with their friends and family. Exhort them to share the elements they think are important.

Follow-up Recorded Description About a Party

For your final product Step 6

PART 1
Work in groups.
 1. Think of a party that you would like to describe.
 2. Discuss the party with your group and decide on the details of the party.
 3. Prepare to give your presentation.

Aspects to Improve

PART 2

- List the descriptions of the party that you think are most interesting.
- List the descriptions of the party that you think are most interesting.
- List the descriptions of the party that you think are most interesting.

PART 3
 Section Practice – Write a description of a party that you would like to describe.
What type of parties can you describe?

What other types of activities can you do at different parties, celebrations, and festivities you go to?

Which occasions are worthy of celebrations?

40

Part 2 Now you can ...

After they complete the activity, you could encourage the class to reflect on what they've learned throughout the unit, and what they found easy and what more challenging. Encourage them to say what they've learned from researching and talking about celebrations.

Answers: Answers may vary.

Part 3 Make it yours

Allow children time to write down their thoughts. Invite them to think about situations outside the classroom in which they would apply what they've learned. You could invite children to discuss how traditions and festivals change, some grow in popularity and others are forgotten. It would be useful for children to think about their own, their parents', and grandparents' opinions.

Answers: Answers may vary.

Once they finish the unit, it is suggested having children go to the activities page at the end of their Reader chapter and answer them. For that, they might need to read the chapter again, so it is recommended to give them time. Once they read or remember what the text is about, have them check their answers. For that, you might ask children to work in pairs or as a class. Encourage them to participate and explain their answers, when necessary.

Part 1 Socializing

1 **Work in groups.**

Remind children that today they will present their audio recordings about a celebration. Encourage the class to help with the planning and suggest a logical order for the presentations. Remind them to give reasons for their choice. It might be helpful to give them some time to organize their work. It is suggested giving feedback. Encourage children to say how they benefit from making a recording and how it feels to hear themselves speak in English. You may invite children to reflect on their strengths and suggest that they perform a self-assessment as they might later notice where they have made improvements and progress based on their recording. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Progress Tracker

In this unit you learned ...

1 ... different activities you do at parties. Which do you like best?

2 ... activities you can do and food and drinks you can have at parties.
What are they?

Activities

Food and Drinks

3 ... different celebrations or festivities. Write three.

4 ... different food and dishes. Write three.

5 ... to describe celebrations, parties, or festivities. Describe a celebration you attended.

Family and Community 41

This Progress Tracker will give children the opportunity to reflect on what they have learned throughout the unit. By doing so, they will feel involved in their learning process, which will encourage them to take responsibility for their learning journey. Therefore, it is important that this purpose is clear for children before answering.

As children approach this section, it can be useful for them to flick through the pages of the unit and notice what they learned, which can go from structures in the new language, to skills, strategies, or some other knowledge. They can write it down in their notebooks or talk about it in pairs. Make sure they understand all the information on the page.

After they finish answering each question, you may carry out a class session in which you encourage children to realize how far they've come, which will keep them feeling positive for what is to come.

Notes on an Event

Notes on an Event is used to register information of an event as it is happening. It is a useful tool to take notes and register what is happening in a presentation or an event.

Instructions:

- 1** Complete the name and date of the event that is going to be analyzed.
- 2** Write your detailed notes about the event or presentation on the space provided.
- 3** Using the notes provide feedback to your children.

Notes on an Event	
Event:	Group:
Date:	Time:
Context:	
Description of the event:	
Notes:	

Unit 4

Activity Book pages 43 to 54

Social learning environment: Recreational and Literary

Communicative activity: Recreational expression

Social practice of the language: Listen to stories to order them.

Final product: Illustrated sequence game

Lesson	Pages	Achievement	Teaching Guidelines
1 to 2	59 to 61	Explore illustrated sequences of a fable in disorder.	<p>Tell your students a fable using pictures. Then, share with them some illustrated sequences in disorder inspired in fables, so they can:</p> <ul style="list-style-type: none"> • compare the topics, the purpose, and who is it for; • examine illustrated events from sequenced pictures; • suggest sentences for each picture; • analyze some characteristics of objects, characters, places, etc.; • compare actions shown in the sequenced pictures; • propose an order for the pictures;
3 to 4	62 to 64	Listen to a fable belonging to an illustrated sequence.	<p>Create an appropriate environment so that your students listen to constructive stories. Model for your students the attitudes that an active and respectful speaker has to have in order to:</p> <ul style="list-style-type: none"> • hear, attentively, different fables several times; • compare expressions and words that are already part of their vocabulary or that are similar to some in their native language; • compare ways to begin and finish fables; • classify characters (fox, ant, tortoise, etc.), actions (past, past progressive), and places (forest, river, etc.); • associate characters, actions and places with pictures from a sequence; • relate characters' actions with the moral of a fable; • evaluate the fable; • say if they like a fable or not and why.
5 to 6	65 to 66	Order illustrated sequences of a fable.	<p>Encourage your students and help them to narrate, in teams, a fable using images in a respectful environment. They will be able to:</p> <ul style="list-style-type: none"> • analyze and talk about a sequence of pictures from a fable and order them; • ask about the words and expressions they don't know in English; • propose sentences to describe each picture from the sequence; • suggest morals and determine which is better for each fable; • practice in teams how to tell a fable; • keep rhythmic structures in the sentences when practicing the oral narrations; • propose and decide on gestures, intonation and repetitions used when telling a fable.

Unit 4

In this unit you are going to tell a fable using an illustrated sequence game.

What is your favorite type of story to read?



Environment: Recreational and Literary

Social practice of the language: Listen to stories to order them.

Communicative activity: Recreational expression

In this unit you will learn to ...

- ... explore illustrated sequences of a fable in disorder.
- ... listen to a fable belonging to an illustrated sequence.
- ... order illustrated sequences of a fable.



When you finish the unit, come back to this page and check (✓) the things you learned.


43

In this page you can find some elements that you might want to help children explore. There are several elements that will let children know what the unit will be about: the product they will be working on, the question that you can use as a lead in, and all the achievements which they will be checking later.

Some children may have different social skills and telling a fable to their class might represent a great challenge. Then, you might want to create, from the beginning of the unit, a supportive environment for them to gain enough confidence to perform all the activities.

Lesson 1 Unit 4 Explore illustrated sequences of a fable in disorder

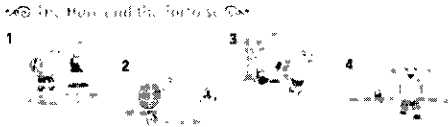
1 Look at the book covers and discuss as a class which one you think is the fable.



2 Work as a class brainstorming all the fables you know. Then answer the questions orally in pairs and share your answers with another pair.

1. An author writes a fable. _____
2. An author writes a fable. _____
3. An author writes a fable. _____

3 Work in pairs. Look at the pictures. Do you know the story?



4 Answer the questions about "The Hare and the Tortoise."

1. What animal is the fastest?
2. What animal is the slowest?
3. What is the moral?

5 Listen to the fable and compare your answers from activity 4.

The Hare and the Tortoise Step 1

6 Work in pairs.

1. Research all the characteristics of a fable.
2. Read the information with your partner and create a checklist of what the fable for your illustrated sequence game has to include.

44

1 Look at the book covers and discuss as a class which one you think is the fable.

It is recommended to encourage children to share with the class what their favorite stories are about. Then, you may ask if they know what a fable is and elicit as many answers as you deem appropriate. Discuss as a class which option shows a fable and elicit from children the reasons for their answer.

Answers: The Fox and the Crow

2 Work as a class brainstorming all the fables you know. Then answer the questions orally in pairs and share your answers with another pair.

You could ask children to tell you the name of the fables they may know and write them on the board. Invite children to work in pairs and give them enough time to answer the questions. You could help them understand the distinction between a fable and any other stories. Encourage children to share their answers with another pair.

Answers: 1 a narrative 2 everyone 3 at the end of the story

3 Work in pairs. Look at the pictures. Do you know the story?


Refer children to the Picture Dictionary on page 54 of the Activity Book. You may explain to the children that they can use visual tools (such as pictures, drawings, photos, etc.) to link recently acquired knowledge. Invite children to look at each picture, discuss what they see, and share their thoughts.

Answers: Answers may vary.

4 Answer the questions about "The Hare and the Tortoise."

Suggest that children answer the questions individually and then compare their answers with a partner. You may find useful to know that these questions can help them think critically about the main points of the story to support comprehension. You may keep in mind that working this way allows time for reflection and encourages children to think independently before collaborating with others.

Answers: 1 The Tortoise won the race. 2 In the woods. 3 The Hare and the Tortoise.

5  Listen to the fable and compare your answers from activity 4.

Play the audio as many times as you consider necessary for children to compare their answers. Invite the children to reflect on their answers and elicit from them what the moral was. You can explain that fables do not directly show the moral.

 Track 16)

"The Hare and the Tortoise" by Aesop

One day in the forest, the hare and the tortoise had a race. The hare was certain he was going to win, so he decided to go to sleep. The tortoise walked slowly on past the sleeping hare and never stopped to rest. The tortoise walked slowly over the winning line first and won the race.



6  Work in pairs.

Since the children need to work in pairs, invite them to choose the partner in the adjacent seat. Invite children to research what the characteristics of a fable are; suggest that they use any means they can rely on. Based on the information gathered, you may guide children on how to create a checklist for their illustrated sequence game. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Lesson 2 Unit 4 Explore illustrated sequences of a fable in disorder

1 Look at the titles. Circle the fables you know and share your answers with the class.

"The Hare and the Tortoise" "The Lion and the Chameleon"

"The Lion and the Boy" "The Lion and the Fox"

"The Fox and the Stork" "The City Mouse and the Country Mouse"

2 Look at the pictures and answer the question.

The Little Red Hen

What do you think the fable is about?

1 Look at the titles. Circle the fables you know and share your answers with the class. Invite children to read the titles. You may ask if there are words they don't understand; if so, it is a good opportunity for you to introduce new vocabulary to their repertoire. You may teach them what kind of questions they can use to ask for information they don't know about. Then invite them to circle the fables they are familiar with and share what they are about. It could be a good idea to remind them to show respect by not talking when others are doing it. You may want to practice pronunciation of double vowel sounds (like *tortoise*, *country*, *mouse*, *lion*, etc.).

Answers: Answers may vary.



You can use the fables from activity 1 that the children didn't know to invite them to imagine what those fables are about. You may work in groups and let the children come up with whole new fables. Then, you may tell them about the original ones and see which group got the most similar version to the original.

2 Look at the pictures and answer the question. Refer children to the Picture Dictionary on page 54 of the Activity Book. Invite children to look at the pictures. You may discuss as many questions as you want; for example, if they think the pictures show a sequence; what they think each image is portraying; who the characters are; etc. Finally, invite them to answer the question and share their answers to the class.

Answers: Answers may vary. Suggested answers: A Hen found some seeds, asked for help from her friends to plant them but no one wanted to, so she did it by herself; when she was ready to enjoy the result of her hard work her friends asked to share it but the Hen said no, and she and her three chicks enjoyed the bread.



You can also do this activity in groups. Tell the children to look at the pictures and imagine a fable from the pictures. Then, ask them to share their version. Compare the different versions of the fable and answer the question.



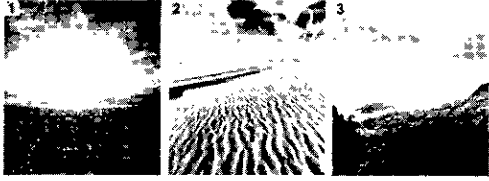
Print or photocopy the *Think Before You Act* Reader flashcards to provide extra practice making the analysis of images of a fable.



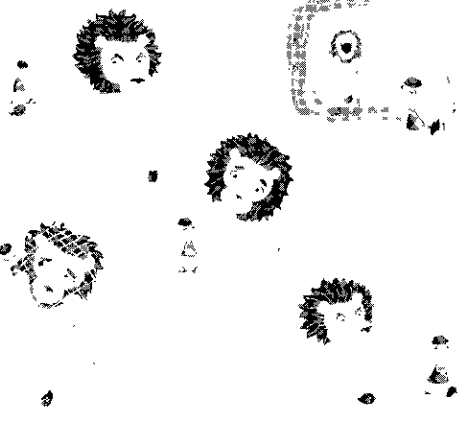
To help your children familiarize with the structure of fables and help their reading comprehension, you may bring to class some examples of classic fables, such as the ones from Aesop. You can make a reading session where you read the shorter fables out loud and make questions about the characters' development, the events, the plot, the main and secondary ideas, and the morals.

Lesson 3 Unit 4 Listen to a fable belonging to an illustrated sequence

1 Listen to the fable "The Lion and the Mouse" and choose the place where it happens.



2 Listen to the fable and number the pictures in the order you hear them. Listen again to check your answers.



1 Listen to the fable "The Lion and the Mouse" and choose the place where it happens. Based on the title of the fable and to activate previous knowledge, it is a good idea to ask children what they think this story is about. Play the audio as many times as you deem necessary. Remind the children to pay attention in order to know what the story and setting is. It is also recommended to tell children not to worry if they can't understand the full audio, since they can share ideas as a class.

Track 17)

"The Lion and the Mouse" by Aesop

One day, a lion was sleeping in the jungle when a little mouse stood on his tail by accident. The lion woke up and caught the mouse in his great big mouth.

"Oh, Mr. Lion, please let me go," said the little mouse. The lion was a generous animal, and so he opened his mouth and the mouse ran away. A few days later, the mouse was playing in the jungle. She saw the lion. The lion was trapped in a hunter's net. "Don't worry!" said the mouse. "I can help you." She cut the net with her teeth and the lion escaped.

The lion was surprised. "Thank you," he said. After that, the enormous lion and the timid little mouse were best friends. The moral of the story is: If you help someone, they will help you.

Answers: 3 (the jungle)

2 Listen to the fable and number the pictures in the order you hear them. Listen again to check your answers.

Allow some time for children to look at the pictures and figure out what is happening in each one. Invite the children to share their ideas with the partner in the adjacent seat and think together the logical order. Play the audio as many times as you deem necessary. You may check the answers as a class.

See Track 17 in activity 2.

Answers: 1 3 5 4 2

Remember

If you would like to make activity 2 as suggested in the extra activity, bring: the pictures printed bigger and duct tape or magnets.

Extra activity

You may also do activity 2 as a class. You might bring the pictures on page 47, activity 2 printed in a larger version and put them in disorder on the board. Invite the volunteer children to pass to the front and put the fable in the order they think is right. Ask some children to pass and share the order they think is the right one. You may want to repeat the process with different volunteers until as a group you reach an agreement about the order.

Ready to go?

There are short activities you can perform in class to help children develop their listening skills. It is suggested dictating some sentences and have children write down the first and the last word they hear. You may also want to share a sheet that contains similar sentences; read out loud one sentence and let the children circle the one they just heard.


Lesson 3 Unit 4 Listen to a fable belonging to an illustrated sequence

3 Work in pairs. Read the fable and write a sentence that describes each picture from activity 2 in the correct order.

...lion was sleeping in the jungle when a little mouse stood on his tail. "Oh Mr. Lion, please let me go", said the little mouse. The lion opened his mouth and the mouse ran away. The lion was trapped in a hunter's net. The mouse cut the net with her teeth. The enormous lion and the timid little mouse became best friends.

1
2
3
4
5

4 Work in pairs. Retell "The Lion and the Mouse" using the main events you wrote in activity 3.



...lion and fables on the site next class. The lion and the mouse became best friends.

For your next product Step 3

5 Work in pairs.

1. Talk about the main events of your fable and write them down.
2. Exchange your work with another pair and listen to their opinion.
3. Make any necessary changes.
4. Write a conclusion of your illustrated sequence to the end.

Answer the question in your notebook. What are the main events of the fable "The Lion and the Mouse"?

activities in the classroom to develop speaking skills. Say out loud new words for children so they can hear the individual sounds. You could play ordering letters; write on the board some words in the wrong order, encourage the children to pass to the board, mention the correct word, and invite them to write it using the letters on the board. Once the word is correctly written, encourage the children to pronounce it as many times as you deem necessary.

4 Work in pairs. Retell "The Lion and the Mouse" using the main events you wrote in activity 3. Invite the children to work in pairs. Draw their attention to the speech marks and encourage them to use a different voice for this part as this is spoken rather than narrated speech. Suggest to the children using different voices for each character.

Suggest that children check the web link at home to read more fables in order to get ideas for their final product. You may invite them to talk about the fables they read on the site next class.

3 Work in pairs. Read the fable and write a sentence that describes each picture from activity 2 in the correct order.

Refer children to the Picture Dictionary on page 54 of the Activity Book. Give children some time to take another look at the images on activity 2. Invite them to orally explain what each picture is about. You may use this activity to show children the order of an English sentence: Subject + Verb + Object. For example: *A lion was sleeping in the jungle.* Let children work with a partner, discuss the pictures and write the sentences. When they finish, invite them to read out their sentences. Encourage children to say if they liked the story or not and why.

Answers: 1 A lion was sleeping in the jungle when a little mouse stood on his tail. 2 "Oh Mr. Lion, please let me go", said the little mouse. The lion opened his mouth and the mouse ran away. 3 The lion was trapped in a hunter's net. 4 The mouse cut the net with her teeth. 5 The enormous lion and the timid little mouse became best friends.

It is important for children to learn specific sounds of the English language but sometimes it can be really difficult to identify and learn to use them like a native speaker. So, you may perform some

5 Work in pairs. It is recommended to introduce children to different parts of a story and to set a chronological sequence. To promote the positive use of peer checking, you could write a checklist on the board, for example: tense (T), word order (WO), missing word (MW), wrong word (WW), or spelling (Sp). Encourage children to use this letter code as a prompt for the authors to reflect on it and create a clean version. Remind children to remain neutral and respect each other's efforts. It is a good opportunity to help children distinguish between criticism and constructive feedback. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Help children answer the question in their notebooks.

You may want to guide the children to remember and review the fable of "The Lion and the Mouse." If necessary, let them read it again. Ask them to answer the question. You could give a follow up of the activity by asking the children different answers and as a class.

Lesson 4 Unit 4 Listen to a fable belonging to an illustrated sequence.

1 Read the titles of the fables you know. Choose your favorite

"The Lion and the Mouse" "The Little Red Hen" "The King and the Fool"

2 Complete the graphic organizer with the fable you chose in activity 1.

Characters

Main Events

Moral

3 Work in pairs. Tell the fable you chose in your own words. Write it down and take turns reading your summary of the fable.

4 Work in pairs.

1. Make a graphic organizer like the one in activity 2 about the fable you chose for your illustrated sequence game.
2. Tell the fable in your own words.
3. Write down the summary of your fable for the illustrated sequence game.
4. Take turns reading it to another pair to make sure it is well written.

49

1 Read the titles of the fables you know. Choose your favorite.
 Let the children look over the titles of fables in their books. Explore with children each title and what each fable is about. Then invite them to share with the class which one is their favorite one and have them share why.

Answer: Answers may vary.

2 Complete the graphic organizer with the fable you chose in activity 1.
 It is a good idea to explain to the children that graphic organizers can help them memorize different words and their meanings. You may also suggest that they add a small diagram of the item or category, particularly if there are some children that have a visual learning style. You may provide help when needed. Once the children have finished, invite them to pair up with those who choose the same fable to check each other's work and see if there's something they can add.

Answer: Answers may vary.

R Invite children to reflect on the title and say what they think the story is about. You may form small groups for children to work in and complete the organizer while collaborating with their personal ideas and making sentences up.

Answers: Characters: Henny-Penny, Turkey-Lurkey, Roostey-Rusty, Foxey-Woxey, Ducky-Lucky, Goosy-Loosy. Setting: country lane to castle. Moral: think before you act. Main Events: An apple hits Penny-Henny on the head. She decides to tell the King the sky is falling down. On her way to see the King she meets other friends and shares the incident. They all go together to see the King, but the Fox lies and takes them to his house to finally eat them.

3 Work in pairs. Tell the fable you chose in your own words. Write it down and take turns reading your summary of the fable.
 Encourage children to pair up with someone who chose a different fable. You may explain what a summary is: a short account of something that gives only the most important information and not all the details. Suggest that children use the graphic organizer, as a tool, when writing the summary and retelling their fables. You may walk around to check their summaries and monitor their speaking to provide help when needed.

Answer: Answers may vary.



Print or photocopy *The Lion and the Mouse* handout to guide children in the writing of their fable.



4 Work in pairs.
 Remind children to work in pairs. Encourage them to create the graphic organizer for the fable they chose for their product. You may walk around to check their organizers and provide help. Invite them to share their fable. Suggest that children make up one sentence along with the corresponding illustration, in order to graphically retell their story. Invite them to read out loud each sentence. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answer: Answers may vary.

Lesson 5 Unit 4 Order illustrated sequences of a fable

1 Read the names of the characters. Do you know the fable they belong to?

2 Read the fable and write the correct number to order the pictures.

3 Listen to the fable. Notice the changes in the tone the narrator makes. Circle the resources you noticed.

For your final product Step 5

1 Work in pairs.

1. Make up a story for the picture and tell the picture to your partner. Use the words in the picture dictionary to help you.

2. Your friend should draw a picture of your story.

3. You should tell the story to your friend. Your friend should draw a picture of your story.

1 Read the names of the characters. Do you know the fable they belong to?

Refer children to the Picture Dictionary on page 54 of the Activity Book. Invite children to read the characters. You may ask them if they know the story they belong to and use their knowledge to elicit from them different words related to the story. For example: *sheep, tree, grass, boy, wolf*, etc. Suggest that they share with a partner what they think the main lesson of this story is.

Answer: Peter and the Wolf.

2 Read the fable and write the correct number to order the pictures.

Refer children to the Picture Dictionary on page 54 of the Activity Book.

It is recommended for you to read the fable out loud to the children using an exaggerated tone where you think is necessary. This is for the children to be aware of changes in oral narrations. It is a good opportunity for introducing to children the *exclamation marks*: a punctuation mark that goes at the end of the sentence and essentially looks like a period with a vertical line over it. They are used to express strong emotions and to add additional emphasis. For this activity you may also use the Picture Dictionary if children do not know some

words. Invite children to order the images based on the events. Then, you may elicit from children what the main events of the story are. Encourage them to reflect on whether they think it's ok to tell a lie or not.

Answers: 2 3 1

3 **18)** Listen to the fable. Notice the changes in the tone the narrator makes. Circle the resources you noticed.

It is recommended to prepare children for listening. You could ask them to picture in their minds the words they know. Suggest that they reflect on their feelings and emotions, if any, while listening to the narrator. You may ask about the sensations they felt and to act it out with body language.

Track 18)

"The Boy Who Cried Wolf" by Aesop

Once there was a shepherd boy who looked after the sheep. He was bored and decided to play a trick on his friends. He shouted "Help! Wolf!" His friends heard him and ran to help. "Where is the wolf?" They asked. The shepherd boy laughed. "Ha! Ha! Ha! I was playing a trick on you!" He said.

Three days later, the shepherd boy played the trick again. "Help! Wolf!" He shouted. His friends ran up the hill to help him again. When they saw there was no wolf, they were very angry!

The next week, a wolf came and attacked the sheep. The shepherd boy shouted "Help! Wolf! Help! Help! Help!" But his friends didn't come.

They laughed "Ha! Ha! Ha! It's another trick!" They said. But it wasn't a trick. And the wolf killed all the sheep! The moral of the story is: Don't tell lies. When you tell lies, people don't believe you when you tell the truth.

Answers: Answers may vary.



One of the best memorization techniques is called visualization. In this technique we use mental images to remember different things. The point is to link new knowledge with our everyday environment. We can use it with emotions as well; our brains record moments of joy, danger, or excitement and when we face a similar situation. The recalling helps us avoid difficulties or enjoy new adventures.

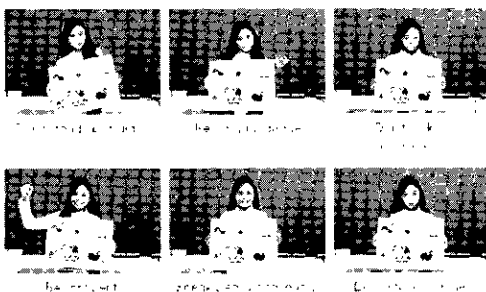


4 **Work in pairs.**

Provide children with all the support for them to make the corresponding drawings and rehearse their stories. Remind children to agree on which part each one will say. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Lesson 6 Unit 4 Order illustrated sequences of a fable

- 1 Work as a class. Do you prefer reading stories and fables or listening to them? Share and explain your answers.
- 2 Check (✓) the positive attitudes and put a cross (X) by the negative ones to tell a fable out loud. Together decide which ones you will follow.



- 3 Work in pairs. Choose a fable that has pictures in disorder from the unit. Read it out loud to your partner using the attitudes you decided in activity 2. Have your partner point to the pictures as you read the fable so he / she can order them.

For your final product **Step 6** **Go English!**

- 4 Work in pairs.
 1. Listen to the audio and write down the correct body language.
 2. Rehearse your part of the fable with your partner. Practice the fable with the illustrated sequences.

Answer the question in your notebook
 When is it best to use body language in a story? Write your answer in your notebook.

1 Work as a class. Do you prefer reading stories and fables or listening to them? Share and explain your answers.

Based on prior experiences reading or listening to fables, you may ask about their preferences. You may ask them which activity triggers their emotions the most, which one captures their full attention, or which one lets them imagine the setting more easily.

Answers: Answers may vary.

2 Check (✓) the positive attitudes and put a cross (X) by the negative ones to tell a fable out loud. Together decide which ones you will follow.

It is a good idea to explain what advice is: an opinion that someone gives you about the best thing to do in a situation. Then, you may create hypothetical situations for children to reflect on and you could ask them what they would do or suggest a friend do. Then have them answer the activity and provide help as needed.

Answers: Answers may vary.

3 Work in pairs. Choose a fable that has pictures in disorder from the unit. Read it out loud to your partner using the attitudes you decided in activity 2. Have your partner point to the pictures as you read the fable so he / she can order them.

Arrange the class in pairs as you see fit. Invite the children to choose a fable from the unit and remind them to choose one with the pictures in disorder. Then, you could ask them what are the attitudes they checked in activity 2. You may highlight the importance of body language and tone of voice in order to make the narration more interesting. Let children choose who is going to read out loud and who is going to order the images. Walk around and monitor, providing help to less confident children.

Answers: Answers may vary.

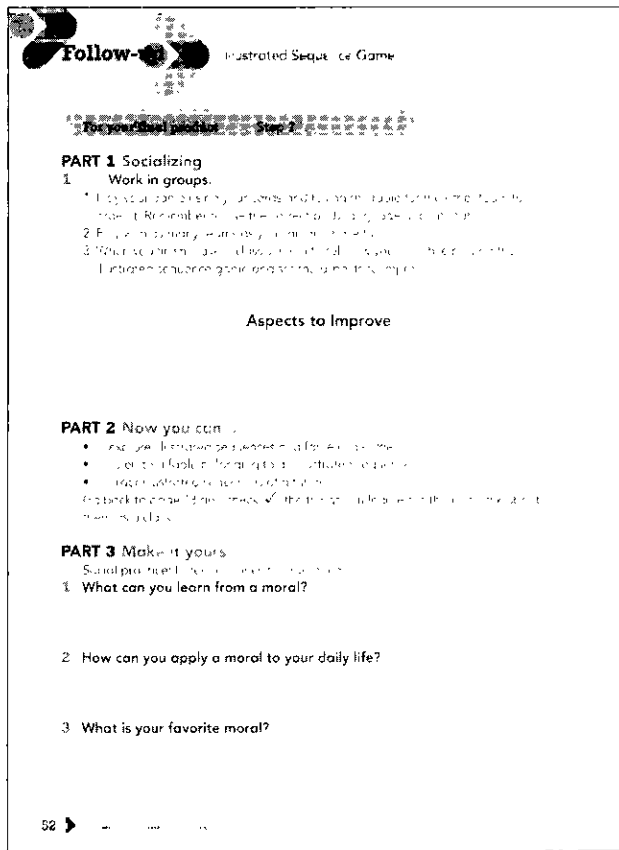
Go English! After reading the box with the children, you could explain to them a brief history of storytelling. For example, oral stories have been handed over from generation to generation and nobody knows when the first story was told. Stories portray values, desires, dreams, prejudices, hatreds, etc., about the society they come from.

4 Work in pairs.

Invite children to pair up with their partners. Remember it is recommended for children to rehearse their parts and be reminded to use the different skills learned throughout the unit to read the fable out loud. Remind them that the goal is to unscramble the pictures from each other's fables. You may give children some time to reflect on what they learned and share their thoughts with the class. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Help children answer the question in their notebooks.

You could make children practice telling a piece of a story out loud with a partner. Suggest that they listen carefully to each other and reflect on what they did. Guide them to answer the question and share their answers.



most difficult challenge they faced. Remind them to go back to page 43 to check what they learned.

Answers: Answers may vary.

Part 3 Make it yours

You could ask the children to read the questions and then to reflect on them. You may want to set a positive environment for children to share their opinions about morals. Are they useful? You could share a personal experience when you applied a moral. Then, you may want to invite children to think about a personal one. Suggest that they share which moral is their favorite one and why.

Answers: Answers may vary.



Once they finish the unit, it is suggested having children go to the activities page at the end of their Reader chapter and answer them. For that, they might need to read the chapter again, so it is recommended to give them time. Once they read or remember what the text is about, have them check their answers. For that, you might ask children to work in pairs or as a class. Encourage them to participate and explain their answers, when necessary.

Part 1 Socializing

1 Work in pairs.

Invite children to use the skills they acquired throughout the lesson to tell a story, making it interesting. Remember to ask the other team to unscramble the pictures based on the narrative. It is a good opportunity to help them develop their speaking and listening skills. You may walk around to make the corresponding corrections when you consider is needed. You may want to ask the children if they had fun while performing the activity; also, if they faced some difficulties when telling the story and listening to it. Invite them to share their strategies to unscramble the pictures.

Answers: Answers may vary.

Part 2 Now you can ...

You may discuss with children what they learned throughout the unit. Invite them to share their opinions, pointing out what they consider was the

Progress Tracker

In this unit you learned ...

- 1 ... what a fable is. Which fable is your favorite?

- 2 ... the parts and characteristics of a fable. Write them down in the table.

Parts of a Fable	Characteristics of a Fable

- 3 ... what a moral is. What is a moral in your own words?

- 4 ... the main events of a fable. Write the main events of a fable you remember.

- 5 ... intonation and body language. How can you use your body language to help your words? Act out an example.

Recreational and Literary 53

This Progress Tracker will give children the opportunity to reflect on what they have learned throughout the unit. By doing so, they will feel involved in their learning process, which will encourage them to take responsibility for their learning journey. Therefore, it is important that this purpose is clear for children before answering.

As children approach this section, it can be useful for them to flick through the pages of the unit and notice what they learned, which can go from structures in the new language, to skills, strategies, or some other knowledge. They can write it down in their notebooks or talk about it in pairs. Make sure they understand all the information on the page.

After they finish answering each question, you may carry out a class session in which you encourage children to realize how far they've come, which will keep them feeling positive for what is to come.

Classroom Observation Report

A classroom observation report is a teacher self-analysis tool. It also serves to evaluate children's learning behavior.

Instructions:

- 1 Read the statements and check (✓) the Yes / No columns according to your observations.
- 2 Write notes if there are any on the space provided.

Classroom Observation Report	
Teacher's name: _____	Group / Grade: _____
Unit: _____	Schedule: _____
School name: _____	
Observer: _____	

Indicators	Yes	No	Notes
Established clear learning goals			
Applied effective scaffolding			
Maintained effective rapport with children			
Selected material effectively			
Arranged furniture adequately for each activity			
Timed each activity adequately			
Monitored children during communicative activities			
Provided effective feedback and error correction			
Provided clear instructions and directions			
Children demonstrated interest			
Children participated actively			
Cued effectively			
Ended the class by focusing on the lesson's main objective			
Left a learning impact on children			
Classroom Observation Report			

Unit 5

Activity Book

pages 55 to 66

Social learning environment: Academic and Educational

Communicative activity: Search and selection of information

Social practice of the language: Recognize and ask questions to look for and obtain information on a topic.

Final product: Questionnaire of curious questions

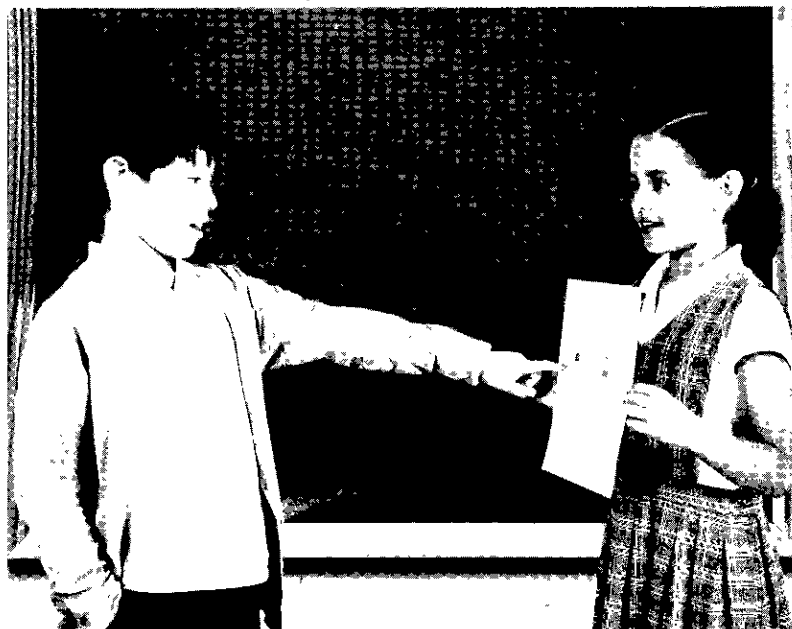
Lesson	Pages	Achievement	Teaching Guidelines
1 to 2	72 to 74	Explore illustrations on science topics.	<p>Offer students opportunities to use and combine the written, spoken, and visual processes. Among other reasons, this contributes to the good disposition and enthusiasm to:</p> <ul style="list-style-type: none"> • connect previous knowledge to images in order to identify the topic; • identify the purpose through images; • compare similarities and differences in illustrations; • classify illustrations according to the topic.
3	75	Listen to and understand questions.	<p>Show students how to recognize the purpose of what they are listening to, what they already know about what they are listening, and what they think will be said. This way they will be able to:</p> <ul style="list-style-type: none"> • analyze words that form questions (<i>Which is the ..., How many ... do ...?</i>); • clarify the meaning of words and expressions; • analyze the way to make questions in present simple tense (<i>What is the ..., What do we?</i>); • compare auxiliaries in questions (for example: <i>do, does, etc.</i>); • associate images with questions; • analyze the use and position of the question mark; • compare sentences (for example: interrogative, affirmative, etc.); • understand questions.
4 to 5	76 to 77	Participate in the writing of questions to look for and obtain information.	<p>Promote positive attitudes in the students towards reading, and focus their attention in the purpose of writing (making questions to look for and obtain information):</p> <ul style="list-style-type: none"> • analyze the word order in the questions; • use question words in interrogative sentences; • complete questions; • assess questions' intonation; • check spelling and punctuation.
6	78 to 79	Formulate questions.	<p>Invite the students to try writing in English and praise their effort. Be flexible with their mistakes and concentrate on what they can do, so that they recognize their strengths and use them to solve new challenges. That way they will be able to achieve:</p> <ul style="list-style-type: none"> • complete interrogative sentences with question words; • make questions orally based on a model; • repeat questions to practice the pronunciation; • dictate questions to get information.

Unit 5

Unit
Opener

In this unit you are going to make a questionnaire of curious questions on a science topic.

What is your favorite science topic?



Environment: Academic and Educational

Social practice of the language: Recognize and ask questions to look for and obtain information on a topic.

Communicative activity: Search and selection of information

In this unit you will learn to ...

- ... explore illustrations on science topics.
- ... listen to and understand questions.
- ... participate in the writing of questions to look for and obtain information
- ... formulate questions.

When you finish the unit, come back to this page and check () the things you learned.

55

There are several elements on this page that you might want to explore with children, such as the product, the question, the picture, the environment, the social practice of the language, and the communicative activity. Children may not understand the information from reading it, they might need you to guide them and explain to them the meaning of some sentences by using a friendly approach. You may want to explain

that as a final product they are going to create a questionnaire about a scientific topic and present it in an exhibition.

You could explain to the children that they will explore illustrations on science topics, listen to and understand questions, participate in the writing of questions to look for and obtain information, and formulate questions. (Achievements).

Lesson 1 Unit 5 Explore illustrations on science topics

Work as a class. Check (✓) the diagram that shows a cycle. Talk about the type of book in which you think you can find the diagrams.

Look at the diagrams and in pairs discuss the order of the cycles using numbers 1 to 4. Then listen to the explanation of each diagram to check your answers.

Life Cycle of a Chicken

Life Cycle of a Sea Turtle

For your final product Step 1

Work in groups.

1. Look at the diagrams and discuss the order of the cycles.
2. Listen to the explanation of each diagram to check your answers.
3. For each diagram, write a short story about the cycle.

1 Work as a class. Check (✓) the diagram that shows a cycle. Talk about the type of book in which you think you can find the diagrams. It is recommended to ask children what they think the images are about. Based on their answers, you might want to talk about what a cycle is and its characteristics. Then, you may invite children to share with the class if they know some other examples of cycles and also explain it through simple diagrams.

Answer: the one on the right side showing the water cycle



Some children are introverted and it is recommended to instill confidence in them. Try to create an open and positive learning environment, by doing this you are showing your children that they are worth your time and attention. You could offer praise and acknowledge their accomplishments, try not to correct every single thing they might say wrong, and do not interrupt them when they are talking to correct them. Thus, you will create an environment for children to feel safe and to express themselves, and that stimulates curiosity and the desire to learn. This, in turn, helps children develop confidence. You can arrange any

activities and lessons to provide children with an equal opportunity to achieve this self-confidence goal.

2 (19) Look at the diagrams and in pairs discuss the order of the cycle using numbers 1 to 4. Then listen to the explanation of each diagram to check your answers.

Invite children to get into pairs. You may first ask the children to discuss with their partner what kind of animals they are looking at and if they consider there are similar characteristics among them.

Before playing the audio, it is recommended to remind children not to worry about understanding everything that is said. They may use clues like the title, pictures, vocabulary, etc. to help them elucidate about the conversation. Play the audio as many times as you consider necessary. You could also use the tools you consider appropriate to develop their listening skills. Invite the children to share the correct order.

Track 19)

Boy: What's this?

Girl: It's a diagram of the life cycle of a chicken.

Boy: What's this?

Girl: It's the life cycle of a sea turtle.

Boy: They look the same.

Girl: Yes, look, it shows that they both lay eggs and when the eggs hatch, we call the baby chickens hatchlings and we call the baby sea turtles hatchlings too. They grow up into the juvenile stage and then become adults.

Boy: Interesting. Which one should we present to the class?

Girl: I don't know. One is a bird and one is a reptile.

Boy: Chickens are very common birds. Sea turtles can swim in the sea and live on land. Maybe we should do sea turtles.

Girl: OK. I like them too. Sea turtles it is.

Answers: 1 egg 2 hatchling 3 juvenile (chick / turtle) 4 adult



3 Work in groups.

You may want to explain what a questionnaire is. It is helpful to mention that it can help them formulate different kinds of questions and understand information they might want to know about a certain topic. Invite them to get into groups and talk about the sources available to them. Suggest that they discuss what kind of information they will need and the sources where they can find it. Remind children to bring the information they were assigned for next class. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Lesson 2 Unit 5 Explore situations on science topics

Work in pairs. Look at the different pictures and discuss which is the correct topic for each one. Write it down.

Work in groups. Talk about the topics in activity 1. Brainstorm sources where you would find them. Use the ideas sheet.

Ideas Sheet

- Recipe book
- Cooking book
- Encyclopedia
- Science books

87

2 Work in groups. Talk about the topics in activity 1. Brainstorm sources where you would find them. Use the ideas sheet.

To help children link images with knowledge, you may perform an activity similar to the next one: in different bags you may put in different sources you may want children to work with; it is recommended to include a picture that explains the source. Distribute the bags and invite the children to analyze and discuss each source. Then invite them to talk about each source and say why it would be useful for each of the topics in activity 1.

Answers: Answers may vary.

You could give more examples about sources to the children by bringing extra material to the class. You might ask the children to bring some of the sources mentioned. You can also bring some examples of books. Share the different books the class brought and look around for diagrams. Used them to check the answers.

1 Work in pairs. Look at the different pictures and discuss which is the correct topic for each one. Write it down.

Suggest that children work in pairs and take a look at the images. Then, you may want to invite them to mention the words they don't know and discuss as a class what the meaning might be. Suggest that they talk about the correct topic for each image and choose the correct one.

Answers: 1 Human body 2 Experiments
3 Animals 4 Ecosystem 5 Planets 6 Food

When carrying out an activity in pairs, you might find it easier to keep the class in order if the children work with the classmate beside them. Establish the activity rules clearly and make sure the objective of the activity is clear enough so they can focus on developing the task. You can walk around to monitor the development of the class. Once you notice the children are no longer paying attention to the task and are just chatting is probably time to get their attention and ask for the answers.

Lesson 2 Unit 5 Explore illustrations on science topics

Look at the diagrams. Write the correct title for each one.

Answer the questions in pairs. Look at the diagrams from activity 3, if necessary. Then share your answers with another pair.

1. What is the cycle in the diagram?
2. What is the cycle in the diagram?
3. What is the cycle in the diagram?

For your final product **Step 2**

Work in groups.

1. Brainstorm the other cycles that are in the world.
2. Share your ideas with the group.

Answer the question in your notebook.

What is the cycle in the diagram?

can help them understand different concepts and whether they are more effective than words. Invite them to answer the questions and discuss them as a class. You could use this activity to review *Yes/No* and *Wh-* questions.

Answers: Answers may vary.

5 **Work in groups.**

Invite the children to get into their groups. Invite them to brainstorm different science topics they are interested in. Suggest that they work with another group and talk about those topics. Make sure the children write down all their ideas. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Help children answer the question in their notebooks.

You may invite the children to reflect on the question, write their answers down, and share their point of view with the rest of the class, or as you consider appropriate.

3 Look at the diagrams. Write the correct title for each one.

You could invite the children to share their ideas about the diagrams and ask if, just by looking at the images, they can figure out what they're about. After they finish the activity and they check answers, you may ask if they can mention examples where the use of diagrams can be applied.

Answers: 1 Weather Cycle 2 Life Cycle of a Frog


You could continue reviewing the diagrams with the children by asking them if they know any other cycle. Listen to them and write their ideas on the board. Then as a class, you could choose one or two cycles they know about and make a diagram about it. Ask them what is the process, you could draw or write on the board the answers they give about the cycle. Let them guide you while you make the diagram on the board.

4 Answer the questions in pairs. Look at the diagrams from activity 3, if necessary. Then share your answers with another pair.


Invite children to work in pairs. Ask them to look at the diagrams in activity 3 again and elicit their opinions on how they think the images of cycles

Lesson 3 Unit 5 Listen to and understand questions

Work in groups. Look at the pictures and talk about how often you go to a museum to find information about a science topic.



Listen to the conversation and look at the museum rooms. Discuss in pairs if you agree with the room the teacher suggested the kids to visit.



Talk about why the kids went to the museum. Talk about the last time you went to a museum and answer the questions in your notebook.

1. How often do you go to a museum?
2. What is your favorite museum?
3. What do you like to see at a museum?
4. How do you feel about museums?

For your final product Step 3

Work in groups.

1. Find out the main idea of the text.
2. Find the main idea of the text.
3. Find the main idea of the text.
4. Find the main idea of the text.

Answer the question in your notebook.

1. How often do you go to a museum?
2. What is your favorite museum?
3. What do you like to see at a museum?
4. How do you feel about museums?

59

Track 20)

- Mr. Hammond:** OK, children, gather around. Hannah and Lauren, what are your questions?
Hanna: What is protein? What foods contain protein?
Mr. Hammond: Excellent, Hannah. Please go to the health room.
- Mr. Hammond:** Fernando and Silvia, what are your questions?
Fernando: Why does the sun shine during the day? And, why is the sun hot?
Mr. Hammond: Great Fernando ... to the universe room.
- Mr. Hammond:** What are your questions, Ron and Beatrice?
Ron: What is a computer? How does a computer work?
Mr. Hammond: Good, Ron ... Please go to the technology room.

Answers: Answers may vary.

3 Talk about why the kids went to the museum. Talk about the last time you went to a museum and answer the questions in your notebook. You may ask what museums the children have visited and which one is their favorite one. Invite them to share what information they learned about. It might be helpful to organize the children in pairs to discuss all the questions in the activity.

Answers: Answers may vary.

You may ask the children if there's a museum in a different country that they want to know about. You could share an example.

1 Work in groups. Look at the pictures and talk about how often you go to a museum to find information about a science topic.

Based on the brainstorming done last lesson, you may invite the children to think about where they can search for the specific information they could need and write it down. When they complete this activity, recommend that they share those sources and compare what they have in common as a class.

Answers: Answers may vary.

2 Listen to the conversation and look at the museum rooms. Discuss in pairs if you agree with the room the teacher suggested the kids to visit.

You may encourage children to get into pairs to analyze the picture and make a list of the items they know. Invite them to imagine they are visiting those rooms with their class and suggest that they make questions they might ask while being there. Play the audio as many times as you consider appropriate. Finally, invite children to discuss in pairs if they agree with the room the teacher suggested visiting.

4 Work in groups.

You could ask children to get in groups and discuss different sources of information they may know. It might be helpful if you add other sources as well. You may ask children if they know about *democracy*, you could briefly talk about this concept. Suggest that they use this system to choose among all the scientific topics they brainstormed. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Help children answer the question in their notebooks.

You could analyze the question with the class including their personal situations outside the classroom. You may point out that questions are made for a variety of reasons, including clarifying an issue, increasing our knowledge, getting information, etc.

Lesson 4 Unit 5 Participate in the writing of questions to ask for and/or answer information.

Read the topics and circle the one that interests you the most. Then share it with a classmate and explain why.

Extraterrestrials The Great Wall Sufism Progress

Read the questions and talk with a classmate if they express process, definition, or reason. Write the letters P, D, or R according to your conclusions. Then find an answer for each question.

1. Why do we have a time zone?
 2. Why do we have a Great Wall?
 3. Why do we have a Sufi?
 4. Why do we have a progress?


or Explain the relationship between:
 a) Extraterrestrials and progress
 b) The Great Wall and progress
 c) Sufism and progress
 d) Progress and progress

Read and complete the sentences with process, reason, or definition. Then explain your answers to another pair.

1. We have a time zone because...
 2. We have a Great Wall because...
 3. We have a Sufi because...

Go English! You can use the box to explain the difference between questions that require specific information, and questions that need yes-no answers.

In pairs, write questions about the Komodo dragon in your notebook. Share them with another pair and correct them, if necessary.



R Read the questions and write the type of question (P, D, or R) that each question is.

For your final product Step 4

Work in groups.

1. Write a question about the Komodo dragon.
 2. Write a question about the Komodo dragon.
 3. Write a question about the Komodo dragon.

1 Read the topics and circle the one that interests you the most. Then share it with a classmate and explain why.

You could read the topics out loud so children raise their hands when you mention something they are interested in. Ask children to work in pairs and tell their partner what is their favorite topic and say why they chose it. This can help children identify which classmates share their same interests and promote companionship between them.

Answers: Answers may vary.

2 Read the questions and talk with a classmate if they express process, definition, or reason. Write the letters P, D, or R according to your conclusions. Then find an answer for each question.

Refer children to the Picture Dictionary on page 66 of the Activity Book.

Invite children to get into pairs and identify the question words and their use so they can practice and reaffirm how to ask the right question depending on what they want to know. Once they have identified this, you can discuss the answers as a group.

Answers: Questions: 1 D, d 2 P, b 3 R, c 4 P, a

3 Read and complete the sentences with *process*, *reason* or *definition*. Then explain your answers to another pair.

Suggest children working with the same pair. You may allow some time for children to read the sentences. Let children write the correct word next to each sentence and explain their answers with another pair. Point out the relationship between the question words and the type of information each question gives to consolidate their knowledge.

Answers: 1 reason 2 process 3 definition

Go English! You can use the box to explain to the children the difference between questions that require specific information, and questions that need yes-no answers.

4 In pairs, write questions about the Komodo dragon in your notebook. Share them with another pair and correct them, if necessary.

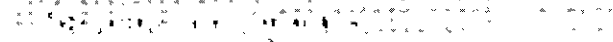
You may ask pairs to look at the picture and talk about what they know about the animal. Then, give them some time to make notes on what they don't know. You could guide them to make questions and to give each other feedback.

Answers: Answers may vary.



Print or photocopy the *A Real Dragon Reader* flashcards to elicit questions from the children so they can practice the types of questions they have learned.

R After reading, encourage children to look for additional information about Komodo dragons in their source of choice.

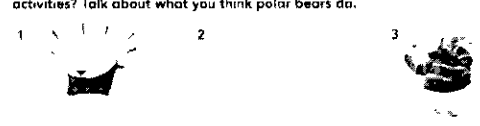


5 **Work in groups.** Invite children to get together into their groups. You may use this opportunity to focus on their new knowledge; try to praise the use of the words involved in a question sentence and punctuation. Then, you may remind children the right structure for them to make any corrections. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.


Answers: Answers may vary.

Lesson 5 Unit 5 Participate in the writing of questions to look for an additional information.

Work in pairs. Look at the pictures. Do you think polar bears do these activities? Talk about what you think polar bears do.



Read the article about polar bears. Then complete the questions.



A predator is an animal that eats other animals. A polar bear is a predator in the food chain. Most of the time, the polar bear stays on its side. This makes it hard to see. We don't see the polar bear until it is very close to us. We don't see the polar bear until it is very close to us. We don't see the polar bear until it is very close to us. We don't see the polar bear until it is very close to us.

- What is a predator?
- Where do polar bears live?
- Why are krill important to the ecosystem?
- What do seals eat?

Work in pairs. Listen to the questions in activity 2. Repeat and practice pronunciation with rising intonation (↑). Circle the stressed syllables.

For your final product Step 5 Answer the question in your notebook.

Work in groups.

1. ...
2. ...

Answers: 1 What is a predator? 2 Where do polar bears live? 3 Why are krill important to the ecosystem? 4 What do seals eat?

3 (21) Work in pairs. Listen to the questions in activity 2. Repeat and practice pronunciation with rising intonation (↑). Circle the stressed syllables. You may remind children about the importance of intonation and correct stress to provide the listener with the correct comprehension. You may provide plenty of listening opportunities for them to practice question forms to use as a model.

Track 21)

- | | |
|----------------------------|--------------------------|
| 1 | 3 |
| What is a predator? | Why are krill important? |
| 2 | 4 |
| Where do polar bears live? | What do seals eat? |



4 Work in groups.

Invite children to get into their groups. You may give children some time to practice, encourage them to listen to each other and make suggestions to improve their pronunciation; the children may write suggestions down. Remind children to be respectful when giving feedback and congratulate them on the efforts they've made. Point out the fact that we can always learn from each other. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Help children answer the question in their notebooks.

You could ask the children to think up some *what*, *where* and *how* questions they would like to ask about the Komodo dragon; then you may ask some children come to the board and write a question. As a group you could check if the questions are properly written.

1 Work in pairs. Look at the pictures. Do you think polar bears do these activities? Talk about what you think polar bears do.

Suggest that children look at the pictures and make up questions about actions the polar bears are doing. Invite them to discuss their questions and then analyze if polar bears truly carry out these activities. Having a clear goal helps children focus and integrate the information they are exposed to. Encourage them to share with the class the facts they know about polar bears.

Answers: Answers may vary.

2 Read the article about polar bears. Then complete the questions.

Refer children to the Picture Dictionary on page 66 of the Activity Book.

You may check with the children the intonation required to formulate questions as well as the corresponding punctuation mark. Suggest that they use the information given in the answers to make their questions up. It may be helpful if you invite them to ask about any word they don't know from the text. After they finish, it might be a good idea to write the answers on the board.

Lesson 6 Unit 5 Formulate questions

Check (✓) all the animals you identify. Share the information you know about them with your class.

Work in pairs. Read the science web page. Write five questions in your notebook about the animals that you find interesting.

Go English! Write a question about each animal. Write the question in your notebook. Share the questions with your class.

Go English! Write a question about each animal. Write the question in your notebook. Share the questions with your class.

62

1 Check (✓) all the animals you identify. Share the information you know about them with your class. Invite children to look at the pictures and suggest that they write down on their notebooks any information they may know about. If you deem it appropriate, you may suggest that children work in pairs. Then, you may invite children to ask each other questions about the animals they know some facts about.

Answers: Answers may vary.

To reinforce their conversation skills you may let them work in pairs. Having a conversation with a peer will help them gain confidence on a language they are not fluent in yet. Moreover, having a curious topic to explore will give them the opportunity to make as many questions as they want. Make sure they are trying to talk in English and using as little of their native language as possible. You might want to walk around the class to make sure they are in a comfortable environment to practice the language.

2 Work in pairs. Read the science web page. Write five questions in your notebook about the animals that you find interesting. Refer children to the Picture Dictionary on page 66 of the Activity Book.

Remind children that they now have the skills to write questions to obtain information. You may point out they have the tools at hand, like the structure of questions, the Picture Dictionary, pictures that may help them understand different texts, and models. You could walk around to provide help when you deem necessary and use the opportunity to provide additional help to children you think may need it. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Print or photocopy the *Life Cycle of a Butterfly* handout to help children explore more vocabulary.

You could also do activity 2 as a group. Make a table on the board and categorize the animals. You might want children to volunteer and say their questions. You can write them to fill the table depending on the animal. By doing this, you could elicit different questions from children and let them wonder about different and similar aspects from the animals.

Go English! Remind children the importance of good punctuation. You may explore with children what would happen if they wrote questions without the correct punctuation. Have them wonder if they think people would understand them.

Suggest that children check the web links as homework if they want to know more about animals. Next class, you may invite them to share what they learned.

Lesson 6 Unit 5 Formulate questions

Work in pairs. Exchange the questions you wrote in activity 2 with your partner and take turns correcting any mistakes. Check the use of capital letters and punctuation. Write a clean version of your questions.

Work in pairs. Decide where you will look up the information to find out the answers to your questions. Write the answers.

Present your questions to your class and provide the answers.

For your final product Step 6

Work in groups.

1. In the other notebook, answer the questions.
2. Ask your partner to check your answers.
3. Review the questions and answers with your partner. Check for any mistakes. Make corrections to your questions and answers.
4. Ask the teacher for help if you need it.
5. Write a clean version of your questions and answers.

63

3 **Work in pairs.** Exchange the questions you wrote in activity 2 with your partner and take turns correcting any mistakes. Check the use of capital letters and punctuation. Write a clean version of your questions.

You may review with children the correct form to write a question. You may praise them each time they mention a feature. Once each child is certain about it, invite them to exchange their work and make the appropriate corrections. Suggest that they write a clean version. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

4 **Work in pairs.** Decide where you will look up the information to find out the answers to your questions. Write the answers.

You may want to give an example of one animal you were interested in and what you did to know more information about it. Then, you could elicit ideas about different sources of information. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

5 **Present your questions to your class and provide the answers.**

For this activity, it might be helpful to remind children to use adequate stress and intonation when saying their questions out loud. You could give them time to practice. If some children do not feel confident enough to speak, it may be helpful to directly practice with them without exposing them, but encouraging them.



If you consider it appropriate, you can have a session at the school library. You can carry out a brainstorming of the questions the children made and categorize them by animal. Then, you could make groups and assign an animal to each group. At the library, let them research the information to answer the questions about the animal they were assigned. Then as a class, share the answers.



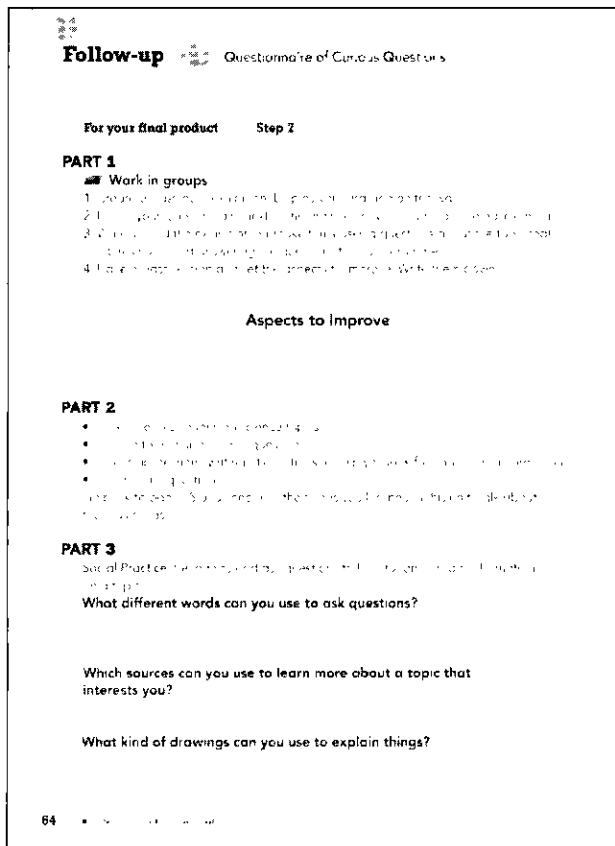
6 **Work in groups.**

Ask children to get into their groups. It is a good opportunity to clarify doubts they may still have. Invite children to take out the sources from step 5, to answer all the questions, and read their questionnaire to make sure the use of capital letters is correct. Then encourage them to write a clean version and make a drawing. Provide help as needed. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Help children answer the question in their notebooks.

You could have children bring their three questions as homework. Next class, you may ask them to share their questions with everyone. As a group you could choose the most interesting questions or maybe those that were repeated the most among the children.



Answers: Answers may vary.

Part 3 Make it yours

You can read the questions as a group. You may let some time for children to write down their thoughts. It might be helpful to walk around and check their work. You can ask the children to share their thoughts and achievements with the class.

Encourage those who had the best development throughout the unit to help those who still have doubts.

Answers: Answers may vary.



Once they finish the unit, it is suggested having children go to the activities page at the end of their Reader chapter and answer them. For that, they might need to read the chapter again, so it is recommended to give them time. Once they read or remember what the text is about, have them check their answers. For that, you might ask children to work in pairs or as a class. Encourage them to participate and explain their answers, when necessary.

Part 1 Socializing

1 Work in groups.

Let children come to an agreement about the classroom space they will use to display their materials. You may give them some time to review the information they will provide and some extra time to walk around the exhibition to choose a topic they want to know about. You might want to write down some phrases children might find helpful. An example could be: *Please can you tell me about your project?* You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Part 2 Now you can ...

After they complete the activity, encourage the class to reflect on what they learned throughout the unit, what they find easy or difficult and useful or useless. Invite them to elicit ideas about where and when they can formulate oral or written questions outside the classroom.

Progress Tracker

In this unit you learned ...

- 1 ... to use cycle diagrams. Mention three cycles.

- 2 ... how chickens and turtles are similar. Mention two ways in which they are similar.

- 3 ... about different sources of information. Write three.

- 4 ... different words to start questions with. Write them down.

- 5 ... how to ask questions on different topics. Write three questions to help you find out things you don't know about an animal.

- 6 ... about Australian animals. List your favorite three.

Academic and Educational 65

This Progress Tracker will give children the opportunity to reflect on what they have learned throughout the unit. By doing so, they will feel involved in their learning process, which will encourage them to take responsibility for their learning journey. Therefore, it is important that this purpose is clear for children before answering.

As children approach this section, it can be useful for them to flick through the pages of the unit and notice what they learned, which can go from structures in the new language, to skills, strategies, or some other knowledge. They can write it down in their notebooks or talk about it in pairs. Make sure they understand all the information on the page.

After they finish answering each question, you may carry out a class session in which you encourage children to realize how far they've come, which will keep them feeling positive for what is to come.

Notes on an Event

Notes on an Event is used to register information of an event as it is happening. It is a useful tool to take notes and register what is happening in a presentation or an event.

Instructions:

- 1 Complete the name and date of the event that is going to be analyzed.
- 2 Write your detailed notes about the event or presentation on the space provided.
- 3 Using the notes provide feedback to your children.

Notes on an Event	
Event:	Group:
Date:	Time:
Context:	
Description of the event:	
Notes:	

Unit 6

Activity Book pages 67 to 78

Social learning environment: Family and Community

Communicative activity: Exchanges associated with information of oneself and of others

Social practice of the language: Understand and share expressions to obtain what is needed.

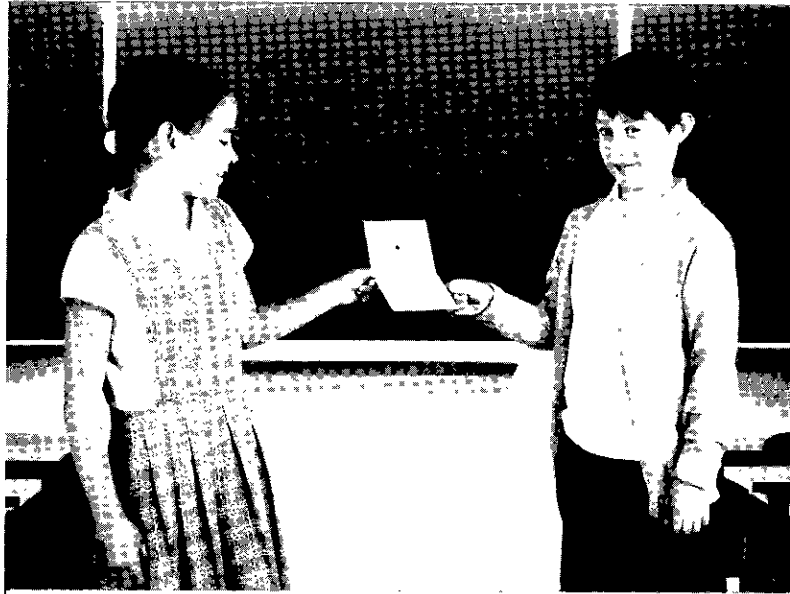
Final product: A note

Lesson	Pages	Achievement	Teaching Guidelines
1 to 2	85 to 86	Listen to dialogs expressing wants and needs.	<p>Give examples of common situations to the students and make them notice the structure of expressions and how to say them so they are able to:</p> <ul style="list-style-type: none"> • analyze speakers and turns of intervention in a dialog; • examine nonverbal language (for example, eye contact, postures, gestures, etc.); • comprehend the purpose and the addressee; • define the structure of a dialog; • discriminate consonant sounds (give, five, etc.).
3	87	Understand and express wants or needs.	<p>Students this age need your constant support, so it is important that you encourage them to ask for help, so that they can:</p> <ul style="list-style-type: none"> • clarify the meaning of words; • classify expressions used to begin and end dialogs; • compare phrases that express wishes or needs; • examine words used to refer to others (for example, names and personal pronouns); • analyze the different ways to express needs or wishes; • establish the use of conjunctions to join ideas (<i>that, and, etc.</i>); • compare vowel sounds in words (<i>pencil, paper, etc.</i>); • compare the use of nonverbal language (eye contact, gestures, etc.) with acoustic characteristics (volume, tone, pronunciation).
4 to 6	88 to 91	Write a note to obtain what is needed.	<p>Help students comprehend that writing has different social functions such as asking for help, asking for something you need, etc. Help them complete their writings to generate positive and encouraging attitudes, so they will be able to:</p> <ul style="list-style-type: none"> • explore notes to plan how to write them (for example, who is it for?, what element are necessary?, etc); • form notes based on models; • read notes to check their clarity.
7	92	Exchange expressions to obtain what is needed.	<p>Offer opportunities to practice and rehearse the expressions students will use in the exchanges and offer them enough model examples, so that they can:</p> <ul style="list-style-type: none"> • decide what wishes and needs they will express; • define expressions to begin an exchange; • determine the words to refer to the listener; • form expressions to enunciate needs and wishes; • practice and rehearse expressions to enunciate needs or wishes; • express and answer to needs or wishes expressed by others; • use strategies to make the listener understand the message better (speak slower, repeat, ask for clarification, etc.); • use adequate verbal language and voice volume.

Unit 6

In this unit you are going to have a dialog using a note.

When do you use notes?



Environment: Family and Community

Social practice of the language: Understand and share expressions to obtain what is needed.

Communicative activity: Exchanges associated with information of oneself and of others

In this unit you will learn to ...

- ... listen to dialogs expressing wants and needs
- ... understand and express wants or needs
- ... write a note to obtain what is needed
- ... exchange expressions to obtain what is needed.

When you finish this unit, come back to this page and check (✓) the things you learned.

67


In this page you will find elements you can explore with the children such as an opening questions, the final product, the communicative activity, *exchanges associated with information of oneself and of others*, and the social practice of the language, *understand and share expressions to obtain what is needed*. You could help yourself by using the picture of the children giving and receiving the note, and also, you could have them answer the question as a way to introduce them to the topic. You may want to explain the final

product to the children, which is to write a note. It could be helpful to talk to children about how writing notes on a variety of topics is an everyday activity. You may want to help them read and understand the achievements, which include listening to dialogs demonstrating expressions that can be used to obtain what is needed, understanding and expressing wishes and needs, writing a note to achieve one's needs, as well as exchanging expressions to obtain what is needed.


Lesson 1 Unit 6 Listen to talk about expressing wants and needs.

1 Work as a class. Discuss what you think the people in each picture are saying?

1




2




2 Listen to and read the dialogs. Then discuss the questions in pairs and write the answers.

1 Memo: I want this one, please.
Mom: The ping-pong paddles?
Memo: No, the wooden train, please.
Mom: OK, here you are.
Memo: Thank you!



2 Rebeca: Can I see that book, please?
Librarian: The one about wild wolves?
Rebeca: Yes, please.
Librarian: Of course. Here you are.
Rebeca: Thanks!



For your final product Step 1

3 Work in pairs.
1. Listen to a dialog and write the dialog in your notebook.
2. Listen to a dialog and write the dialog in your notebook.

88

but not because of a prearranged agreement but because that is how communication works.

Track 22)

- | | |
|--|---|
| <p>1
Memo: I want this one, please.
Mom: The ping-pong paddles?
Memo: No, the wooden train, please.
Mom: OK, here you are.
Memo: Thank you!</p> | <p>2
Rebeca: Can I see that book, please?
Librarian: The one about wild wolves?
Rebeca: Yes, please.
Librarian: Of course. Here you are.
Rebeca: Thanks!</p> |
|--|---|

Answers: 1 A boy who wants a toy and asks his mom for it. / A girl who wants to see a book and asks a librarian for it. **2** Memo wants a wooden train. / Rebeca wants to see a book about wild wolves. **3** Dialog 1 In a toy shop Dialog 2 In a library.

To help children get familiar with the use of a dictionary, it could be a good idea to perform a Dictionary Scavenger Hunt. You could organize children in groups and hand out a dictionary per group. You could give a point or a prize each time they find the word you ask and give you the correct definition.

1 Work as a class. Discuss what do you think the people in each picture are saying?

It may be helpful to build up to the question by asking about where the people are and who the children think they are. You could explain to the children what body language is and elicit some examples from them.

Answers: Answers may vary.

2 Listen to and read the dialogs. Then discuss the questions in pairs and write the answers.

Refer children to the Picture Dictionary on page 78 of the Activity Book.

You may want to arrange children in pairs. You could ask them to look at the pictures in activity 2 and suggest that they share their thoughts. You may analyze useful expressions to state needs; then ask them how important they think body language is when words are not helpful enough. Encourage them to give examples. Children have been exposed to strategies to boost their learning skills (textual features, visual clues, etc.). It is suggested asking them if they have a "special secret" (strategy) that helps them understand when listening to English speakers. You may use the activity to show how the speakers involved in a dialog take turns to speak

3 Work in pairs.

You could present a situation in which children may need help or something from a classmate. Then, you may ask them what they would do. You may discuss different ways to ask for something and how to obtain it. Organize children in pairs to perform the two activities. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Lesson 2 Unit 6 Listen to dialogs expressing wants and needs

1 Work in pairs. Read the words and circle the ones that belong to dialogs.

middle furniture end speakers plot
 introduction mental beginning

2 Read the dialog. Underline the expressions that help you get the things you want. Then compare them with a classmate.

1 M: Hi, Lisa. What are you going to wear to the party?
 L: I don't know. I'm thinking of wearing a blue blouse and these jeans.

M: Can I help you?
 L: Yes, I'd like to borrow your jacket for the party, please. Can I borrow your jacket for the party, please?
 M: Sure, here you are. It's very nice. I hope you like it.
 L: Thank you very much. I'll take it.

2 M: Hi, Lisa. What are you going to wear to the party?
 L: I don't know. I'm thinking of wearing a blue blouse and these jeans.
 M: Can I help you?
 L: Yes, I'd like to borrow your jacket for the party, please. Can I borrow your jacket for the party, please?
 M: Sure, here you are. It's very nice. I hope you like it.
 L: Thank you very much. I'll take it.

3 M: Hi, Lisa. What are you going to wear to the party?
 L: I don't know. I'm thinking of wearing a blue blouse and these jeans.
 M: Can I help you?
 L: Yes, I'd like to borrow your jacket for the party, please. Can I borrow your jacket for the party, please?
 M: Sure, here you are. It's very nice. I hope you like it.
 L: Thank you very much. I'll take it.

3 Label the B (Beginning), M (Middle), and E (End) of the dialog in activity 2.

4 Think of something you want from someone in your classroom. Use expressions to get what you want from him / her.

For your final product **Step 2** **Answer the question in your notebook. What are the parts of a dialog?**

5 Work in pairs.
 1. Decide on the items you would like to borrow.
 2. Make a checklist.

69

3 Label the B (Beginning), M (Middle), and E (End) of the dialog in activity 2.
 You may want to explain what each part is about. Encourage them to share why they think dialogs are structured this way and note down expressions used to begin and end dialogs in their notebooks for future use.

Answers: 1 B 2 M 3 E

4 Think of something you want from someone in your classroom. Use expressions to get what you want from him / her.
 It could be helpful to exhort children to reflect on the next situation: when they want to ask for something they want from someone, do they use a special tone of voice or a specific way of speaking to talk to the other person? Invite them to share their ideas. When performing the activity you may walk around and provide help when you consider necessary. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.



1 Work in pairs. Read the words and circle the ones that belong to dialogs.

Before answering the activity, you could explain to the children what a dialog is, how the communication channel works in it, and other related topics you consider necessary. Then invite children to choose which words belong to dialogs.

Answers: middle, end, speakers, beginning.

2 Read the dialog. Underline the expressions that help you get the things you want.

Refer children to the Picture Dictionary on page 78 of the Activity Book.

Before answering the activity, invite children to think which words can help them express their wishes. It is suggested taking time to analyze with them if when they express their wishes there are some other elements that could influence the response of the other person (like visual contact, posture, body language, etc.). You may elicit examples.

Answers: I want to wear the blue blouse and these jeans. Can I borrow my brother's jacket for the party, please? Can I borrow your jacket for the party?

5 Work in pairs.

Invite children to get together in pairs when working on the product. Explain what their dialogs need to include (beginning, middle, and end). Remind them to use appropriate phrases to initiate and end the dialog, and to express needs and wishes. You may provide help when you consider necessary. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Help children answer the question in their notebooks.

Invite children to analyze what could be the function of each part of a dialog, and how they can know where the beginning, middle, and end starts and finishes.

Lesson 3 Unit 6 Understand and express wants or needs

1 Work as a class. Look at the notes. What's the difference between need and want?

Pepe: Hey, Miguel! I need some water here. Can you get me some water?
Miguel: Hey, Susy! Can I borrow your soccer ball? I want to practice for the game.
Susy: Sure, Miguel!

2 Listen to the dialog. Check (✓) the picture that illustrates it.

Miguel: Hey, Susy! I need some water here. Can you get me some water?
Susy: Sure, Miguel! Here you are.
Miguel: Thank you, Susy!

Miguel: Hey, Susy! Can I borrow your soccer ball? I want to practice for the game.
Susy: Sure, Miguel!

3 Work in pairs. Talk about things you need and things you want. Make a list in your notebook.

4 Work in pairs.

1 Think of things you need or want. It should be things that someone from your class can give you or get for you.
2 Make a list.
3 Sit in a pair and work with a partner to make sure you understand each other's needs and wants.

Answer the question in your notebook.
What's the difference between the things you need and the things you want?

1 Work as a class. Look at the notes. What's the difference between need and want?
It is suggested taking time to analyze with children what the words *need* and *want* imply. You may mention some examples for them to distinguish each. Before answering the activity, encourage them to give examples to check their comprehension.

Answers: Need: Require something because it is essential or very important. Want: Have a desire to possess or do something, is not a necessity.

2 Listen to the conversation. Check (✓) the picture that illustrates it.
Invite children to look at the pictures and carry out the activity as you consider adequate to activate background knowledge and link images with words. Play the audio as many times as you deem convenient. You may point out the expressions to begin and end a dialog.

Track 23

Pepe: Miguel . . . Hey, Miguel!
Miguel: Yeah?
Pepe: Susy needs some water!
Miguel: Sorry? What did you say?

Pepe: Susy needs some water, and I don't have any. Do you have any that you don't need?
Miguel: Yes, of course. Here you are, Susy.
Susy: Thank you, Miguel! Thanks, Pepe!

Answer: 2

You may exhort children to role-play the dialog in pairs, and practice using appropriate body language and volume.

3 Work in pairs. Talk about things you need and things you want. Make a list in your notebook. Invite children to work in pairs to discuss what kind of things they consider necessary in their lives, what things they could live without, and why. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

4 Work in pairs. Ask children to get together into pairs. Invite them to think about different situations in school when they have needed help from a school friend. Then suggest that they create a list of things that are easy to find, that they may need or want in their daily school life. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Help children answer the question in their notebooks.
You may invite children to write their thoughts and share them with the class. Encourage them to use expressions learned to formulate their needs and wishes.

Lesson 4 Unit 6 Write a note to obtain what is needed

1 Look at the notes. What do you use notes for?

Beta,
Please join the
dng before snoon.
Mam

10/10/2010
10/10/2010
10/10/2010
10/10/2010
10/10/2010

10/10/2010
10/10/2010
10/10/2010
10/10/2010
10/10/2010

2 Work in pairs. Read the notes. Discuss with your partner if they are instructions or if they ask for something. Then write I (Instruction) or A (Ask for something) and share your answers with another pair.

1

10/10/2010
10/10/2010
10/10/2010
10/10/2010
10/10/2010

2

Antonelli
Can I borrow your
next dress on Friday?
Your sister, Stella

3

10/10/2010
10/10/2010
10/10/2010
10/10/2010
10/10/2010

4

10/10/2010
10/10/2010
10/10/2010
10/10/2010
10/10/2010

71

1 Look at the notes. What do you use notes for?
Refer children to the Picture Dictionary on page 78 of the Activity Book.

Invite the children to look at the notes and read them carefully. You could ask them to point out any characteristics they might see in the notes. Once the children have commented on the different aspects they have noticed, listen to their answers and if you think there is anything the children did not mention, ask them questions about the notes and make them realize the things they missed. They should recognize how the note is written, the person it refers to, the purpose, and who might have wrote it. You may talk about the social purpose of notes. You can ask them to give examples from their own experiences.

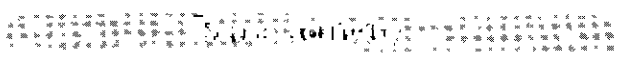
Answers: Answers may vary.

You could bring different types of notes in pieces of paper. Put them all in a bowl or hat and ask the children to take one and read it. Then, you could ask them the characteristics of the different notes. You could also ask them to compare them with the ones from the Activity Book and point out the differences and similarities.

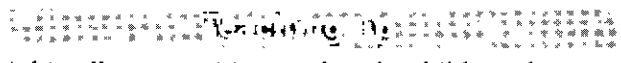
2 Discuss with your partner if they are instructions or if they ask for something. Then write I (Instruction) or A (Ask for something) and share your answers with another pair.
Refer children to the Picture Dictionary on page 78 of the Activity Book.

You may suggest that children work with the classmate sitting next to them. You could begin the activity by asking if they know the difference between an instruction and a request. You could ask them to mention some examples expressing instructions and requests. You could write some examples on the board and, as a group, identify the characteristics of an instruction and a request. Then, you could allow some time for the children to discuss with their partner whether they are instructions or requests. Suggest children sharing their answers with another pair.

Answers: 1 I 2 A 3 A 4 I



You could ask the children to write a note on their notebooks. The note can either ask for something or give instructions. They can write it pretending they are someone else or making it from them to someone they know. Ask for the notes and once you have everyone's, shuffle them. You could divide the classroom into teams, give each team the same number of notes, and ask them to read and classify them into requests and instructions. The first team to finish classifying the notes properly is the winner.



A friendly competition teaches the children about teamwork, order, and tenacity, and also allows them to learn in a different way. Remember that every child learns differently, so you should evaluate the type of learning that predominates in your class, but it is recommended that you don't forget about the minority. Evaluate how often you can make this kind of activities depending on your class.

Lesson 4 Unit 6 Write a note to someone when it's needed

3 Work in pairs. Look at the notes in activity 2 and think of notes you have read and notes you have written. Answer the questions.

1. What is the purpose of the note?

2. What is the main message of the note?

3. What is the tone of the note?

4 Read the notes in activity 2 again. Choose one note and circle the beginning and the ending in each note. Underline the sentences in the middle that ask for things. Complete the chart.

Beginning	Middle	Ending

For your final product Step 4

5 Work in pairs.

1. Discuss the notes you read and write down the notes you like to use.
2. Write a note to someone using the notes you like to use.

72

3 Work in pairs. Look at the notes in activity 2 and think of notes you have read and notes you have written. Answer the questions. You may explain to the children that notes cover a variety of social functions like making requests and as reminders. Encourage them to think and say if notes written in English are similar to the way they write them in their mother tongue.

Answers: Answers may vary.



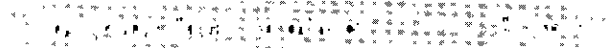
Print or photocopy the *Notes and Messages* handout to provide extra examples and vocabulary.

R This is a good chance for children to examine the structure of notes and to practice pronunciation of expressions. You may ask them to identify the writer and who he / she is addressing.

Answers: Notes with requests and reminders, school notes, sick notes, text messages, invitations and RSVP notes, clues for scavenger hunts.

4 Read the notes in activity 2 again. Choose one note and circle the beginning and the ending in each note. Underline the sentences in the middle that ask for things. Complete the chart. Remind children that they've used charts before to classify language phrases as a reading tool kit. Based on the information obtained through the organizer, you may suggest that they write their own notes. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Beginning: Juan / Antonella / Mom / Stella. Middle: turn the lights off! / Can I borrow your red dress on Friday? / Can you wash my uniform? I needed for tomorrow / Please don't forget to take my shirt to the dry cleaner. End: Mom xoxo / Your sister, Stella / Juan / Thanks, Dad.



5 Work in pairs. Ask children to get together in pairs. Remind them that this step is a preparation for writing a note. Have children take out the list from step 3 and choose one thing from it. Then provide the necessary help for them to make the chart. Encourage them to reflect on this planning process, such as thinking about what they want to say, the structure and the phrases they want to use, etc. It is suggested providing help when you consider necessary. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Lesson 5 Unit 6 Write a note to obtain what is needed

1 Work in pairs. Look at the pictures. Talk about the tone of voice you use when you speak with different people. Explain why.

2 Read the notes. Answer the questions.

1 Hi Grandpa,
I'm sorry I can't see you on Saturday. I have to go to school. I'll see you on Saturday.
Love, Carlos

2 Dear Carlos,
Thank you for your invitation. Please let me know the date of your next science fair. I'm so interested in science. I'll see you on Saturday.
Love, Grandpa

1 What does Carlos want to see?
2 What phone is already?
3 What does Carl's want?

3 Read the notes again. Underline how Carlos starts and finishes his note. Circle how Grandpa starts and finishes his note. Are the expressions different? Why do you think so?

4 Work in pairs.
1 Take out the graphic organizer you did in step 4.
2 Write your note. Choose a proper beginning and an end according to the tone you want for your note.

Family and Community 73

1 Work in pairs. Look at the pictures. Talk about the tone of voice you use when you speak with different people. Explain why.

You may ask the children what the meaning of tone is. You could mention some examples. Suggest that they reflect on the dialog they've had with the people portrayed in the pictures and exhort them to share the result of their reflections.

Answers: Answers may vary.

2 Read the notes. Answer the questions.

Refer children to the Picture Dictionary on page 78 of the Activity Book.

Real life contexts provide opportunities for children to apply the social practice of the language to their own experiences and this, in turn, can foster motivation towards an activity. With this in mind, you could ask them about the objective of notes and if they've sent out or replied to an invitation recently. Invite them to complete the activity. It is a good idea to provide help to children who may find the activity challenging.

Answers: 1 1 2 2 3 He wants Grandpa to come to his science fair.

Media resources

Print or photocopy the *Notes and Messages* Reader flashcards to give them more examples of notes.

3 Read the notes again. Underline how Carlos starts and finishes his note. Circle how Grandpa starts and finishes his note. Are the expressions different? Why do you think so?

You may elicit from children other phrases with which can be useful to start and end a note; suggest that they add the phrases to their graphic organizers. Take the opportunity to analyze the points you consider relevant when writing an invitation.

Answers: Carlos, underlined: Hi Grandpa, / See you on Saturday. Carlos. Grandpa, circled: Dear Carlos, / See you on Saturday. Love, Grandpa.

Self-activity

To practice more writing notes, you could ask the children to role-play. Ask them to imagine that they are Carlos or his grandfather and write an answer to one of the notes. You could use the information in the diagram as a guide, so the children can copy the structure and make their reply note. You could give them some minutes and then ask for volunteers to role-play the characters and read their notes.

4 Work in pairs.


You could talk with children about different ways to be polite when writing a note and if they consider this might be an important point. Invite them to take out the chart from the previous step, write their notes, and exchange them with another pair. Help them make sure that they chose a proper beginning and ending, according to the tone. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

R Based on the information provided, invite them to reflect on the different ways there are to write a note.

Lesson 6 Unit 6 Write a note to obtain what is needed

1 Work in pairs. Talk about what you think makes a note unclear. List the elements.



2 Work in groups. Read the note and check (✓) the things that are not correct. Compare your answers as a class.

Dear, Karla,

It's the school fair. I'm in the tae kwon do and I can borrow your camera? Thank you,

1 Spelling ✓
 2 Use an element to mark ✓
 3 Use a comma ✓
 4 Punctuation ✓
 5 Spelling ✓
 6 My name is Karla. I'm in the tae kwon do ✓

If you want to borrow your spelling, do it after a comma and have fun playing table games

3 Work in pairs. Mark the mistakes in the note in activity 2 and write a clean version of it in your notebook.

For your next question: **Send**

4 Work in pairs.
 1 Take out the note you wrote in step 2
 2 Correct the note in any way things were checked in activity 2

Answer the question in your notebook. What are all the elements you need to consider when writing a note?

74

Invite them to analyze which areas they still need to work on and develop.

Answers: 1 2 5 6

It is suggested that you point out how important spelling and punctuation are and how convenient a prompt like the one in the website can help them improve their writing skills. You could check the link in class or ask the children to see it at home.

3 Work in pairs. Mark the mistakes in the note in activity 2 and write a clean version of it in your notebook.

You may walk around and take notes of any common mistakes children may be doing to help them strengthen their weaknesses. Remind children the importance of using proper spelling.

Answer: Suggested answer: Dear Grandpa, The school fair is next Friday. I'm in the tae kwon do competition and I don't have a camera. Can you bring one, please? Thank you, Karla.

1 Work in pairs. Talk about what you think makes a note unclear. List the elements. Encourage children to share their experiences when they've sent or received a note that has been misunderstood and exhort them to say why they think this happened.

Answers: Answers may vary.

Extra activity

You may talk with children about reciprocity, how everyone has needs or desires and how sometimes we need someone to do something for us. It is important to practice empathy and help those who have helped us. It could be a good idea to remind them that it is equally important to give and to receive. You could ask them how they would act if a friend asked them to borrow from them something newly acquired. You could have them reflect on this idea.

2 Work in groups. Read the note and check (✓) the things that are not correct. Compare your answers as a class. Organize the class into groups. You may suggest that the children use this list to check their own notes.

4 Work in pairs. Ask children to get together in pairs. You can ask them to review the list they saw in activity 2 and then check the possible mistakes they made on their note. You could ask them to trade their note with a nearby pair to get and give feedback. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.


Answers: Answers may vary.

Help children answer the question in their notebooks.

Encourage children to analyze which elements they consider prevent them from communicating accurately and why. Invite them to share their ideas.

Lesson 7 Unit 6 Exchange expressions to obtain what is needed

1 Look at the picture. Answer the questions.



1. What is Miguel asking for?
2. What is Sandra asking for?

2 Work in pairs. Read the dialog. Circle Miguel's needs or wants and underline Sandra's needs or wants. Share.

Miguel: ¿We need a tape for the recorder?
Sandra: ¿Is it for the school?
Miguel: Sí, para el proyecto.
Sandra: ¿Cuándo lo necesitas?
Miguel: Necesito el material para el día de mañana.
Sandra: ¿Por qué no puedes ir a la tienda a comprarlo?
Miguel: Sí, pero necesito un libro de historia.
Sandra: ¿Qué libro necesitas?
Miguel: Necesito un libro de historia sobre la independencia.
Sandra: ¿Puedo ayudarte a encontrarlo?
Miguel: Me encantaría.
Sandra: ¡Claro!

3 Underline the expressions that the speakers use to ask for clarification. Write them down in your notebook.

4 Work in pairs. Act out a similar dialog about things you need for a school project you are working on. Use expressions to ask for clarification.

For your final product Step 2

5 Work in pairs.

- Exchange your final product.
- Use the model in step 2 to write a dialog about what you need for your project.
- Make sure you include all the parts you need. Use at least two expressions to ask for clarification.

Go English! Conectores de coordinación: *and, but, or, so, yet*

Answer the question in your notebook. Write expressions that you can use to ask for clarification.

75

Go English! Connectors are words that link two elements in a sentence. There are four categories. One of them is coordinating conjunctions, they connect words, phrases, and clauses. They are: *for, and, nor, but, or, yet* and *so*. You may suggest that the children learn the acronym FANBOYS to remember each conjunction.

3 Underline the expressions that the speakers use to ask for clarification. Write them down in your notebook.

Before answering the activity, remind children that asking for clarification is also a part of language learning and communication. Encourage them to think about and practice the intonation for these expressions. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: I'm sorry, you need what? Sorry, what did you say you need?

4 Work in pairs. Act out a similar conversation about things you need for a school project you are working on. Use expressions to ask for clarification.

You may invite children to create their own dialog based on the topics learned so far. Exhort them to ask for your help when needed. Encourage them to use the proper tone of voice and body language.

Answers: Answers may vary.

5 Work in pairs.

Ask children to get together in pairs. Remind them to have their work from the previous step. Then ask them to use their checklist to write their dialog. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Help children answer the question in their notebooks.

Invite children to reflect on this question and ask them to share their answers. You may add any additional expressions you find useful.

1 Look at the picture. Answer the questions.

You could invite children to imagine this scenario: They're heading to the museum when suddenly they get lost and have to ask someone for directions but the other person can't fully understand them. Help them answer, what would they do to make the other person understand them.

Answers: Answers may vary.

2 Work in pairs. Read the conversation. Circle Miguel's needs or wants and underline Sandra's needs or wants. Share.

Refer children to the Picture Dictionary on page 78 of the Activity Book.

Invite children to read the dialog. Then, you could ask them to repeat after you, so they can listen to the correct pronunciation and imitate it. You could help them rectify some words. You could ask them what the beginning, middle, and end parts are, and encourage them to circle and underline the correct expressions.

Answers: Miguel: tape and water Sandra: Miguel's science book

Follow-up A Note

For your final product Step 3

PART 1 Socializing
1 Work in groups.
 1 Challenge your partner with their presentation and give them feedback.
 2 Write a feedback message and exchange it with your partner. Write a message to give your partner feedback.
 3 Meet and discuss your feedback with your partner and the teacher.

Aspects to Improve

PART 2 Now you can ...

- explain the importance of writing notes
- explain the importance of using notes
- explain the importance of using notes
- explain the importance of using notes

PART 3 Make it yours
 Social Practice Understand how you express your ideas and what you need.

1 What kind of notes can you write now in English?

2 When do you think it is a good idea to use notes?

3 Why are notes useful?

78

can further develop this new knowledge and skills outside the classroom.

Answers: Answers may vary.

Part 3 Make it yours

Remind children this is for personal reflection. Therefore, it's important to give them a few minutes to read the questions individually, to think about the answer, and write down their thoughts.

Answers: Answers may vary.

Once they finish the unit, it is suggested having children go to the activities page at the end of their Reader chapter and answer them. For that, they might need to read the chapter again, so it is recommended to give them time. Once they read or remember what the text is about, have them check their answers. For that, you might ask children to work in pairs or as a class. Encourage them to participate and explain their answers, when necessary.

Part 1 Socializing


1 Work as a class.

You could ask the children to get into their pairs and then organize them in groups of four. Then invite them to exchange notes and give each other feedback in a respectful way. Allow them some time to make corrections. You could then use the blackboard as a message board for children to paste their corrected notes. Then invite them to come to the front and find their note, read it out loud, and perform the dialog. Exhort them to share their learning experience of writing notes. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Part 2 Now you can ...

Remind children to check the goals they achieved throughout the unit. Then encourage them to reflect on and share what they learned, what are the activities they enjoyed the most, and how they

**Progress Tracker**

In this unit you learned ...

- 1 ... to distinguish speakers. Who is a speaker?


- 2 ... the parts of the dialog. Write them down.

- 3 ... the difference between *need* and *want*. Explain it.

- 4 ... the purpose of notes. Which is it?

- 5 ... the use of the word *and*. Write a sentence with *and*.

- 6 ... how to ask for clarification. Write an example.

Family and Community  **77**

This Progress Tracker will give children the opportunity to reflect on what they have learned throughout the unit. By doing so, they will feel involved in their learning process, which will encourage them to take responsibility for their learning journey. Therefore, it is important that this purpose is clear for children before answering.

As children approach this section, it can be useful for them to flick through the pages of the unit and notice what they learned, which can go from structures in the new language, to skills, strategies, or some other knowledge. They can write it down in their notebooks or talk about it in pairs. Make sure they understand all the information on the page.

After they finish answering each question, you may carry out a class session in which you encourage children to realize how far they've come, which will keep them feeling positive for what is to come.

Graded Scale

A graded scale is an instrument used to evaluate certain characteristics or aspects of the children's performance. Its purpose is to measure the range of certain aspects in terms of quantity and / or quality.

Instructions:

- 1** Determine a list of criteria or characteristics to be evaluated.
- 2** Determine the kind of evaluation scale you will use: numbers (traditional grading), letters, percentages, etc.
- 3** Evaluate your children and determine their performance level.

Graded Scale		Evaluation Scale				
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Instructions:

*Key:

- A: _____
- B: _____
- C: _____
- D: _____
- E: _____

Unit 7

Activity Book

pages 79 to 90

Social learning environment: Academic and Educational

Communicative activity: Interpret and follow instructions

Social practice of the language: Follow and produce instructions to make an object.

Final product: Instructions

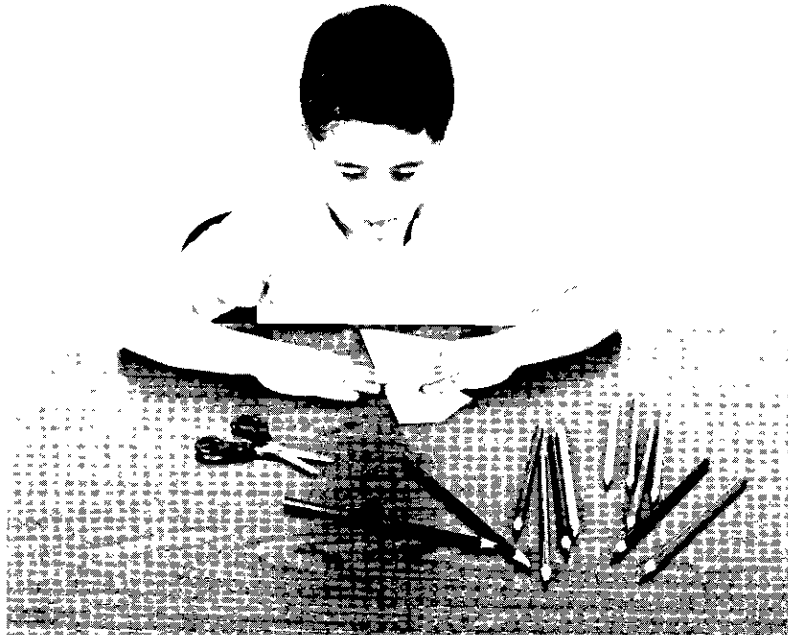
Lesson	Pages	Achievement	Teaching Guidelines
1	98	Explore instructions to make an object.	<p>Support your students so they are aware of the factors that influence language choices (what to say and how to say it), such as the purpose (why say it), the receiver (to whom do we say it), and the topic (what to say). This way they will be able to:</p> <ul style="list-style-type: none"> • activate previous knowledge to recognize the topic, purpose, and addressee; • associate instructions to images; • examine graphic distribution; • clarify the meaning of words; • analyze the structure of instructions: list of materials, instructions sequence, and images; • compare sentences (affirmative, imperative, and interrogative); • compare consonant sounds absent or rarely used in their mother tongue; • recognize expressions to join ideas (<i>and, or</i>) and the type of relationship they establish (add information, give options, etc.)
2 to 3	99 to 101	Understand illustrated instructions.	<p>Model for your students how to think actively before (what is he / she saying), during (why is he / she saying it), and after reading (doubts, conclusions, etc.). With this they will be able to do:</p> <ul style="list-style-type: none"> • connections to personal experiences; • anticipate instructions from images; • value the stress of words (for example: together, the second syllable is different from the others, etc.); • compare some common and simple patterns of letters (for example: <i>tr, ch</i>); • compare ordinal and cardinal numbers; • analyze the way to write instructions (<i>Cut a circle, Paste using glue, etc.</i>); • recognize actions order by instructions (<i>cut, paste, etc.</i>); • practice reading instructions.
4 to 5	102 to 105	Participate in the writing of instructions.	<p>Help your students comprehend that writing is used with the intention of communicating a message, therefore whoever writes it has a purpose, for example: reminding, thanking, giving instructions, etc. That way they can:</p> <ul style="list-style-type: none"> • plan writing instructions; • determine the number and order of instructions; • differentiate the instructions from the list of materials; • write cardinal and ordinal numbers; • write words to complete instructions; • rewrite instructions; • check the correct usage of capital letters.

Unit 7



In this unit you are going to make an object following instructions.

When was the last time you followed instructions? What did you make?



Environment: Academic and Educational

Social practice of the language: Follow and produce instructions to make an object.

Communicative activity: Interpret and follow instructions

In this unit you will learn to ...

- ... explore instructions to make an object.
- ... understand illustrated instructions.
- ... participate in the writing of instructions

When you finish the unit, come back to this page and check () the things you learned.

79

There are several elements on this page that you might want to explore with the children such as *interpret and follow instructions* (Communicative activity), *follow and produce instructions to make an object* (social practice of the language), the question, and the picture, which will help children understand what they will be learning in this unit. You may want to explain the final product to the children which is to write and understand instructions to make an

object. You could discuss with the children how understanding and giving instructions is part of our everyday language and encourage them to think of some examples in their daily lives. Then talk through the achievement to help them with the final product, which includes exploring instructions to make an object, understanding illustrated instructions, and participating in the writing of instructions.

Lesson 1 (4 of 7) Explain why it is important to make an object

Work in groups. Discuss which pictures show something that require instructions and circle them. Which others can you think of?

Work in groups. Answer the questions.

1. What do you see in the pictures?
2. What do they have in common? (Are they instructions?)
3. Are instructions important for everything we do?
4. What do you think uses instructions?

For your final product Step 1

Work in groups.
 Each group will choose an object to make. You will need to write instructions for the object. You will need to think about how to make the object.

The names of objects you choose should be written in your notebook. Write the instructions in your notebook.

1 Work in groups. Discuss which pictures show something that require instructions and circle them. Which others can you think of?
 Suggest that children get together in groups. You could ask them if they know what *Origami* is and explain the general sense of this activity to illustrate the importance of following instructions. Elicit the pictures that may need instructions. You may want to discuss how we follow instructions in our daily lives even when we don't notice it. Encourage them to think, step by step, how a tent is build.

Answers: All could have instructions and salads need a recipe. To the question: Answers may vary.

2 Work in groups. Answer the questions.
 This is a key exercise as it provides an opportunity to create interest in the objective of the unit, which is writing and understanding instructions to create an object. It is suggested encouraging groups to make sure that everyone has equal time to talk and the opportunity to expose their ideas and be heard. Groups should allow different team members the chance to give their answers. This encourages shy and less confident children to speak, and children with opposite personalities to consider others. You could choose one member per group to share their general answers.

Answers: Answers may vary.

It may be a good idea to do a Teacher Says exercise. This game provides children with an opportunity to practice and familiarize themselves with the imperative tense. Explain that you will call out *Teacher Says (action)*, and they should perform the action. However, if you don't say *Teacher Says* before the activity and call out just the activity, then they shouldn't do it. If you think children are comfortable with the game, try incorporating *Don't (action)*.

Answers: Answers may vary.

3 Work in groups.
 Organize the class to work in groups as you deem appropriate, and remind them those are the groups they will be working with throughout the unit to make the final product. Invite the children to think about what kind of objects may need an instruction manual in order to build it, for example, a toy. Elicit as many answers as they can give. Then encourage them to choose the ones that can be carried out in the classroom. You may walk around and monitor, checking groups don't choose any item that would involve complicated or too lengthy instructions. When it is time for them to vote for one, help the groups choose a fun object. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Suggest that children check the links and get some ideas for their final product. Next class, you may invite them to share what they researched. If this is not possible, tell them your experiences and encourage them to ask some other people for ideas.

Help children answer the question in their notebooks.
 Encourage children to reflect on the question. You may elicit some answers to make sure they understand the main idea of instructions, why are they useful, and what everyday activities require instructions the first time you do them.

Lesson 2 Unit 7 Understand illustrated instructions

Work in pairs. Read the questions and talk about the answers. Share your answers with another pair.

- 1 Read the instructions.
- 2 Write the instructions in your own words. Ask a partner.

Read the instructions and write the parts of instructions using words from the box. Read them out loud to a partner.

How to Make an Origami Dog

You need:

- a square piece of paper
- a marker, pen, or a pencil

Steps:

- 1 Fold the square paper diagonally to make a triangle.
- 2 ... and make the ears by folding both corners of the triangle down like this.
- 3 ... and give your dog a face. Draw on a nose and eyes.

Go English! Use the instructions and drawings to make an origami dog. Write the instructions in your own words.

1 Work in pairs. Read the questions and talk about the answers. Share your answers with another pair.
Encourage children to get into pairs. It could be a good opportunity to compare the two questions in the activity as a way to explore people’s opinions. Invite children to attentively listen to their classmate’s answers. Then let children share what their partner said.

Answers: Answers may vary.

2 Read the instructions and write the parts of instructions using words from the box. Read them out loud to a partner.
Refer children to the Picture Dictionary on page 90 of the Activity Book.

It is very helpful to examine the instructions of this activity with children so they can fully understand what they have to do. Remind them to use the Picture Dictionary. When checking answers, you could take the opportunity to discuss the textual features of instructions, such as the title, images, separate sections for instructions and materials, and the use of the imperative tense. Make sure children understand all these elements as a key to follow instructions. You may ask them if they think this is a common way to present instructions

and point out people usually associate illustrations with a corresponding instruction.

Answers: 1 title 2 materials 3 instructions 4 pictures

Print or photocopy the *Origami Rules!* Reader flashcards to have children practice the parts of instructions and increase their vocabulary on the topic.

For additional practice on the format of instructions, you could ask the children to bring a manual of whatever they want or have at home. You could also bring some material yourself. It is suggested making this activity in groups. Make sure that each group has enough manuals, at least two, and ask them to look at them and comment on what they see. Ask them to compare the manuals and make notes on what elements are similar to the origami instructions and what elements are different.

One way to always keep the class interesting when answering the Activity Book’s questions is to make it relatable to something that is interesting or known to children. Link the content to something outside the classroom and activate the children’s curiosity with something new, or with their own knowledge of cultural references.

Go English! To help children develop good pronunciation and confidence when speaking English, model the pronunciation of words and provide practice for them to familiarize themselves with the sounds in a fun way. This is particularly important for sounds and spellings that don’t exist in their own language.

Bring square pieces of paper for the origami session suggested in next class’ extra activity.

Lesson 2 Unit 7 Understand Illustrations & Instructions

Work in pairs. Label the parts of the instructions. Share them with a partner.

How to Make an Origami Book

For your final product Step 2

Work in groups.

1. ...
2. ...
3. ...
4. ...

82

You could make an origami session. Ask the children to bring the material that they suggested for the instructions in activity 3. Now that you have identified the parts of the instructions is time to try them. You could make a guided session where you read the instructions out loud and make them follow them to obtain the origami figure or you could let them work in groups.

4 **Work in groups.**
 Invite children to get together in groups. It could be helpful to have them look at the instructions they have explored and notice some pattern. Invite them to reflect on how important it is to devote time and pay attention to the planning stage of a product. In this case, it is to make a list of the parts their instructions will have. Encourage them to share their lists with other pairs, so they can take turns giving positive feedback. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

3 **Work in pairs. Label the parts of the instructions. Share them with a partner.**
 Refer children to the Picture Dictionary on page 90 of the Activity Book.

Encourage children to think about the previous activity. Have them reflect on how the layout of the instructions, the text, and the pictures helped them understand them better. Check answers, and remind children to use both pictures and text. Once they finish, you could ask them if they always follow the complete instructions given or if they skip some. Then invite them to share their ideas about instructions and their importance to achieve something. You can use this activity as portfolio evidence. Have children work on a separate piece of paper.

Answers: 1 title 2 material 3 step 4 pictures


When making activities that require instructions and steps, it is important to constantly check the children's understanding. Sometimes they can get lost and need to step back for a moment and resume the activity from there. Monitor them constantly and explain calmly and clearly whenever they don't understand something. Repeat as many times as necessary.

Answers: Answers may vary.

R Invite children to look through the Reader and then invite them to share their ideas with a partner. To help them raise awareness of factors which influence the choice of language it could be useful, prior to the activity or when checking it, to ask them about the objective of the text and who it is for. Draw their attention to how the images and language change depending on what the different parts of the text are trying to achieve.





Lesson 3 Unit 7 Understand and follow instructions

Work as a class. Look at the picture and talk about what they are and say if you have played them.



Work in groups. Read the title, look at the pictures, and number them in the correct order.

How to Make a Balloon Drum

Complete the steps with words from the box.

For your final product Step 3

Work in groups.

1. Stretch the balloon over the top of the box.
2. Use the string to tie the balloon to the sides of the box.
3. Use the tape to make a drumhead.

Answer the question in your notebook.

83

1 Work as a class. Look at the picture and talk about what they are and say if you have played them.
 Invite children to say if they know the instrument and encourage them to think of songs and music genres that use it. Encourage children to share their thoughts with the class to incorporate their personal experiences.

Answer: The instrument is bongos.

2 Work in groups. Read the title, look at the pictures, and number them in the correct order.
 Refer children to the Picture Dictionary on page 90 of the Activity Book.

Organize the class to work in groups as you see fit. Invite children to read the title and the materials and brainstorm ideas about the necessary steps. Then have them answer the activity and provide help as needed.

Answers: 1, 3, 4, 2

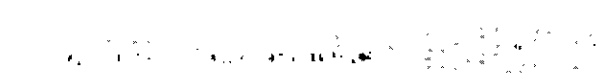


Print or photocopy the *How to Make a Rain Stick* handout to provide extra vocabulary material on instructions.

3 Complete the steps with words from the box.
 Refer children to the Picture Dictionary on page 90 of the Activity Book.

When checking answers, this could be a good opportunity to draw children's attention to ordinal numbers as a key element in this exercise and in the previous one. You could also take a moment to compare the spelling and pronunciation of cardinal numbers.

Answers: 1 make sure 2 stretch 3 fix 4 use



4 Work in groups.

Ask the class to get into their groups and check their materials. It's a good idea to make sure before they start to work that there is a place available for them to keep their materials. Remind them this is still the planning stage and encourage them to think about the steps, the order, and pictures to use in order to make their instructions simple and logical enough for someone else to understand. Point out that being able to give concise clear instructions and / or explain an idea is a very useful skill. It's helpful to remind children about positive feedback and what this involves. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Help children answer the question in their notebooks.

Invite children to think about a moment when they didn't follow the complete instructions given to them. Guide them to reflect on the consequences of not following instructions. Encourage them to share their answers.

Lesson 4 Unit 7 Participate in the writing of instructions

Work as a class. Look at the picture and answer the questions orally.

Work in pairs. Look at the pictures. What do you think each step will tell you to do? Talk about each one.

You need

- can
- shiny paper
- scissors
- glue
- colored card

Steps

- 1
- 2
- 3
- 4
- 5
- 6

84

1 Work as a class. Look at the picture and answer the questions orally.

You may ask children if they like doing craft activities and invite them to share what kind of crafts they like the most. You could ask some children to explain specific characteristics of the activities they like to do and why they like them. Then, you could refer them to the image and ask them what they think it is. You may also guide them to imagine how the craft was made and what materials were used. Invite them to tell you if they could do other things with the materials they proposed. Then invite them to answer the questions.

Answers: Answers may vary.

For activity 1, you could also use as an example any craft they have done before in school. Look around the classroom and ask them about anything they have there that they have done, or ask them if in any of their other classes they have done any type of craft or activity that required to create an object by following instructions. Ask for volunteers to tell you what they used and how they did the craft.

The Imperative Form

The imperative is a verb form that is used to give orders, instructions, advice, encouragement, etc. It's formed by using the verb in its infinitive form. You don't need a subject. For example: Sit down!, Be quiet!, take care, be careful. You can also use *do* before the verb (Do sit down!, Do be quiet, please) to make the imperative stronger or to show more politeness or concern.

2 Work in pairs. Look at the pictures. What do you think each step will tell you to do? Talk about each one.

Suggest that children get into pairs. Invite them to look at the pictures. Then ask them if they have a clear idea of what they're going to do. Now invite them to reflect on how we relate pictures with instructions, and how, in this case, no words are needed to understand the main idea. Invite children to share their reflections and ideas about it. You could ask them if they believe that the steps are clear and complete, or if they could come up with another way to reach the same result. Make them think about the materials and if they could think of other things to use to create a pencil holder. Point out the fact that instructions are written in the imperative form.

Answers: 1 cut some paper 2 glue the shiny paper onto a can 3 draw some decorations 4 cut the decorations 5 stick the decorations on the can 6 the pencil holder is complete

Brainstorming Instructions

You could invite the children to brainstorm steps for each of the pictures. Write down on the board their ideas and as a group create the instructions for the craft in activity 2.

Lesson 4 Unit 7 Participate in the writing of instructions

Complete the steps with the materials from activity 2. Then check your answers with a classmate.

Step 1
Step 2
Step 3
Step 4
Step 5
Step 6

Now, listen to the instructions to check your answers from activity 3.

Listen to keywords from activity 4 and answer the questions.

Work in pairs. Look at the final result of the instructions and look at the materials. Talk about what you think the object is




plate marker paint

paper tape scissors

3 Complete the steps with the materials from activity 2. Then check your answers with a classmate.

Ask children to check their spelling, specially because English words can sound different to how they are written. Ask the class for feedback and invite children to read the steps out loud to practice pronunciation, specially words with triple consonants.

Answers: 1 shiny paper 2 can 3 a piece of paper 4 scissors 5 glue

4 (24) Now, listen to the instructions to check your answers from activity 3.

You may want to use this activity to check how the children's listening skills are, as well as for practice. You could check children's listening skills by asking them for their answers and inviting them to repeat each word after you. You could replay the track as many times as you deem necessary and make them read out loud the answers. It is suggested paying special attention to the pronunciation. It is suggested making corrections when you deem appropriate.

(Track 24)

First, cut a strip of shiny paper to go around the can. Second, paste the shiny paper on your can.

Third, draw shapes (rectangles, triangles, etc.) on a colored card. Fourth, cut out the shapes with a pair of scissors.

Fifth, paste them on your container with glue.

Sixth, put your pencils into your pencil holder!

5 (25) Listen to keywords from activity 4 and answer the questions.

You may ask children what a syllable is and how it contributes to intonation. To help them with this it could be useful to point out that, in English, the stress on syllables differs depending on the meaning and the type of word. Give children plenty of opportunities to listen, then encourage them to stress the syllables when checking answers as a class. Suggest that children practice reading the instructions in pairs.

(Track 25)

- | | | |
|-----------|-------------|----------|
| 1 | 3 | 5 |
| container | decorate | material |
| 2 | 4 | 6 |
| circle | instruction | paper |

Answers: 1 No, some are stressed on the first syllable and others on the second. 2 Yes, to convey the correct meaning of the word.

3 People can't understand what we are saying.

Try talking to children in a monotone voice and stress each syllable in the same way for 30 seconds. Then elicit what they notice about it and how they feel when listening to this way of speaking. Point out that good communication involves variation in intonation and stress. To help children with this, you may model appropriate intonation and stress.

6 Work in pairs. Look at the final result of the instructions and look at the materials. Talk about what you think the object is.

It is suggested that you give the children some time to look at the images in pairs. Allow them to talk about what they think the object is and how it was made. You can ask them to make notes and a draft of the instructions. Monitor the activity, and invite the children to share their conclusions. You could guide them to reach a conclusion as a group.

Answers: Answers may vary.

For next class extra activity, bring paper plate, brown paint, white paper, black marker, glue, and sticky tape for the monkey mask.

Lesson 4 Unit 7 Participate in the world of instructions

Work in pairs. Look at the instructions. Write the materials and each step based on the pictures.

1 First, 1

2 Second, 2

3 Third, 3

4 Fourth, 4

5 Fifth, 5

6 Sixth, 6

7 Seventh, 7

For your final product Step 4

Work in groups.

1. Write the instructions for making the monkey mask.
2. Ask your partner to read the instructions and write the materials and steps.
3. Compare the instructions with the original instructions.
4. If there are any differences, discuss them.
5. Write the instructions for making the monkey mask.

as a group. In order for children to focus, you could ask them to read the material and the instructions out loud before starting to create the monkey mask. Then allow some time for them to do the mask. You could walk around the classroom to monitor their work and help them if necessary.

8 Work in groups.

An alternative way to introduce this activity a could be asking children to close their books and then explain the objectives to them, namely to write the instructions. Then, you may invite them to decide the number of steps they will use but remind them the importance of being brief and simple. You may walk around and help when necessary. Suggest that they check their own planning with the proposed plan in their books. When reading their instructions out loud to another group, encourage children to focus on stress and intonation. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

7 Work in pairs. Look at the instructions. Write the materials and each step based on the pictures.

Organize the class to work in pairs as you see fit. When they finish the activity, you could explain to the children that we write to communicate a message, and we have to include different elements in our writing in order to communicate that message; for example, to write instructions we include title, steps, materials, sometimes we use ordinal numbers, etc. Invite children to think about how they use all those elements to understand information and communicate. Take the opportunity to point out how writing instructions is different from writing a story or a quick message.

Answers: You need: plate, marker, paint, paper, tape, scissors. Suggested answer: 1 paint your plate brown. 2 draw a heart on the plate. 3 draw two brown half circles and cut them. 4 draw two more half circles on white paper and cut them. 5 paste them to the plate with tape. 6 draw a mouth on the white paper. 7 paste the white paper on the mask like this.



You could have a session to try out the instructions the children wrote in activity 7. Bring the material listed. You could make this activity individually or

Lesson 5 Unit 7 Participate in the writing of instructions

Work in pairs and discuss, do you think using capital letters is important when writing instructions?

Circle all the letters that should be capital letters from the instructions for "How to Make a Fish."

- 1 first, push the paper from both sides so that the arrows
- 2 second, turn the triangle like this
- 3 third, find the top flap on the dotted line to use
- 4 fourth, bring the bottom flap up and fold it over the top
- 5 fifth, use the black marker to draw on a eye
- 6 sixth, decorate your fish using coloured pencils

Work in pairs. Rewrite the instructions with the correct use of capital letters in your notebook. Draw the final result of the instructions

Go English! Answer the question in your notebook. How do you think the instructions are written? Do you think it is easy to follow? Why or why not?


Answer the questions in your notebook. How do you think the instructions are written? Do you think it is easy to follow? Why or why not?

For your final product Step 5

Work in groups.

1. Prepare a checklist of elements to proofread.
2. Take a text and proofread it using the checklist.
3. Write down the mistakes.
4. Discuss the mistakes and the reasons for them.
5. Write a checklist for the next time.
6. Use the checklist to proofread a new text.

Answers: l f 2 s 3 t 4 f 5 f 6 s

3  **Work in pairs. Rewrite the instructions with the correct use of capital letters in your notebook. Draw the final result of the instructions.** Invite children to get into pairs. Suggest that they check their work with another pair. When they finish, ask them to think about whether they thought the instructions were easy to follow or not, and what elements helped them find a sequence. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Go English! You could answer this question as a group. Encourage children to talk about other similarities or differences they notice between the English language and their mother tongue regarding to the use of capital letters.

R You could ask the class what they can remember before they complete the activity. Suggest that they add the sequence words.

Answers: Answers may vary.



1 Work in pairs and discuss, do you think using capital letters is important when writing instructions?

Invite children to get into pairs. This is a good opportunity for children to reflect on the use of capital letters in English and to make parallels between their mother tongue and the English language. You may suggest them discussing in pairs the importance of using capital letters when writing instructions. Have children check their answers with another pair.

Answers: Answers may vary.



Promote positive proofreading practice by providing a checklist of elements to proofread. Invite children to proofread a first time and then return to the text a few days later, proofread again, and check if they notice something new.

2 Circle all the letters that should be capital letters from the instructions for "How to Make a Fish."


You could begin the activity by asking someone to read the instructions out loud. Once you've explained the instructions, it may be a good idea to suggest that children read through the instructions to get a general idea of what they think the end product is as this will help them visualize the steps.

4  **Work in groups.**

Ask children to get together in groups. Encourage them to decide what kind of mistakes they should check besides upper case letters. It could be a good idea to make a general checklist on the board. Invite them to check that the key components of instructions (text, title, materials, images, and steps) are all clear. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Help children answer the question in their notebooks.

Encourage children to reflect on their experiences to help them with the activity. You could encourage them to share their thoughts with the class. 

Follow-up Instructions

For your final product Step 6

PART 1
Work in groups.
 1. In your groups, generate ideas for a list of instructions. Take another person's ideas and write them down.
 2. Make a list of 10.
 3. Discuss your list of instructions for your group.
 4. As a class, take a subset of the instructions that you all agree on to use.

Aspects to Improve

PART 2

- Explain to students how to make a group.
- Explain to students how to make a list.
- Explain to students how to make a list of 10.
- Explain to students how to make a list of 10.

PART 3
 Social Practice Follow-up: The students generate ideas for a list of instructions.
Why are instructions important in everyday life?

Why do you need to follow instructions?

What do you need to know before you start making something?

SB

Invite them to write down what lessons or activities they found most tricky and if there's anything they would like to review. Invite them to complete the activity and share their thoughts with the class.

Answers: Answers may vary.

Part 3 Make it yours
 Make sure you give children time to reflect on and answer the questions. When they finish, suggest them to share their thoughts.

Answers: Answers may vary.

Once they finish the unit, it is suggested having children go to the activities page at the end of their Reader chapter and answer them. For that, they might need to read the chapter again, so it is recommended to give them time. Once they read or remember what the text is about, have them check their answers. For that, you might ask children to work in pairs or as a class. Encourage them to participate and explain their answers, when necessary.

Part 1 Socializing

1 **Work as a group.**

Ask children to get into their groups. To choose how to exchange works, you may assign a number to each group, then invite them to write their number in a piece of paper, and put it into a bag. Ask one member per group to take a paper from the bag. Give them a couple of minutes to set-up. Remind children to be patient until all groups are ready before starting. You could organize this class to be a fun interactive one. Remind children to talk with the correct volume of tone, so others can clearly hear them speaking. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Part 2 Now you can ...

To encourage children to take responsibility for their own learning, ask them to write down what they consider they've learned throughout the unit and invite them to be as open as they can be.

Progress Tracker

In this unit you learned ...

- 1** ... about instructions. How would you define them?

- 2** ... the parts of instructions. Which are they?

- 3** ... the order of instructions. Why is it important? What happens if you don't follow the correct order?

4 ... to write instructions. Write steps for making a simple object.

5 ... to proofread instructions. What do you need to check?

This Progress Tracker will give children the opportunity to reflect on what they have learned throughout the unit. By doing so, they will feel involved in their learning process, which will encourage them to take responsibility for their learning journey. Therefore, it is important that this purpose is clear for children before answering.

As children approach this section, it can be useful for them to flick through the pages of the unit and notice what they learned, which can go from structures in the new language, to skills, strategies, or some other knowledge. They can write it down in their notebooks or talk about it in pairs. Make sure they understand all the information on the page.

After they finish answering each question, you may carry out a class session in which you encourage children to realize how far they've come, which will keep them feeling positive for what is to come.

Questionnaire

Questionnaires or Surveys are sets of questions which are intended to examine the degree to which children have experienced learning. It can be used as a diagnostic tool or to receive feedback on the teaching / learning process.

Instructions:

- 1** Determine the goal of using the questionnaire as an evaluation instrument.
- 2** Once you have a goal, write ten questions and have children answer them (orally or written).
- 3** Write your final comments or notes on the result of the questionnaire.

Questions:

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Notes:

Unit 8

Activity Book

pages 91 to 102

Social learning environment: Family and Community

Communicative activity: Exchanges associated with the media

Social practice of the language: Interpret messages in announcements and advertisements in public spaces.

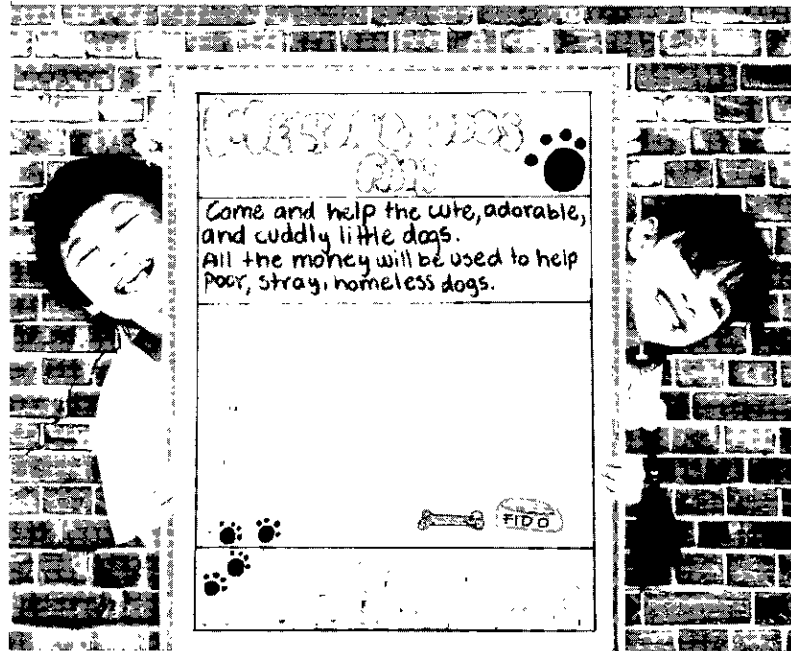
Final product: Advertisement or announcement

Lesson	Pages	Achievement	Teaching Guidelines
1 to 2	111 to 113	Explore advertisements and announcements in public spaces.	<p>Model for your students listening comprehension strategies, like making questions or relating to personal experiences. That way they will be able to:</p> <ul style="list-style-type: none"> • activate previous knowledge to anticipate the topics; • compare the purpose and the addressee based on pictures and contextual clues; • relate images to a message; • compare the graphic elements (bullets, dashes, colors, images, etc.); • establish the differences and similarities of advertisements with similar purposes in their native language.
3	114 to 115	Understand advertisements and announcements.	<p>Encourage attitudes of teamwork and participation among students in such way that they feel supported and accepted by you and their classmates. Offer opportunities to answer to the reading, that way they will:</p> <ul style="list-style-type: none"> • make questions about the message (for example: what does it say?, how does it say it?); • clarify meaning of words; • organize explicit information in advertisements and announcements (for example: animals, places, people, objects, actions, etc.); • relate two explicit ideas in an advertisement and an announcement (for example: action and results); • compare the beginning and ending from words that form the messages (opening, ceremony, street, block, etc.); • examine the usage of upper case letters and the exclamation marks; • associate similar letters with regular sounds (<i>M</i> says 'mmm' in <i>mall</i>, <i>A</i> say 'a' in <i>Ann</i>, etc.).
4 to 5	116 to 118	Write advertisements or announcements.	<p>Make explicit demonstrations of what you do when writing advertisements and announcements; also, explain what decisions you take as you write them. Encourage the students to take risks trustingly and with certainty, that way they will be able to:</p> <ul style="list-style-type: none"> • plan writing (for example: what do I want to say?, how am I going to say it?, what do I need to know and do to achieve it?); • use what they know about letter names to represent words (for example: <i>cd-seed</i>); • define the words and expressions to compose sentences; • organize the words and expressions to form sentences; • check the usage of upper case letters (for example, in proper names or at the beginning of a sentence).

Unit 8

In this unit you are going to write an advertisement or announcement.

What things or events do you often see advertised?



Environment: Family and Community

Social practice of the language: Interpret messages in announcements and advertisements in public spaces.

Communicative activity: Exchanges associated with the media

In this unit you will learn to ...

- ... exp are advertisements and announcements in public spaces.
- ... understand advertisements and announcements
- ... write advertisements or announcements

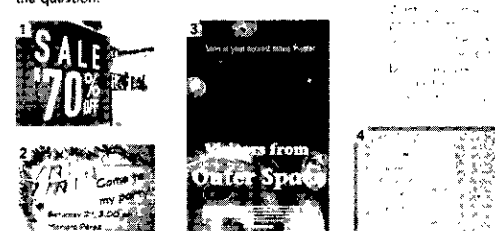
When you finish the unit, come back to this page and check (✓) the things you learned

There are several elements on this page that you might want to explore with the children, such as the final product, the opening question, the communicative activity, and social practice of the language. Use these elements to introduce the children to the unit. You may want to explain the final product to the class which is to write an advertisement. You could discuss with the children how understanding advertisements and

announcements in the media or in public spaces is part of everyday language and encourage them to think of examples of when they would find themselves in this situation using the English language. Then talk through the expected achievements to help them with the final product, which includes exploring advertisements and announcements in public spaces, and understanding and writing them.

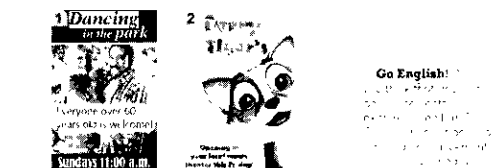
Lesson 1 Unit 8 Explore advertisements and announcements in public spaces

1 Work in pairs. Look at the ads and announcements and talk about what each one is about. Answer the question.



1 What is the sale about?
2 What is the party for?
3 What is the poster about?

2 Work as a class. Look at the ads and circle the event or show you would like to attend.



1 Dancing in the park
2 Terry Tiger's Birthday Party
3 Go English!

3 Look at the ads in activity 2 again and answer the questions.

1 A...
2 A...
3 A...

92

R You may want to ask children to share their experiences with the rest of the class. You could brainstorm some ideas and write them on the board about places where they see ads.

2 Work as a class. Look at the ads and circle the event or show you would like to attend. Refer children to the Picture Dictionary on page 102 of the Activity Book.

Invite children to look at the ads and analyze them before sharing their thoughts with the class. After eliciting their answers, you could ask them what information is included in the ads to encourage them to reflect on it and how it's organized.

Answers: Answers may vary.

Go English! When discussing answers with the class, it is a good idea to help them explore the similarities and differences between oral and written ads. You might consider to whom ads are aimed at and why. You may ask children to share with the class an ad that has captured their attention and why it captured it.

1 Work in pairs. Look at the ads and announcements and talk about what each one is about. Answer the question.

Suggest that children work in pairs. Encourage them to try to speak in English; the objective is to discuss the ads and announcements. If it helps, you could provide simple phrases on the board or on the classroom wall as a resource. You may walk around and provide help when necessary. Remind children the question refers to where they live. When checking answers, it might be useful to elicit the name of places and review these with the class.

Answers: 1 for sale 2 party / celebration announcement 3 new film 4 lost and found
 For the question: Answers may vary.

To answer the question in activity 1, you might want to work with more examples. You could ask the children to print and bring an example of the ads they have in their community or you could bring them. You can bring different types of ads, it could even be in a video or audio so the children can see other types of ads that are present in their daily life.

3 Look at the ads in activity 2 again and answer the questions.

To promote collaboration and a sense of participation among children, so they feel supported and accepted, invite them to think about what they would like to say and prepare before contributing to a class discussion. Before checking answers, take the opportunity to contrast the graphics used and how they are linked to the message and the people they are aimed at.

Answers: 1 To inform people about something 2 Terry Tiger's Birthday Party 3 Dancing in the park

To elaborate more on the ads, you could ask the children to brainstorm all the characteristics that they see in each one. Then, you can invite them to make a comparison based on what they listed about the advertisements. You could guide them to see that certain characteristics are intended for children's ads and others for grown-ups' ads.

Lesson 1 Unit 8 Explore advertisements and announcements in public spaces

4 Listen to the conversation between Katy and her mom and circle the ad they are talking about.

1

Book Club for Moms

Join our Book Club and read tons of books!

Tuesdays
10 a.m.-12 p.m.

2

Karate Classes for Kids

Join Karate classes in the Community Center on the weekends for children 4-10.

5 Work in pairs. Look at the ad you circled in activity 4. Answer the questions.

- What is it?
- When is it held?
- How much does it cost?

For your final product Step 1

6 Work in groups.

- Brainstorm all the events or reasons you would need an ad for an announcement for.
- Vote for one event.
- Think of the audience you need for an announcement and design a final product with all the information you need.

93

4 (26) Listen to the conversation between Katy and her mom and circle the ad they are talking about. Suggest that children examine the images and information in each ad before listening. Invite them to think about the goal of each advert and who it's aimed at. Give them a couple of opportunities to listen and then check answers. You could ask them if they have seen similar ads near their homes.

Track 26)

Katy: Hey, Mom. It says there are karate classes here.
Mom: Where?
Katy: In the Community Center.
Mom: Oh, when?

Katy: On the weekends. Can I go?
Mom: Yes, that's a good idea. How much are the classes?
Katy: Nothing, Mom. They're free!

Answer: 2 Karate Classes for Kids

5 Work in pairs. Look at the ad you circled in activity 4. Answer the questions. It is a good idea to take some time to examine the structure of the questions, you may invite children to repeat each question after you to practice speaking. You could ask children what type of information they consider is necessary in this kind of ad. Suggest that children take turns to ask and answer the questions before checking as a class.

Answers: 1 Community Center 2 On weekends 3 Free

If you would like to make sure that your class understands what information goes with which type of advertisement, you may ask the children to work in pairs and to think about any activity they do outside of school, whether it's a sport or an artistic activity, or anything else. Then, ask them to imagine they are going to invite other children to do the activity. Then, you could tell them to give information the way it's done in an ad and answer the questions to verify that they gave all the information needed. You may role-play the results with different pairs of children.

6 Work in groups.

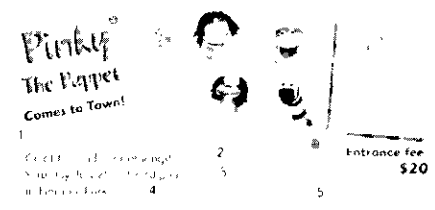
Organize children to work in groups to create their final product. Invite children to discuss in their working groups what kind of ads they remember or like and what is the purpose of the ad. Then exhort them to choose a topic to create their own. You may walk around and monitor, helping when necessary. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

When you ask for children's answers, make sure you create a comfortable space for them. It is very important to give them a sense of security in order for them to feel comfortable when sharing their answers without the fear of being mocked if they are wrong. Asking children their answers and asking why they think that is the correct one, will help you guide them to conclude whether they are wrong or not. Never point out their mistakes in a blunt way.

Lesson 2 Unit 8 Explore advertisements and announcements in public spaces

- 1** Work as a class. What elements do you think are important in an ad? Make a list.
- 2** Work in pairs. Circle the information you find in an ad. Then compare your answers with another pair.

price name size time place
- 3** Label the ad with the correct parts from activity 2. Then share your answers with a classmate and explain why you chose each word.
 
- 4** Work in groups.
 1. Brainstorm the parts of a poster and advertisement going to a live
 2. Make a list of the parts
 3. Share your list with other groups

Answer the question in your notebook: What are the parts of an advertisement or announcement?

94

features of an ad. Ask them about their opinion on the design and whether they think it's appropriate for the target audience and purpose. When checking answers, use the opportunity to model good pronunciation.

Answers: 1 name 2 description 3 time 4 place 5 price

Suggest that children work in pairs and ask each other questions about the different ads on the pages they've seen so far in the unit. They can use the different questions they have checked up until now as a model, or they can come up with new ones depending on the information of the ad they are using. You may walk around the class to monitor the conversations. Solve their doubts and correct them when you deem necessary.

Going back in the lesson will let the children review what they have learned so far. Reviewing what they have done will help them keep the new knowledge fresh and associate the elements that they have learned. This will allow children to recognize the importance of certain points in the lesson, assimilate the knowledge, and learn it for life.

1 Work as a class. What elements do you think are important in an ad? Make a list. You could invite children to make their lists individually. Then encourage them to share their answers and write a list on the board. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

2 Work in pairs. Circle the information you find in an ad. Then compare your answers with another pair. Refer children to the Picture Dictionary on page 102 of the Activity Book.

Invite children to read and check the meaning of the words. Remind them of phrases they know to ask about the meaning of words and to use these when discussing with their partner. Suggest them comparing their answers with another pair.

Answers: price, name, description, time, place, pictures

3 Label the ad with the correct parts from activity 2. Then share your answers with a classmate and explain why you chose each word. You might want to draw children's attention to the difference between graphic elements and textual

4 Work in groups. Invite children to get into pairs to make their list. Remind them to think of their target audience, including age, and consider design features as well. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Help children answer the question in their notebooks.

Invite children to answer the question using what they have learned in this lesson. You could ask them to check out the different exercises and ads they have seen through the lessons up until now. You could suggest that they make a list. If needed, invite the children to look for information in other sources.

Lesson 3 Unit 8 Understand advertisements and announcements

1 Circle the places in your community that display advertisements or announcements.
 store home fire station

2 Work as a class. Look at the three advertisements for an event at a school. Which one works best? How are they different?

1 Adopt a Pet Day 2 The Best Day Charity

3 The Best Day Poggie Charity

3 Compare these two sentences from an ad. Underline the describing words. How are the sentences different?

1 Adopt a dog.
 2 Adopt a sweet, cuddly dog.

1 Circle the places in your community that display advertisements or announcements.

To build children’s lexical repertoire, it is suggested you review the meaning of the words presented in the activity. Then invite them to think of what kind of places where they have seen ads.

Answers: Answers may vary.



Once the children have commented on the different places where they have seen ads, you may inquire about them. You can guide the children to think of the kind of ads and their characteristics and compare them to see whether they vary or not depending on where they are placed.



Print or photocopy the *Advertisements* handout to provide extra practice on advertisements vocabulary.



You may bring in authentic materials to create dynamic and interesting lessons. These materials present children with a real-life context for using language. You could take the time to cover the materials with plastic to protect them and store them for future use.

2 Work as a class. Look at the three advertisements for an event at a school. Which one works best? How are they different?

Refer children to the Picture Dictionary on page 102 of the Activity Book.

You may invite children to read and analyze the ads. When checking answers, encourage them to share their ideas about the ads’ differences and similarities. Elicit reasons as to why they think an ad could work better than the other. You could suggest that they use this activity as a tip to create their own ad. To involve the use of English, you may ask them comprehension questions about the information in the ads.

Answers: Answers may vary.

3 Compare these two sentences from an ad. Underline the describing words. How are the sentences different?

It is suggested that you encourage children to understand the meaning of the words by guessing from the context. Then invite them to say which sentence makes them want to adopt a dog and how the use of describing words changes the effect of the ad. You may use the opportunity to draw attention to the differences in word order when using adjectives in English. Help them understand that when there is more than one adjective, we use a personal character before a physical description. This is a good opportunity for them to reflect on how the use of adjectives changes the meaning of the sentence and attractiveness of an advertisement.

Answers: sweet, cuddly For the question: Answers may vary.



For more practice you could ask the children to think of other ways to make an ad for people to adopt a puppy. You may ask them to make different sentences about the dog. Invite them to describe it imagining the characteristics they would like in a puppy and the ones they wouldn’t. This is a good opportunity for children to practice the use of adjectives. Point out the differences between positive adjectives and negative ones, and the effect they produce.

Lesson 3 Unit 8 Understand advertisements and announcements

4 Read other describing words. Circle the positive ones and underline the negative ones. Complete the table.

beautiful	boring	friendly	horrible	useful
ugly	unfriendly	useful	useless	
Positive		Negative		

5 Change the underlined words in the ad to make it attractive and kind. Then share your poster to a classmate and explain to him / her your selection of words.

Doggy Vaccination Day

Friday, December 7
10:00 am - 2:00 pm

Wagon's Vet CLINIC

Come and get free vaccinations for your ugly, unfriendly puppies.

Vaccinations are useless.

Come and have a horrible day at the vet's!

Options: Health check - \$10 prices

Go English! Working with adjectives might be more fun if you ask the children to apply them on something they are interested in, like a movie or a character familiar to them. Explain that when there is more than one adjective the correct word order is opinion, size, age or shape, color, origin, material and purpose.

Answer the question in your notebook. What makes an ad or announcement attractive for the audience?

6 Work in groups.

- Brainstorm the describing words that describe the correct you are given in the ad above.
- Write a list of at least 10 describing words that you think you can use.

96 > Family and Community

4 Read other describing words. Circle the positive ones and underline the negative ones. Complete the table. Refer children to the Picture Dictionary on page 102 of the Activity Book.

You could act out each word to help children understand their meaning. Copy the table on the board when checking answers. You could ask them to give an example for each word. Guide them to identify situations in which each word might be used and the effects they might have. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Positive: beautiful, friendly, fun, nice, useful Negative: boring, horrible, ugly, unfriendly, useless

Extra activity

You could teach children the different classifications of adjectives by bringing a list and sharing it with them. You could enlist the different categories on the board and then ask them to pick from the list the adjectives they think belong to each category. Check the answers together and then as a group reach a conclusion about the different aspects adjectives describe.

5 Change the underlined words in the ad to make it attractive and kind. Then share your poster to a classmate and explain to him / her your selection of words.

Refer children to the Picture Dictionary on page 102 of the Activity Book.

You may want to explain that using adjectives will make their ads more attractive. You could take the opportunity to study word formation of the adjectives in the ad and in the previous activity, particularly the use of suffixes in some of them. Elicit answers as a class.

Answers: 1 beautiful 2 friendly 3 useful 4 nice

Extra activity

In order to teach the children the different endings that adjectives may have, you can make a table out of words and show them how by adding a certain suffix the meaning changes. Give the children some examples, and then let them find more words that comply with the *word + suffix* structure.

Go English! Working with adjectives might be more fun if you ask the children to apply them on something they are interested in, like a movie or a character familiar to them. Explain that when there is more than one adjective the correct word order is opinion, size, age or shape, color, origin, material and purpose.



6 Work in groups. Invite children to reflect on the use of words. You may also invite them to discuss the adjectives that can be useful for them and why. Walk around and monitor. You could suggest that they look up new adjectives, share one with the class, and explain the meaning. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Help children answer the question in their notebooks.

To help stimulate children's ideas, you may want to start off by asking them to share their thoughts about ads they have liked and why.

Lesson 4 Unit 8 Write advertisements or announcements

1 Work in groups. Talk about the last musical event you saw advertised. Where was it? What do you remember from the ad?

2 Write the information that is missing in the correct places.

3 Discuss and check (✓) the information you need to advertise an event.

1 time 2 date 3 price 5 place
 4 name 6 description 7 location 8 description

4 Order the information from activity 3 in order of importance. Talk about how you can make sure this is evident to the target audience when writing an ad.

1
 2
 3
 4
 5
 6

For your final product Step 4

5 Work in groups.

- 1 Decide the order of importance of the information you add to a bus you are going to advertise.
- 2 Write your ad or announcement in your notebook.
- 3 Recount at least two other ads to the class.
- 4 Make any corrections to them.

▶ 97

3 Discuss and check (✓) the information you need to advertise an event.

Refer children to the Picture Dictionary on page 102 of the Activity Book.

Invite children to discuss these points with their working groups for their final products. Encourage them to use the ad in activity 2 as a model. It is suggested that you guide and encourage children to use English as much as they can. It is a good idea to provide them with some phrases, for example, *we need to include ... / we don't need to include ...*

Answers: 1 time 2 date 3 price 5 place
 6 name 7 description

4 Order the information from activity 3 in order of importance. Talk about how you can make sure this is evident to the target audience when writing an ad.

It is suggested guiding children with the planning of their ad so they feel confident to take risks. A suggestion would be to ask children to look at the ads and focus on one or two things that stand out. Then discuss with them why they think those elements are relevant. Remind them they will need to know about the event or product they are advertising as well as their audience to achieve this.

Answers: Answers may vary.

1 Work in groups. Talk about the last musical event you saw advertised. Where was it? What do you remember from the ad?

Divide the class into groups to share their experiences. You could ask them what kind of elements (colors, pictures, typography, etc.) they remember from their favorite singer / band's ads and why those elements were the most attractive for them.

Answers: Answers may vary.

2 Write the information that is missing in the correct places.

Refer children to the Picture Dictionary on page 102 of the Activity Book.

You may ask the children to read carefully the instructions and make sure they understand them. Give them some time to look at the advertisement and use the phrases given to answer. Once they complete the gaps, suggest that they check their answers with the person next to them and receive feedback. Check answers as a class.

Answers: 1 Twizzle Stix Concert 2 Music Arena
 3 250 pesos.



You could allow children to prove the order of importance they propose by using the ad from activity 2 and modifying it according to their proposal. You could make them work in groups, and then share their ads with other groups. Ask them to compare the ads and decide on which one is the most appealing. Invite the children to reach a conclusion as a group.




5 Work in groups.

You could explain to the children that planning, particularly when writing, is a valuable skill. You could find and highlight examples of adverts with the class that haven't been successful and elicit ideas from them about the lack of success of those ads. Walk around and monitor the children's work. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

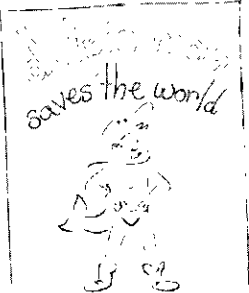
Answers: Answers may vary.

Lesson 5 Unit 8 Write advertisements or announcements

1 Work as a class. How do you mark the mistakes you find when you proofread your texts?



2 Work in groups. Listen and identify the things Beto needs to correct in his ad.



3 Make a checklist with the mistakes that Beto needs to correct.

98

1 Work as a class. How do you mark the mistakes you find when you proofread your texts?

You could give the children a brief explanation of what proofreading is. Then, you may ask them to brainstorm ideas about how to proofread but point out that they need to use elements that stand out. Encourage them to discuss the effectiveness of their methods and why.

Answers: Answers may vary.

2 Work in groups. Listen and identify the things Beto needs to correct in his ad.

Suggest that children get into groups and gather as much information as they can before listening to the track. Ask groups to look at the ad critically and apply what they've learned so far about what makes a good ad to help them predict the information they need to listen for. Play the track as many times as you deem necessary. Check answers as a class.

Track 27

Beto: I've finished, Miss Ramirez.

Miss Ramirez: OK. Let me see your ad. What's the name of the movie?

Beto: "Dolphin Man Saves the World"

Miss Ramirez: Good title! But remember you need capital letters. When is it opening? What time does it start?

Beto: It's opening on Friday at 6:00 p.m

Miss Ramirez: Where?

Beto: At the local cinema.

Miss Ramirez: Why does Dolphin Man have to save the world?

Beto: Aliens attack the planet.

Miss Ramirez: I think you should say, Dolphin Man saves the world from an alien attack in the description.

Beto: OK, Miss Ramirez.

Miss Ramirez: How much do the tickets cost?

Beto: I don't know

Miss Ramirez: I think the people need to know that.

Beto: OK

Miss Ramirez: And don't forget to color the picture!

Beto: Sure!

Answers: Use upper case letters for titles, date and time, add the place, a description of the movie, the cost, and color the picture

Go English! You could invite children to go over the titles in their Reader Book to verify capitalization in titles. Ask them to reflect on the use of upper case letters and compare how they are used in English and in their native language.

R You may ask children to read the story and then sit them in pairs. Give them some time. Ask some volunteers to share their answers with the rest of the class.

3 Make a checklist with the mistakes that Beto needs to correct.

If you deem it necessary, play the audio again for children to take notes for their checklist. It is suggested that you point out to children that each activity has the purpose of helping them achieve different learning goals. You can explain to them that this checklist can help them create and correct their own ads.

Answers: Use upper case letters for titles, add the place, a description of the movie, the cost, date and time, and color the picture



Print or photocopy the *So You Want to Advertise?* Reader flashcards to check out some ads.



Bring colored paper and craft materials for next class' activity 6.

Follow-up Advertisement or Announcement

For you first product, Step 6

PART 1 Socializing
1 Work in groups.

1. Display your ads or announcements to your audience.
2. Make sure they are readable by your audience.
3. Ask the class to comment on the ads you collected with the audience for your own advertisement. Set the class to discuss.

Aspects to Improve

PART 2 Now you can ...

- explore advertisements and announcements in public spaces
- collect and reproduce ads and announcements
- write out advertisements for your interests

Go back to page 51 and check off the things you learned in this unit. Talk about them at a class.

PART 3 Make it yours
 Social Practice: Write your own advertisement or announcement for a public space.

1. What kind of advertisements and announcements can you write now?
2. When will you write advertisements or announcements?
3. What can you include in advertisements or announcements to make it more attractive?

100 Follow-up Activities

Part 3 Make it yours

Invite children to analyze and answer the questions. You could tell them to look through the unit and the achievements at the beginning to help them think about what they learned and if they can apply it now. Suggest that the children share their thoughts with the class.

Answers: Answers may vary.



Once they finish the unit, it is suggested having children go to the activities page at the end of their Reader chapter and answer them. For that, they might need to read the chapter again, so it is recommended to give them time. Once they read or remember what the text is about, have them check their answers. For that, you might ask children to work in pairs or as a class. Encourage them to participate and explain their answers, when necessary.



Part 1 Socializing

1 Work in groups.

You may use whatever tools you consider useful so that children get a feedback on their ads from their target audience. Invite children to make respectful suggestions for different aspects, such as design, information, accuracy, overall impact, etc. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Part 2 Now you can ...

Ask children to reflect on what they've learned throughout the unit and return to the goals at the beginning of it. You may prompt children to write one question about something in the lesson they weren't sure about but now they can do.

Answers: Answers may vary.

Progress Tracker

In this unit you learned ...

- 1 ... about ads and announcements. Why do people use them?

- 2 ... different types of ads and announcements in your community. Make a list of the ones you remember.

- 3 ... the parts of an ad. Write them down.

- 4 ... describing words. Change the sentence to make it more interesting.
Car for sale.

- 5 ... proofreading marks. What proofreading marks did you learn?

Family and Community 101

This Progress Tracker will give children the opportunity to reflect on what they have learned throughout the unit. By doing so, they will feel involved in their learning process, which will encourage them to take responsibility for their learning journey. Therefore, it is important that this purpose is clear for children before answering.

As children approach this section, it can be useful for them to flick through the pages of the unit and notice what they learned, which can go from structures in the new language, to skills, strategies, or some other knowledge. They can write it down in their notebooks or talk about it in pairs. Make sure they understand all the information on the page.

After they finish answering each question, you may carry out a class session in which you encourage children to realize how far they've come, which will keep them feeling positive for what is to come.

Questionnaire

Questionnaires or Surveys are sets of questions which are intended to examine the degree to which children have experienced learning. It can be used as a diagnostic tool or to receive feedback on the teaching / learning process.

Instructions:

- 1 Determine the goal of using the questionnaire as an evaluation instrument.
- 2 Once you have a goal, write ten questions and have children answer them (orally or written).
- 3 Write your final comments or notes on the result of the questionnaire.

Questions:

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Notes:

Unit 9

Activity Book

pages 103 to 114

Social learning environment: Academic and Educational

Communicative activity: Handling of information

Social practice of the language: Locate and include information in a graphic.

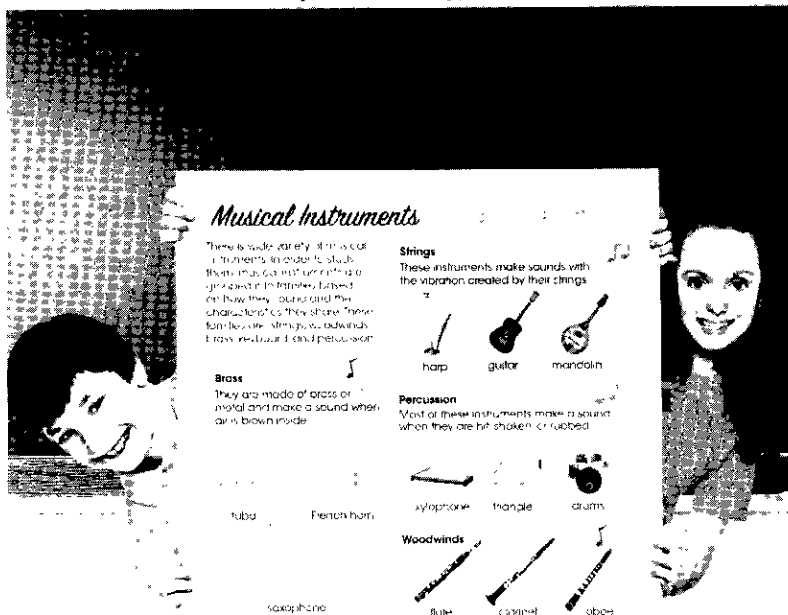
Final product: Monograph about musical instruments

Lesson	Pages	Achievement	Teaching Guidelines
1	124 to 125	Explore illustrated monographs of musical instruments.	<p>Share with your students an instrumental composition, ask them if they enjoyed it and if they know the names of the musical instruments played in it. Create an environment that invites an interest in music so that the students will be able to:</p> <ul style="list-style-type: none"> • anticipate a topic thanks to graphic and textual components (titles, illustrations, facts, abbreviations, etc.), and by previous knowledge; • recognize a topic, its purpose, and who it is targeted to; • anticipate the names and facts of musical instruments; • organize the musical instruments by groups, according to their similarities and differences.
2	126 to 127	Read and understand information from reading out loud illustrated monographs.	<p>Invite your students to appreciate, and show curiosity and respect for the artistic expressions of their own culture and of others.</p> <p>Provide your students with different examples of music (performed with few instruments) from different countries. Encourage them to talk about the emotions that the music and instruments make them feel so that they will be focused on:</p> <ul style="list-style-type: none"> • identifying words and expressions when they hear them; • comparing similarities between foreign words and words in their mother tongue, being able to recognize them and make them part of their repertoire; • finding facts in illustrated monographs based on questions and answers; • re-reading monographs to polish reading comprehension; • pointing out names and characteristics of musical instruments using demonstratives and adverbs of place (<i>This is a guitar, Those are some drums, etc. / Here we have some maracas, There is a piano over there, etc.</i>); • enunciating characteristics of musical instruments to practice pronunciation and intonation (<i>The guitar is a string musical instrument, This drum comes from Africa, etc.</i>).
3 to 5	128 to 131	Participate in the design and writing of information of a monograph about musical instruments.	<p>Share with your students a love for music and ask them how they feel when they hear different musical genres. With this you will create an environment of interest and empathy that, as a group, will allow them to:</p> <ul style="list-style-type: none"> • propose criteria to create a chart about musical instruments. It can be focused on a type of instrument (strings, percussion, wind, etc.), its origin (instruments played in their community, other countries or cultures), or by a specific genre (regional, classical, pop, etc.); • suggest a design for the chart; • write the names and a short description of the musical instruments from a model chart; • check the use of upper and lower case letters, and of the period; • foster interest in knowing music from various periods of time, regions, countries and cultures.

Unit 9

In this unit you are going to make and present a monograph about musical instruments.

What is your favorite type of music?



Environment: Academic and Educational

Social practice of the language: Locate and include information in a graphic.

Communicative activity: Handling of information

In this unit you will learn to ...

- ... explore illustrated monographs of musical instruments.
- ... read and understand information from reading out loud illustrated monographs
- ... participate in the design and writing of information of a monograph about musical instruments.

When you finish the unit, come back to this page and check () the things you learned.

103

There are several elements on this page that you might want to explore with children and use as an introduction to the unit, such as the opening question, the social practice of the language, and the communicative activity. You may want to explain the final product to the class which is to make and present a monograph about musical instruments. Discuss with children how creating and presenting monographs about music or other topics can help them acquire useful language skills. Ask them about when they use these types of documents in other subjects and

why they are useful. Point out how different types of information need to be presented in different ways to best communicate what a person wants to say and to get to understand the information more easily. Then talk through the expected achievements to help them with the final product, which include exploring illustrated monographs about musical instruments, reading and understanding information through reading out loud from illustrated monographs, and participating in the designing and writing of a monograph about musical instruments.

Lesson 1 Unit 9 Explore illustrated monographs of musical instruments.

Work in pairs. Listen to the music and write as many musical instruments as you can identify. Then share with your class if you play any instruments or what instrument you would like to play.

Go English! Use the appropriate pronunciation of the word in the audio track.

Read the monograph. Answer the questions in groups.

Musical Instruments

There is a wide variety of musical instruments. In order to study them, musical instruments are grouped into families based on how they sound and the materials they are made of. These families are strings, woodwinds, brass, keyboard, and percussion.

Strings
These instruments make sounds with the vibration created by their strings.

Brass
They are made of brass or metal and make a sound when you blow into it.

Percussion
Most of these instruments make a sound when they are hit, shaken, or rubbed.

Woodwinds

104

also show them that there are different types of instruments, like acoustic and electric, that can sound different but still be the same instrument.

Go English! You could talk with children about how music known as *traditional* is an expression of the identity of a country since it is a part of their values and culture. It might be a good idea to give them some musical examples of songs from different countries, like flamenco from Spain. Invite them to reflect on and answer the question.

2 Read the monograph. Answer the questions in groups.

Refer children to the Picture Dictionary on page 114 of the Activity Book.

It is suggested drawing children's attention to the monograph and then to read the questions out loud to practice pronunciation. This activity allows children to identify the use of a monograph and develop an interest in the topic. You could ask if the names of the instruments in English sound similar to the names in their mother tongue. Make sure they understand each question and give them time to think about their answers. When eliciting answers, you may help the children with vocabulary and write new words on the board, particularly when describing ideas and opinions.

Answers: Answers may vary.



You can ask the children to bring to class monographs from different themes. You could also bring some extra examples. Invite them to analyze the monographs using the questions from activity 2. It is suggested that they do a comparison between the monographs and see whether they all have the same elements or if some characteristics varied and why. Elicit answers from them and guide them to reach a conclusion as a group.



A good question to start a class discussion has to inspire analysis, synthesis, interpretation, and critical thinking, like Why ...?, How would you explain ...?, What is the difference between ...?, What are the causes ...? Try to avoid questions that would lead your children to answer with a simple yes or no.

1 (Track 28) Work in pairs. Listen to the music and write as many musical instruments as you can identify. Then share with your class if you play any instruments or what instrument you would like to play.

Play the music for the children to listen. Encourage them to guess the name of the instruments in their mother tongue if they don't know the word in English and then tell them its name in English. Encouraging children to guess helps them feel confident taking risks in the language and learning, even if they get it wrong. If a child plays an instrument, invite this child to share why he / she chose that instrument and how he / she feels when playing.

Track 28)

- (guitar sound)
- (drums sound)
- (violin sound)
- (piano sound)
- (saxophone sound)

Answers: Suggested answers: guitar, drums, violin, piano, saxophone

Interactive activity

You could bring to class different solo pieces of music so the children can identify more easily and compare the sound of instruments. You could

Lesson 1 Unit 9 Explore illustrated monographs of musical instruments

- Write the title, genre, and style.
- Write the name of the instrument.
- Write the three characteristics.

Look at the monograph in activity 2 and check the elements that it has. Then talk about your answers with a classmate.

1. text	4. picture
2. title	5. style
3. labels	6. genre

Work in groups. Look at the monograph on page 104. Read again activities 2 and 3, and list all the characteristics of a monograph. Compare your list with another group and modify your list, if necessary.

You could award themselves an achievement badge on the basis of information about musical instruments.

For your final product **Step 1**

Work in groups.

- 2 children choose one of the instruments and prepare a list of 3 characteristics of the instrument.
- Does each child have the same instrument?
- What are the differences?

Answer the question in your notebook

What are the differences between the instruments?

Activity Book page 105

3 Look at the monograph in activity 2 and check the elements that it has. Then talk about your answers with a classmate.

It is recommended to make sure children understand all the words in the activity. You can ask them to look at the instruments monograph and mark what elements they see present according to the checklist. Encourage them to say why they think these elements are important or not for a chart. Invite them to exchange their opinions with a classmate.

Answers: 1 text 3 labels 4 pictures 6 title

4 Work in groups. Look at the monograph on page 104. Read again activities 2 and 3, and list all the characteristics of a monograph. Compare your list with another group and modify your list, if necessary.

Organize children to work in groups. You could use the list in activity 3 as a reference and ask the children to make a list of all the characteristics they think are necessary to make a monograph. You can also refer them to the monograph and contrast the elements present with the checklist in activity 3. You may give some suggestions if you see that the children are having trouble thinking up elements for their list.

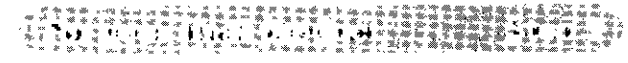
Answers: Answers may vary.

Brain activity

You can ask them to investigate in different sources the meaning and characteristics of a monographs. You could brainstorm elements from their research as a group. Write on the board everything they think is important to make a monograph. Let them use the checklist as a guide. You could also use this activity to check their pronunciation. When reading the parts of a monograph correct them if necessary.

Phonetic tip

You could point out to children that, most of the times, pronunciation doesn't follow specific rules. However, encourage them to get into the habit of noting where the stress falls in a word and mark it with a small circle above or a line below.



5 Work in groups.

To facilitate classroom collaboration, you could suggest that children get into groups with classmates they have never worked with before. Encourage them to say why making a checklist is important. It is recommended to give them some time to produce their checklist. Exhort them to discuss their possible target. You could recommend they ask themselves who would find the information in their monograph useful. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Suggest that children use this resource at home and write down information about the instruments they have interest in to talk about them next class. You could recommend they look up an uncommon instrument.

Help children answer the question in their notebooks.

Invite children to reflect on the elements and information in a monograph. Ask them to think about what could be the information they may want to know about the instruments they have seen so far, including fun facts. Invite children to answer the question and share their thoughts.

Lesson 2 Unit 9 Read and understand information from reading out loud illustrated monographs

1 Work in pairs. Say which type of music genre you like to listen to in each moment.

relaxing doing homework partying studying

2 Work in pairs. Read the monograph. Listen to the music and number the genres in the order you hear them. Answer the questions.

Music Genres

Music can be divided into different genres. A genre is a category that helps people identify a type of music based on the style. There is a great variety of genres, and even sub-genres. Some of the popular ones are rock, classical, salsa, and mariachi.

Rock music became popular in the 1950s and 1960s. It is characterized by its powerful instruments, electric guitars, and drums. The sound is often loud and energetic.

Classical music is one of the oldest and most diverse genres. It has a long history and is often associated with orchestras and symphonies.

Salsa is a popular Latin American genre that combines elements of Cuban, Puerto Rican, and Spanish music. It is often danced to and is a favorite at social gatherings.

Mariachi is a traditional Mexican genre that features a variety of instruments, including trumpets, violins, and guitars. It is often performed at celebrations and is a symbol of Mexican culture.

1. What is your favorite genre?
 2. Why do you like to listen to that genre?
 3. What is the most popular genre in your country?
 4. Are there any instruments that are unique to a genre?

106 • Academic and Educational

1 Work in pairs. Say which type of music genre you like to listen to in each moment.

This could be a good chance to encourage children to talk about the emotions they feel when listening to certain music. You could use as many music genres as you want to elicit their feelings. You may ask what their favorite song is and why they chose it. During personalization activities, remind children that they have to respect everybody's views and experiences.

Answers: Answers may vary.

Extra activity

You could ask if anyone has with them a music player and if they have a specific playlist for any of the situations mentioned in activity 1. Listen to the playlist that the children give you and ask them why they chose those songs. Guide them to think whether they choose their songs depending on genre or for another reason.

Teaching tip

Encourage children to make and bring to the classroom materials and resources. This can help them see the value in creating their own learning resources and enables fun and varied class activities. Collect and store materials carefully for reuse.

2 (29) Work in pairs. Read the monograph. Listen to the music and number the genres in the order you hear them. Answer the questions. Refer children to the Picture Dictionary on page 114 of the Activity Book.

It is suggested you make sure children understand the different genres. Before listening to the track, you could have them pair up and read the information in the monograph. Knowing more about the different genres could help them imagine what they might sound like. Elicit what they can see on the covers and encourage them to use demonstrative adjectives and prepositions of place (*this is a guitar, those are some drums, here is a piano*). You can invite children to say how each type of music makes them feel. Ask them to think of the music they like and answer the questions.

Track 29)

- (mariachi)
- (classical music)
- (salsa)
- (pop)
- (heavy rock)

Answers: 5 salsa 4 heavy rock 2 pop music 1 popular 3 classical Questions: Answers may vary.

Extra activity

You could share with the children the following information and ask for their opinion. Invite them to comment and contribute with their own knowledge. In 2012 UNESCO declared mariachi as Intangible Heritage of Humanity because it involves many important elements of Mexican culture. Mariachi has its own musical performance, instrumental endowment, way of singing, dancing, and the lyrics provide a glance of the daily lives of Mexican people.

Extra activity

You could bring either folk music pieces or modern ones to show the children how the instruments sound when accompanied with a whole musical arrangement. You could play the different pieces and ask them to guess their genre to see if they are able to associate the instrument to the type of music. You could invite them to share which was their favorite piece and why.

Lesson 3 Unit 9 Participate in the design and writing of information of a monograph about musical instruments

1 **Work as a class. Listen to the instruments and number them. Which do you think is played in salsa music? Explain your answer.**

Work in pairs. Read the monograph about salsa music. Label in the monograph the instruments mentioned in the text.

7

Salsa

1
2
3
4
5
6

There are several types of salsa orchestras and the number of members and instruments varies. The most traditional ones consist of congas, bongos, a keyboard, trumpets, and a couple of singers that often play smaller hand-held percussion instruments such as guiro, claves or maracas.

Salsa music is intended for people to dance. People usually dance in couples and one person is the 'lead dancer'. There are several styles of salsa, such as Colombian, Cuban, Miami, 'Queada de Casaca', among others.

Read the presentation of the monograph and take turns reading it out loud to a partner and pointing to the monograph in activity 2.

The salsa orchestra consists of these instruments. There is a larger orchestra that includes a keyboard. The congas, bongos, the keyboard, trumpets, and a couple of singers are the most important instruments in the salsa orchestra. That is the reason why they are the most important instruments in the salsa orchestra.

108 • Academic and Educational

1 **30)** **Work as a class. Listen to the instruments and number them. Which one do you think is played in salsa music? Explain your answer.** Before playing the track you could invite the children to share what they know about salsa music. Then, you could have them guess which instrument do they think may be the one just by looking at them. It is suggested giving extra information on the instruments they don't know. Play the audio multiple times if necessary. You could give them a moment each time you play the audio to make sure the children are getting the sound clearly.

Track 30)

(shamisen sound)
(pan flute sound)
(oud sound)

(rain stick sound)
(didgeridoo sound)
(guiro sound)

Answer: guiro

2 **Work in pairs. Read the monograph about salsa music. Label in the monograph the instruments mentioned in the text.**

Refer children to the Picture Dictionary on page 114 of the Activity Book.

You could ask the children to choose a partner for this activity. Then, you could have volunteers

read the information in the monograph by turns. You can guide them to consider the elements they have seen before and elicit some possible answers from them. Then, you could give the children some time to discuss their answers with their partner. When everyone's done you could ask each pair to say what they put in each label.

Answers: 1 bongo drums 2 conga drums
3 maracas 4 singers 5 claves 6 keyboards
7 trumpets

You could invite the children to look for musical pieces of salsa. Invite them to identify the instruments that are used, especially if there is one that it is not mentioned in the monograph. You may guide them to make a comparison of the pieces and reach a conclusion toward what instruments are always present in the salsa music and which ones are just part of the musician's unique style.

3 **Read the presentation of the monograph and take turns reading it out loud to a partner and pointing to the monograph in activity 2.** Refer children to the Picture Dictionary on page 114 of the Activity Book.

You could have the children work with the same person they worked with for activity 2. You may monitor the pairs to make sure they are taking turns reading. This activity can help you check their pronunciation. Make corrections when necessary. You could also use this activity to explain how the demonstratives work. Point out how some pronouns correspond to the singular or plural version of the word, and how others depend on the position of the object.

You could ask for volunteers to pass to the front and use the monograph from activity 2 and the text from activity 3 to make a small presentation about salsa instruments. You can invite them not to read the text from activity 3, but use it as a guide. Make them practice their speaking skills and their use of demonstrative pronouns.

Remind children to bring colored pencils and pens, and extra sheets of paper for next class's activity 4. You could also bring some tape to stick their monographs to the board or wall for activity 5.

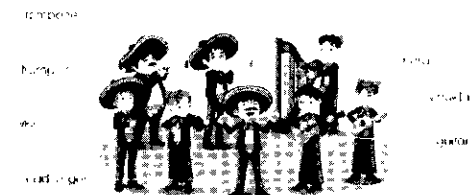
Lesson 4 Unit 9 Participate in the design and writing of information of a monograph about musical instruments

Work in pairs. Talk about what happens when you read something and it has spelling or capitalization mistakes. Share your answers as a class.

Read the monograph and mark five spelling mistakes and five capitalization mistakes.

Mariachi Band

The most important representative of traditional Mexican music is the mariachi. A mariachi banda and its música is an icon of the Mexican culture; it is not only the music, but also the clothing that makes it impossible to confuse with other type of music or band. Traditionally, the mariachi band is composed by a large group of musicians who sing and play several instrumentos such as trumpet, arp, guitar, vihuela, and guitarrón.



Write a clean version of the text in your notebook. Compare it with a partner.

For your final product Step 4

Work in groups.

1. Take out the text and mark the mistakes.
2. Read it to your partner and discuss the mistakes.
3. Write a clean version.



the clothing that makes it impossible to confuse it with other type of music or band. Traditionally, the mariachi banda is composed by a large group of musicians who sing and play several instrumento such as: trumpet, arp, guitar, vihuela, and guitarrón.

R Once children have read the chapter, you may want to put them in pairs to discuss the question. Monitor and help, if necessary.

Print or photocopy the *The Modern Orchestra Reader* flashcards to see different monographs related to musical instruments.

3 Write a clean version of the text in your notebook. Compare it with a partner.

You could have the children work with someone sitting nearby. Give them some time to write the text with their corrections and then exchange it with their classmate. You could suggest that they read the text carefully and point out any corrections they might think are missing. Invite them to compare their answers and give feedback to each other. Remind them to be kind to others when correcting them. You may explain that everyone makes mistakes and that people are open to opinions on their work if we are polite and kind to them.

4 Work in groups.

You can invite them to get into their groups. Ask them to read and correct their text, and then give it to another group for them to make corrections too. You could explain to them that sometimes we need a fresh set of eyes to see if we missed any mistakes. You may talk to them about the importance of asking for and giving help. You can monitor the groups and correct their pronunciation when necessary. Remind them to use their checklists to ensure their monograph has all the information they need for it. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

1 Work in pairs. Talk about what happens when you read something and it has spelling or capitalization mistakes. Share your answers as a class.

You could organize the group into pairs. Then, you may ask them about any times they identified a spelling or capitalization mistake. You could ask them how they thought this made the text confusing or hard to read. You could set a couple of minutes to discuss this and then ask them to share their answers with the rest of the class.

Answers: Answers may vary.

2 Read the monograph and mark five spelling mistakes and five capitalization mistakes.

Invite the children to read the text. Then, you could remind them of the proofreading marks they learned in past lessons and apply them when identifying the mistakes in the text. If possible you could write the text on the board and ask 10 different volunteers to pass and make the corrections.

Answers: (t)he most important representative of traditional (M)exican music is the mariachi. A mariachi band and its música is an icon of the (M)exican culture. (I)t is not only the music, but also

Lesson 5 Unit 9 Participate in the design and writing of information of a monograph about musical instruments.

Work as a class. Talk about the look of a monograph. Circle the aspects you think are important to consider while designing one.

Look at the monographs from previous lessons and answer the questions

1. The title of the monograph.
2. All the pictures.
3. All the text.

Work in pairs. Talk about the answers to the questions in activity 2. Together decide what aspects are important when designing a monograph. Write them down.

For your final product Step 5

Work in groups.

1. Discuss the design ideas you have.
2. Decide on the aspects you will use for your monograph.
3. Write the text and pictures for your monograph.
4. The teacher will give you a list of the aspects to use.

Answer the question in your notebook

1. What are the aspects you think are important when designing a monograph?

2. What are the aspects you think are important when designing a monograph?

3. What are the aspects you think are important when designing a monograph?

4. What are the aspects you think are important when designing a monograph?

1 Work as a class. Talk about the look of a monograph. Circle the aspects you think are important to consider while designing one. You could elicit the aspects of a monograph the children think are important. Invite them to look at monographs and check if the aspects they mentioned are part of them. You could guide them to say why they think certain aspects are important and what their functions in it are. Guide them to reach a conclusion as a class.

Answers: Answers may vary.

2 Look at the monographs from previous lessons and answer the questions.

You can ask the children to flip through the unit and look carefully at the monographs. If you deem it helpful, ask them to make a list of the aspects they notice in each one. You could invite the children to discuss the questions in groups before reaching a consensus and writing their answers. Then, you could ask for volunteers to read a question and its answer for the rest of the class to listen and give their opinion. Remind them to be respectful if they don't agree with one of their classmates.

Answers: Answers may vary.

3 Work in pairs. Talk about the answers to the questions in activity 2. Together decide what aspects are important when designing a monograph. Write them down.

After the class discussion, you could ask them to work with a classmate whose answers and opinions they agree with. You may invite them to make a list of the most important aspects. When everyone is done you could take the lists they made and integrate it in one big list on the board for the children to see which ideas they shared as a class and which are new to them.

Answers: Answers may vary.

Sometimes it may be difficult for children to read out loud. To encourage them to speak out in public, you could invite them to choose who they want to participate after them. Also, if your class profile is too shy, you could sort them out into smaller groups so that the children don't feel as overwhelmed as they would with a bigger group. Create an environment of respect and encourage them to face their fear of talking in front of people.

4 Work in groups.

Invite children to get into their working groups. You could ask them to make a draft of how they would like their monographs to look like. This will give them a more tangible idea about how their final work can look like to others. You can suggest that they look at the lists they made in activity 3 to decide on the aspects they will use for their final product. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Help children answer the question in their notebooks.

You may ask the children to reflect on everything they have seen through the unit. You may suggest that they enlist the characteristics of a monograph, as well as the elements they consider important and the ones they have to check. Guide them to use that information to answer the question.

Follow-up Monograph About Musical Instruments

For your final product Step 6

PART 1
Work in groups.
 1. Ask your students to present their monographs to the class.
 2. Encourage students to ask questions and give feedback.

Aspects to Improve

PART 2

- Ask students to identify the most interesting part of the monograph.
- Ask students to identify the most difficult part of the monograph.
- Ask students to identify the most useful part of the monograph.

PART 3
 Social Practice
 What do you think monographs are useful for?

What topics would you use to make a monograph?

How do monographs help you present information about a topic?

112

Part 2 Now you can ...

Ask children to read through the achievements and link them to the activities that supported them. After they complete page 103, encourage them to say how the information, skills, and activities they covered may help them in their daily lives.

Answers: Answers may vary.

Part 3 Make it yours

Invite children to reflect on the questions before they answer them. You could ask them one by one to share their answers with the class. You can use this moment to make them discuss as a class how monographs are useful to learn new things.

Answers: Answers may vary.



Once they finish the unit, it is suggested having children go to the activities page at the end of their Reader chapter and answer them. For that, they might need to read the chapter again, so it is recommended to give them time. Once they read or remember what the text is about, have them check their answers. For that, you might ask children to work in pairs or as a class. Encourage them to participate and explain their answers, when necessary.

Part 1 Socializing

Work in groups.

Invite children to get together in groups and get ready for presenting their monograph. It is recommended to give them a few minutes to organize their presentations and familiarize themselves with the material. To guide the classroom discussion, you may ask children to look over the different stages of the product and think about what they enjoyed, what they didn't like, which tasks were the most useful, and if there was any that was not beneficial. Then exhort them to share their ideas with the class. You may also ask a volunteer to write down the corrections on a poster sized piece of paper to display in the classroom for future reference. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Progress Tracker

In this unit you learned ...

1 ... about monographs. What are the most important elements they should have?

2 ... about musical instruments. Which would you like to play?

3 ... about musical genres. Which is your favorite?

4 ... the difference between *this* and *that*. When do you use *this*? When do you use *that*? Write an example with each word.

5 ... the difference between *these* and *those*. Write an example with each.

6 ... about mariachis. What do you know about mariachis?

Academic and Educational • 113

This Progress Tracker will give children the opportunity to reflect on what they have learned throughout the unit. By doing so, they will feel involved in their learning process, which will encourage them to take responsibility for their learning journey. Therefore, it is important that this purpose is clear for children before answering.

As children approach this section, it can be useful for them to flick through the pages of the unit and notice what they learned, which can go from structures in the new language, to skills, strategies, or some other knowledge. They can write it down in their notebooks or talk about it in pairs. Make sure they understand all the information on the page.

After they finish answering each question, you may carry out a class session in which you encourage children to realize how far they've come, which will keep them feeling positive for what is to come.

Unit 10

Activity Book

pages 115 to 126

Social learning environment: Recreational and Literary

Communicative activity: Understanding oneself and others

Social practice of the language: Read short stories to share appreciation of cultural expressions.

Final product: Audio Story

Lesson	Pages	Achievement	Teaching Guidelines
1	137 to 139	Explore short stories.	<p>Share with your students something you have learned from other cultures after reading a story, and introduce literature as a way of learning and having fun. Create a safe and trustworthy environment for your students to be interested in:</p> <ul style="list-style-type: none"> • activating previous knowledge; • predicting content from the title and illustrations (graphic and textual components); • comparing the topic, purpose and target reader; • pointing out words and expressions that are already part of their repertoire; • comparing actions in stories to establish their structure (beginning, middle, development, and ending); • classify the elements of a story (narrator, protagonist, setting, etc.); • asking about new words and expressions, and suggesting meaning from the context; • selecting from a group of words, those that describe the characters' features; • discriminate protagonists and main actions.
2	140 to 141	Interpret the content of a short story.	<p>Make comments, questions, and suggestions to your students so that they choose and read a story, and then re-read it to imagine the characters and situations in detail. In this way they will be able to get into groups and:</p> <ul style="list-style-type: none"> • relate stories to personal experiences; • answer questions about characteristics (adjectives) and character's actions in the verb tense they occur in (past and present); • notice the importance of pronouns (personal and relative: <i>that, whose, etc.</i>) in reading comprehension; • compare similarities and differences between behaviors, values, and settings in various stories; • differentiate between how the narrator and the characters express themselves; • identify possible and pertinent sound effects for an audio story.
3 to 4	142 to 144	Record an audio story.	<p>Help your students recognize the value of stories created by different cultures, and the importance of sharing and understanding them for the sake of personal and collective human enrichment. This way they will be able to:</p> <ul style="list-style-type: none"> • decide and assign interventions for an audio story (narrator, characters, sound effects, etc.); • practice the reading of an audio story; • propose and decide changes in intonation; • maintain rhythmical patterns in sentences while practicing them; • record an audio story.

Unit 10

In this unit you are going to record an audio story and present it to an audience.

What are your favorite short stories and when do you read them?



Environment: Recreational and Literary

Social practice of the language: Read short stories to share appreciation of cultural expressions.

Communicative activity: Understanding oneself and others

In this unit you will learn to ...

- ... explore short stories.
- ... interpret the content of a short story
- ... record an audio story.



When you finish the unit, come back to this page and check (✓) the things you learned.

115

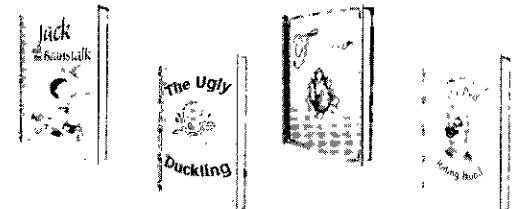
Explore the elements that appear in page 115 as an introduction of the unit. Use the opening question and the social practice of the language to guide children into what the unit will be about. You could explain the final product to the children which is to record an audio story and present it to an audience. Use this chance to talk with them about the skills storytelling can help develop, such as speaking and using different tones of voice, as well as creative skills, such as thinking about characters and building

a storyline. Ask them why and when we tell stories, so children understand that tales and stories are part of our everyday lives. Remind them how we learn about other people through universal experiences. Encourage them to share any tale they might have heard from their grandparents or other relatives. Then talk through the expected achievements which include exploring short stories, interpreting the content of a short story, and recording an audio story to help them with the final product.

Lesson 1 Unit 10 Explore short stories

1 Work in pairs. Write as many short stories titles as you can in one minute. Which one is your favorite?

2 Look at the titles. Choose one you know and tell a partner what it is about.



3 Work in pairs. Look at the stories in activity 2. Check (✓) what you usually find in a short story. Check your answers with another pair.

1. A title	✓	6. A happy ending	✓
2. A character	✓	7. A moral	✓
3. A setting	✓	8. A conflict	✓
4. A plot	✓	9. A resolution	✓
5. A theme	✓	10. A lesson	✓

To try all these stories, you can get your story books. They are available in the library and in the school.

116

2 Look at the titles. Choose one you know and tell a partner what it is about.

It is suggested that you read the titles of the stories out loud and give a short summary of what each one is about for children to identify the stories in case they don't understand the titles in English. Then, you could ask them to discuss with a classmate which story they liked best. You may monitor the pairs and offer help if needed.

Answers: Answers may vary.

3 Work in pairs. Look at the stories in activity 2. Check (✓) what you usually find in a short story. Check your answers with another pair.

Invite children to get into pairs and to think of the most important elements of a tale and write them down before checking them off the list. When eliciting answers as a class, invite children to give examples of characters, a title, etc., to make sure they understand the elements of a story before proceeding. You may want to elicit from them common vocabulary and themes.

Answers: 1 3 4 6 8 10

1 Work in pairs. Write as many short stories titles as you can in one minute. Which one is your favorite?

Organize the class into pairs as you see fit. You can invite them to write down every story they can think of. You might want to use a bell or simply clap to let children know when to start and finish. Do a quick feedback session with the class and suggest that they vote for their favorite story and invite them to share why they like it. Make sure to elicit the stories depicted in the pictures for the activity as this will encourage them to use the resources available and help them with the next activity.

Answers: Answers may vary.



For activity 1, you could make a friendly competition. Organize your group into two or more teams as you deem necessary. Then, play relays. You can ask the member of the team to pass to the board and write as many titles as he / she can in 10 seconds. The competition will be over once every member has written on the board. The team with more titles wins.

R You can tell children to look at the first picture, read the title and the author before reading, and elicit what they see. Encouraging children to think about and predict what happens in the story using a pre-reading activity gives them a natural context for the reading. When they finish, suggest that they compare answers. To personalize the story, you could ask children what they would do if they were very small for one whole day.

Answers: Answers may vary.

Encourage children to think of all the available options. Help them realize all the sources they have and they may haven't realized.




Lesson 1 Unit 10 Explore short stories

4 Work in pairs. Read and answer the questions. Share your answers as a class.

1. What is the story about?

2. What is the problem in the story?



5 Listen to the story and read along. Underline the problem, circle the solution, and talk about the moral of the story with a partner.

The Ugly Duckling

Once upon a time, a loving and kind mother duck laid five eggs in her nest. "Look! Beautiful eggs," she said and she counted them. Twenty-eight days later, four eggs hatched, "Cheep, cheep. Hello, Mother." "Hello, ducklings," she said. Five days later the last egg hatched. "Cheep, cheep. Hello, Mother." "Oh!" she said as she looked at her last duckling. "You are bigger and uglier than your brothers and sisters, but I love you anyway." Sadly, the other ducks in the pond didn't love the ugly duckling as his mother did. They were mean and bad. They pecked him. They teased him and called him names. "Boo, boo, we don't like you," they hissed. The ugly duckling was a sad and lonely bird. He was good at swimming and he was a nice bird, but the other ducks didn't let him join in their games. "I just don't fit in," he said sadly. So he left the pond and went to the lake. The ugly duckling had a very hard winter in the lake. "I'm so cold. I don't have any friends. I miss my mother." Then spring finally arrived and sprinkled warm sunshine on the duckling's wings. He opened his strong wings and flew up above the lake. "I'm good at flying. I'm good at swimming and I'm a good bird." From the air, the ugly duckling saw three big white birds on the lake. They were strong and beautiful. He flew down and asked, "What kind of birds are you?" "We are swans just like you. Come and play with us," they said. The ugly duckling looked down and saw his reflection in the water. He wasn't an ugly duckling, he was a beautiful white swan.

pairs for the activity. When they finish, elicit their ideas as a class and encourage them to say whether they have encountered this lesson in their lives. Elicit from children what the lesson or moral is. If you know the story it would be a good idea to emphasize that the swan was a kind bird, that his outer beauty was a reflection of his inner beauty. You may wish to draw their attention to the use of paragraphs as a way of identifying the development of the story.




"The Ugly Duckling" by Hans Christian Andersen. Once upon a time, a loving and kind mother duck laid five eggs in her nest. "Look! Beautiful eggs," she said and she counted them. Twenty-eight days later, four eggs hatched, "Cheep, cheep. Hello, Mother." "Hello, ducklings," she said. Five days later the last egg hatched. "Cheep, cheep. Hello, Mother." "Oh!" she said as she looked at her last duckling. "You are bigger and uglier than your brothers and sisters, but I love you anyway." Sadly, the other ducks in the pond didn't love the ugly duckling as his mother did. They were mean and bad. They pecked him. They teased him and called him names. "Boo, boo, we don't like you," they hissed. The ugly duckling was a sad and lonely bird. He was good at swimming and he was a nice bird, but the other ducks didn't let him join in their games. "I just don't fit in," he said sadly. So he left the pond and went to the lake. The ugly duckling had a very hard winter in the lake. "I'm so cold. I don't have any friends. I miss my mother." Then spring finally arrived and sprinkled warm sunshine on the duckling's wings. He opened his strong wings and flew up above the lake. "I'm good at flying. I'm good at swimming and I'm a good bird." From the air, the ugly duckling saw three big white birds on the lake. They were strong and beautiful. He flew down and asked, "What kind of birds are you?" "We are swans just like you. Come and play with us," they said. The ugly duckling looked down and saw his reflection in the water. He wasn't an ugly duckling, he was a beautiful white swan.

4 Work in pairs. Read and answer the questions. Share your answers as a class.

To complete this activity, suggest that they remain working with the same classmate they worked with in activity 3. When thinking about their answers, exhort children to think about why they and their friends read short stories. You may elicit the following ideas and others to raise their awareness of the benefits of reading stories: stories have themes, morals, or a message that is often universal. They foster imagination and creativity because every reader visualizes the story differently and we keep reading to find out what happens. They help us develop knowledge of our own and other cultures and also teach us new words and language, we find the characters interesting, we may empathize or dislike them but in the process we learn about ourselves and others.

Answer: Answers may vary.

5  **Listen to the story and read along. Underline the problem, circle the solution, and talk about the moral of the story with a partner.** Refer children to the Picture Dictionary on page 126 of the Activity Book.

Explain to the children that they are listening to the general idea of the story. Divide the class into

Answers: Underlined: the other ducks in the pond didn't love the ugly duckling as his mother did. They were mean and bad. They pecked him. They teased him and called him names. Circled: The ugly duckling left the pond and went to the lake. Moral: Never judge someone by their appearance, value what's inside.



Listening comprehension can sometimes be difficult for children. In order to help them, you could do several things. First you may explain a little what they are going to listen to and elicit what they think it might be about. It is also important that you explain that it is okay to not understand every single word. While the listening is running, you could play the audio at least twice: one for general comprehension and the second for checking details that they might have missed.


Lesson 1 Unit 10 Explore short stories

5 Complete the chart for "The Ugly Duckling." Then share your chart with a classmate.

Title	Go English! Write a short story with a main character who is different from the others. What are the main characters like? How do they feel? How do they act? How do they look? How do they talk? How do they think? How do they feel? How do they act? How do they look? How do they talk? How do they think?
Author	
Setting	
Main characters	
Secondary characters	


7 Work in pairs. Look at the pictures and take turns describing each character based on the story from activity 5. Use the words in the sticky note to help you.

1




The ugly duckling

2



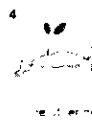
Swan

3



Mother duck

4



The other ducks

For your final product **Step 8**

8 Work in pairs.

- Brainstorm names of short stories you know.
- Talk about the elements of a short story you already study and learn.
- Use activity 4 as a guide and make a new chart.

Answer the question in your notebook. What are the main character's traits of a short story?

118

7 Work in pairs. Look at the pictures and take turns describing each character based on the story from activity 5. Use the words in the sticky note to help you.

Invite children to get into pairs. You may want to guide the children's attention toward words in the sticky note. Ask them to remember the story and take turns describing the characters in it using the words in the sticky note. You may also use this activity to model the words for the class to repeat and work on the pronunciation of (Λ) in duck, other, duckling, ugly and mother. Point out how in English different letters can have the same pronunciation. Check answers in pairs. Encourage children to take turns pointing to the characters for their partner to describe it.

Answers: 1 sad and lonely 2 strong and beautiful 3 loving and kind 4 mean and bad

R After children complete the chart, you could ask them to find similarities and differences between the two stories.

118th activities

Print or photocopy the *Thumbelina* Reader flashcards to practice making descriptions of characters.



8 Work in pairs.

Divide the class into pairs and remind children about the final product. Emphasize the usage of activity 3 information. Suggest that they think about the personalities of the characters and provide details of the setting. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Help children answer the question in their notebooks.

Encourage children to remember as much as they can and then check their answers in their books. You may want to remind them of the function of a main character once they have answered the question to clarify their ideas.



Bring possible props to make sound effects for the *Cinderella* story.

6 Complete the chart for "The Ugly Duckling." Then share your chart with a classmate.

You might want to elicit the type of information children will write for each answer and invite them to scan the text. When checking answers to help children understand the wider purpose of activities, you could point out that analyzing the elements of a story not only helps them develop their lexical repertoire, but it also encourages them to think about what they're reading and guides their understanding.


Answers: Author: Hans Christian Andersen Setting: A pond Main characters: The ugly duckling Secondary characters: Mother duck, the other ducks, and the swans

Go English! Take some time to explain this information to children to prepare them for the following activity. You could use "The Ugly Duckling" to give out examples of the importance of the main character and the role the other characters have in the story.

Lesson 2 Unit 10 Interpret the content of a short story

1 Work in pairs. Read and answer the questions in your notebook.

1. What are the main characters in the story?
 2. What are the main events in the story?




2 Work in pairs. Listen to the story and discuss the sounds you hear. Check (✓) them.

1. the sound of a book being read
 2. the sound of a girl reading
 3. the sound of a boy listening
 4. the sound of a girl talking
 5. the sound of a boy talking

3 Take turns reading the short story to a classmate. Reproduce as many sounds as you can using activity 2 as a model.

1. Cinderella was a poor girl who lived with her stepmother and her two stepsisters. They made her work hard cleaning the house. "Clean the floors. Then wash the windows!" One day, a prince decided to have a ball. He invited all the girls in the land. The two stepsisters were very excited. "Oh, a ball! What shall we wear?" They dressed up and went to the ball. Cinderella was sad. She couldn't go to the ball. She didn't have a nice dress. A fairy godmother appeared and asked Cinderella what was wrong. Then she said, "Make a wish. What do you want?" The fairy godmother granted Cinderella's wishes. She gave her a beautiful ball gown. She turned a pumpkin into a carriage and she turned the mice into footmen. The fairy godmother waved as Cinderella climbed into the carriage, "Have a marvelous evening." Cinderella went to the ball and had a wonderful time. She danced until midnight. The prince saw Cinderella and they fell in love. They lived happily ever after.



▶ 119

Track 32)

"Cinderella" by Charles Perrault
 Once upon a time, there was a poor girl. She lived with her stepmother and her two stepsisters. They made her work hard cleaning the house. "Clean the floors. Then wash the windows!" One day, a prince decided to have a ball. He invited all the girls in the land. The two stepsisters were very excited. "Oh, a ball! What shall we wear?" They dressed up and went to the ball. Cinderella was sad. She couldn't go to the ball. She didn't have a nice dress. A fairy godmother appeared and asked Cinderella what was wrong. Then she said, "Make a wish. What do you want?" The fairy godmother granted Cinderella's wishes. She gave her a beautiful ball gown. She turned a pumpkin into a carriage and she turned the mice into footmen. The fairy godmother waved as Cinderella climbed into the carriage, "Have a marvelous evening." Cinderella went to the ball and had a wonderful time. She danced until midnight. The prince saw Cinderella and they fell in love. They lived happily ever after.

Answers: 1 2 3 7 8 9

3 Take turns reading the short story to a classmate. Reproduce as many sounds as you can using activity 2 as a model.
 Refer children to the Picture Dictionary on page 126 of the Activity Book.

It is suggested inviting children to read the story first on their own to familiarize themselves with it, then think about where the effects will go. If necessary, you may guide them through the activity. For example, you could read and invite them to produce the relevant sound effects before reading in pairs. Walk around and monitor while pairs read. Make notes about the areas you think may require additional practice, you could support and develop these with extra activities.

Answers: Answers may vary.



You could make the story even more interesting by having a coloring session. Ask the children to illustrate the moments where they think there are sounds, if someone splashes into the water, or falls from somewhere, or screams. Let them associate the image with the sound and tell a story with more material.

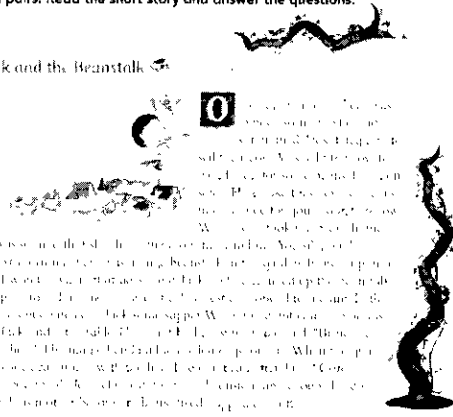


Reading is a very important aspect of a child's education. Invite them to make the reading a fun and enjoyable moment by using elements beyond the book. Sounds and pictures are very useful, but also making stories relatable to their own experiences and personalities could make reading more interesting to the children.

Lesson 2 Unit 10 Interpret the content of a short story

4 Work in pairs. Read the short story and answer the questions.

Jack and the Beanstalk



0 Jack was a poor boy who lived with his mother in a small cottage. One day Jack's mother told him to sell some of the cow for some money. Jack went to the market and sold the cow for some money. He took the money to his mother and she was very happy. She said, 'You are a good boy. You have done a good job. Now go and buy some food for us. We are very hungry.'

Jack went to the market and bought some food. He took the food home and his mother was very happy. She said, 'You are a good boy. You have done a good job. Now go and buy some more food for us. We are very hungry.'

Jack went to the market and bought some more food. He took the food home and his mother was very happy. She said, 'You are a good boy. You have done a good job. Now go and buy some more food for us. We are very hungry.'

Jack went to the market and bought some more food. He took the food home and his mother was very happy. She said, 'You are a good boy. You have done a good job. Now go and buy some more food for us. We are very hungry.'

1. What did Jack's mother tell him to do?
 2. What did Jack do?
 3. What did Jack buy?
 4. What did Jack's mother say?

5 Read the story to another pair using voices and sounds.

For your Best product - Step 2

6 Work in pairs.

1. Brainstorm ideas with your partner. Think of some ideas for your audio story.
 2. Decide which story you are going to do.
 3. For the chosen story, read the questions and try to answer them. Write down the answers.

Answer the question in your notebook.
 What did Jack do when the beanstalk appeared?

120

Guide them to discuss first what moments could be enhanced by adding sounds. You can suggest that they brainstorm the ways in which they could accompany the story with sounds and make a list of the sounds they will use. Once they have decided, invite them to read it to a nearby pair. You may monitor their work by walking around the classroom and listening to their storytelling. Help them when you deem it necessary.

You can make this a more dynamic activity by having different pairs of children stand in front of the class and perform parts of the story for their classmates. Then you could all discuss as a class what were the best sound effects and why. This could give them ideas about what to do with their own audio stories.

6 Work in pairs.

Invite children to get together with their classmate. Remind them that when planning and choosing their short story it is important to think about how they will find the sound effects. Walk around and guide them with balancing creativity and the practicalities of their audio recording. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Help children answer the question in their notebooks.

This stage of the lesson can be used to assist children to talk about what they have read and be able to recount it and give an opinion about their reading. It's also opportune to point out the difference between the literal meaning of the story (what happens) and the underlying theme or message.

4 Work in pairs. Read the short story and answer the questions.

Refer children to the Picture Dictionary on page 126 of the Activity Book.

To generate interest in the value of reading stories from other countries, you could start by asking children what stories they know from other countries. You could share stories you've read from other cultures and what you learned from them. If children aren't familiar with the story in the activity, encourage them to predict what they think happens using the image and title. You could also direct them to the Picture Dictionary to help them understand key vocabulary. Check answers by inviting volunteers to read the questions for another child to answer. You may want to use this opportunity to look at questions with the word *Who*. Point out we use *who* + verb without an auxiliary verb (do / does / did) because *who* is the subject and will link the answer to the question.

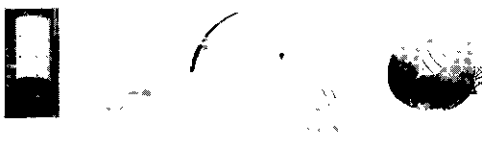
Answers: 1 Jack's mother 2 The beanstalk
 3 Jack 4 The Giant's wife

5 Read the story to another pair using voices and sounds.

You could invite the children to keep working with the classmate they have been working so far.

Lesson 3 Unit 10 Record an audio story

1 In pairs, look at the pictures and listen to the sound effects. What do you think the story is about?



2 Read and number the pictures in the correct order.

1. The door of a hut closing.
2. The waves of the sea.
3. A fishing rod pulling a fish.4. A fish flapping.
5. The splash of a fish being returned to the water.

Answers: 4 3 1 2

If you think it is a good idea, send the children to research more about the Grimm brothers. Ask them to look for the complete version of the "Fisherman and his Wife". Ask them to identify the elements in that version and choose sound effects. You could suggest that they work in groups and make a reading with sound effects of the complete version.

Sometimes the class mood may not be ideal to deal with a story. If your class is too calm and slow, you can boost the mood by reading out loud. Choose a child for each character, and another one for making sound effects. On the other hand, if the classroom is too excited and getting difficult to control, you should read out loud the story, and make questions to keep them focused.

To help children recognize verb tenses in the stories, it is recommended to play a *Memory* game. You may select verbs from the stories that appeared in the past tense in the stories in the unit. Write the past tense forms and present tense for each verb on small cards of the same size. Make one set of about 10-12 pairs. Divide the class into groups as you see fit and give each group a set of cards. Explain that they have to place each card facing down on the table. If children find the present and past tense forms of the same verb, they will say it out loud and make a sentence using each tense form. If the two cards don't match or the sentences are incorrect, children have to turn them face down again.

1 (33) In pairs, look at the pictures and listen to the sound effects. What do you think the story is about?

Divide the class into pairs. To help create a learning environment where children feel confident approaching a listening task, encourage them to discuss the pictures in pairs to predict what the story will be about. After you play the audio, have them discuss whether the sounds support their predictions or change it. Invite pairs to share their ideas with the class.

Track 33)

- (the door of a hut closing)
- (the waves of the sea)
- (a fishing rod pulling a fish)
- (a fish flapping)
- (the splash of a fish being returned to the water)

Answers: You may accept all answers related to the sea and a fisherman.

You could have the children narrate the story they imagined with the pictures and the sounds. Invite them to work in groups and make a story with the information they have. You may check their answers by asking someone to pass to the front and tell their story. Compare them.

2 Read and number the pictures in the correct order.
Refer children to the Picture Dictionary on page 126 of the Activity Book.

Draw children's attention to the authors and invite them to guess which country this story originates from. Ask them if they know any other stories by the Grimm Brothers and if so invite them to share them with the class. Make sure children understand the content of the pictures before reading. Remind them they can look in the Picture Dictionary for key words from the story. When they finish, invite them to share their thoughts on the message in the story.

Answers: 4 3 1 2

If you think it is a good idea, send the children to research more about the Grimm brothers. Ask them to look for the complete version of the "Fisherman and his Wife". Ask them to identify the elements in that version and choose sound effects. You could suggest that they work in groups and make a reading with sound effects of the complete version.

Sometimes the class mood may not be ideal to deal with a story. If your class is too calm and slow, you can boost the mood by reading out loud. Choose a child for each character, and another one for making sound effects. On the other hand, if the classroom is too excited and getting difficult to control, you should read out loud the story, and make questions to keep them focused.

To help children recognize verb tenses in the stories, it is recommended to play a *Memory* game. You may select verbs from the stories that appeared in the past tense in the stories in the unit. Write the past tense forms and present tense for each verb on small cards of the same size. Make one set of about 10-12 pairs. Divide the class into groups as you see fit and give each group a set of cards. Explain that they have to place each card facing down on the table. If children find the present and past tense forms of the same verb, they will say it out loud and make a sentence using each tense form. If the two cards don't match or the sentences are incorrect, children have to turn them face down again.

Lesson 3 Unit 10 Record an audio story

3 Work in pairs. Decide how to create the sound effects. Write the materials.

1. List the materials you need.
2. Write a list of sound effects you can make with the materials.
3. Write a list of sound effects you can make with the materials.
4. Make a plan for your audio story.
5. Write a script for your audio story.

4 Listen to "The Fisherman and His Wife" and complete the Character column in pairs. Compare your table to a classmate's and make any necessary corrections.

"The Fisherman and His Wife" Part 1 By Jacob and Wilhelm Grimm		
Character	Sound	Dialog
1		
2		
3		
4		
5		

The final product **Step 3**

5 Work in pairs.

1. Draw the materials you need to create the sound effects for your audio story.
2. Make a script for your audio story.
3. Take turns reading the script and making sound effects with your partner.
4. Make any necessary corrections.
5. Write a plan for your audio story.
6. Draw the materials you need to create the sound effects for your audio story.

122

Track 34)

Narrator: "The Fisherman and His Wife" by Jacob and Wilhelm Grimm

Once upon a time there was a fisherman. He and his wife lived together in a hut near the sea. Every day the fisherman went to work. One day he caught a large silver fish. Suddenly the fish said to him,

Fish: Please let me live. I am not an ordinary fish. I am a prince. I am under a spell. Let me swim away.

Fisherman: Well, OK. I will let you go,

Narrator: said the kind man. The fish disappeared and the man went home to his wife.

Wife: Husband, did you catch anything today?

Narrator: said the woman,

Fisherman: I caught a fish, but he told me that he was a prince under a spell, so I let him go.

Wife: Did you make a wish?

Narrator: said the woman.

Fisherman: No, I didn't. What do you want?

Narrator: said the man.

Wife: Oh, I want a house,

Narrator: she said. The fisherman went back to the sea.

The fish appeared and said,

Fish: What does your wife want?

Fisherman: She wants a house,

Narrator: said the fisherman.

Fish: Go home. She already has one,

Narrator: said the fish. The man went home, and his wife was standing in the door of a house. Two weeks later the woman said,

Wife: Husband, this house is too small. I want a palace. Go and ask the fish.

Narrator: The husband went back to the sea. The fish appeared and said,

Fish: What does your wife want now?

Fisherman: She wants a palace,

Narrator: said the fisherman.

Fish: Go home. Your wife is greedy. She is sitting in her hut again,

Narrator: said the fish prince.

Answers: 1 Fish prince 2 Fisherman 3 Narrator 4 Wife 5 Narrator

3 Work in pairs. Decide how to create the sound effects. Write the materials.

Divide the class into pairs and suggest that they list the materials and how they could use them to make the sound effects for their audio story. This will stimulate their imagination and help them be creative with their resources.

Answers: Answers may vary.

Print or photocopy the *Three Little Pigs* handout to practice reading with sound effects.

4 (34) Listen to "The Fisherman and His Wife" and complete the Character column in pairs. Compare your table to a classmate's and make any necessary corrections.

Divide the class into pairs. To help children identify the characters, you may find it useful to draw their attention to the words in speech marks and the narration. Ask children their opinion about the chart as a guide for recording an audio story. Ask them if they think it's more helpful than just reading the story as one continuous text. Point out this is a resource they could use for the final product to help them organize their recording.

5 Work in pairs.

You may review the use of speech marks with children and have a practice on the board before they begin their work on the product. Once they've written their narrative and checked it with their peers, you could give them the option of preparing a chart like the one in activity 4 to make the reading for the audio recording easier. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Lesson 4 Unit 10 Record an audio story.

1 Work as class. Brainstorm ideas about which devices you can use to record a story.

2 Work as a class. Choose a story from this unit to listen to again. Discuss and check (✓) the things you think are important to pay attention to while recording your audio story.

1. Magic sound	✓	6. Footsteps
2. Chord		7. Clapping
3. Ring		8. Drums
4. None		9. Whistle
5. Clapping		10. Clapping

3 Work in groups. Listen again to "The Fisherman and His Wife" and complete the Sound column of the second part of the script.

"The Fisherman and His Wife" Part 2
By Jacob and Wilhelm Grimm

Character	Sound	Dialog
Fisherman		...the fisherman said to his wife...
Wife		...the fisherman said to his wife...
Fisherman		...the fisherman said to his wife...
Wife		...the fisherman said to his wife...
Fisherman		...the fisherman said to his wife...
Wife		...the fisherman said to his wife...
Fisherman		...the fisherman said to his wife...
Wife		...the fisherman said to his wife...

4 Finish the rest of the script of "The Fisherman and His Wife" in your notebook. Read the script to another group. Ask them what they think you need to work on.

For your final product Step 4

5 Work in pairs.

1. Rehearse, taking turns about a story.
2. Record your production. Listen to each other and write down your next improve.
3. Rehearse again.
4. Record the final story.

Answer the question in your notebook.
Find a sound effect to use in your production.

123

3 (34) Work in groups. Listen again to "The Fisherman and His Wife" and complete the Sound column of the second part of the script. Divide the class into groups. You could write the sounds from lesson 3, activity 3 on the board for children to familiarize themselves with the vocabulary. After playing the audio once, suggest that they share their answers with a partner. Then play the audio again for them to complete their answers.

See track 34 on activity 4, page 143.

Answers: 1 Magic sound 2 Chord 3 Ring 4 none 5 Chord 6 Footsteps

4 Finish the rest of the script of "The Fisherman and His Wife" in your notebook. Read the script to another group. Ask them what they think you need to work on. To guide children with the practice of reading a script, remind them to use the checklist in activity 2. Suggest that they use it when listening to other groups and when providing friendly feedback. Remind them to always be respectful when giving their opinions to others.

Answers: Answers may vary.

1 Work as a class. Brainstorm ideas about which devices you can use to record a story. Ask children to work with a partner to discuss their suggestions and invite them to share their conclusion to the class. Some options could include a cellphone or a dictation machine. Depending on the available resources, you may prefer to assign time slots.

Answers: Answers may vary.

2 Work as a class. Choose a story from this unit to listen again. Discuss and check (✓) the things you think are important to pay attention to while recording your audio story. You could carry out a class vote to decide the story you will listen to. Make sure children understand the items in the list before listening.

Answers: 1 2 3 5 7 9

You could take the opportunity to work on one or two areas of speaking that could benefit the children. Draw their attention to the question forms and exclamations in direct speech in the narrative. To help the class with rhythm, remind them that in English, we stress content and function words but not prepositions, articles, and connectors.

5 Work in pairs. This is a valuable opportunity for children to listen to themselves speak in English so you could allow enough time for children to practice. You could choose one or two points from the list in activity 3 that children might feel the need to improve and focus on before the final recording. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Help children answer the question in their notebooks.

Invite children to share their ideas with the class. You could ask them if producing an audio story has made them pay attention to different elements of a story.

Remember to bring audio equipment for recording and playing (for example, a cell phone), and materials to make sound effects.

Follow-up Audio Story

For your final product: Step 5

PART 1 Socializing
1 Work in pairs.

- 1 Present the audio story you recorded to the author. Explain to your audience why you chose that story and how you liked it.
- 2 Have your audience tell you why they liked it.
- 3 Take notes on the similarities and differences between the two.

Aspects to Improve

PART 2 Now you can ...

- explain words and
- interpret the content of a short story.
- inspire and audiotape.

Group listening and discussion of the audio story and the author's response to it.

PART 3 Make it yours
Social Practice: Revision

- 1 What short story did you enjoy reading the most? Why?
- 2 How are stories important to express cultural identity?
- 3 Do you prefer to read or to listen to stories?

124

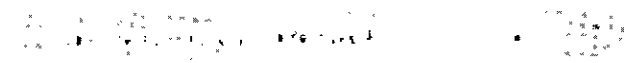
Part 3 Make it yours

You could divide the class into groups to discuss the questions but invite them to answer individually. For question 2, you could encourage the class to reflect on how these stories are similar to fairytales in their culture both, in the story plot and characters themselves, as in well as in the values.

Answers: Answers may vary.

Teaching Tip

Once they finish the unit, it is suggested having children go to the activities page at the end of their Reader chapter and answer them. For that, they might need to read the chapter again, so it is recommended to give them time. Once they read or remember what the text is about, have them check their answers. For that, you might ask children to work in pairs or as a class. Encourage them to participate and explain their answers, when necessary.



Part 1 Socializing

Work in pairs.

Ask the class to get together with their partners to present their audio story. Give them a few minutes to think about their introduction and reasons for choosing the story. After the presentations, to summarize the value that storytelling brings, invite children to reflect on the similarities and differences of the reasons they gave for choosing their stories. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Part 2 Now you can ...

Ask children to choose their favorite activity and then invite them to reflect on what they've learned throughout the unit and go back to the goals on page 115. You could suggest that they add the script and key words they learned to their writing portfolio.

Answers: Answers may vary.

Progress Tracker

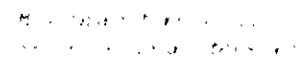
In this unit you learned ...

1 ... different stories. Which are they?



2 ... what you find in a short story. Write three elements.

3 ... the difference between main and secondary characters. What is it?



4 ... about sound effects. What are they? Write an example of how to produce one.

5 ... about scripts. What should you include?



Recreational and Literary 125

This Progress Tracker will give children the opportunity to reflect on what they have learned throughout the unit. By doing so, they will feel involved in their learning process, which will encourage them to take responsibility for their learning journey. Therefore, it is important that this purpose is clear for children before answering.

As children approach this section, it can be useful for them to flick through the pages of the unit and notice what they learned, which can go from structures in the new language, to skills, strategies, or some other knowledge. They can write it down in their notebooks or talk about it in pairs. Make sure they understand all the information on the page.

After they finish answering each question, you may carry out a class session in which you encourage children to realize how far they've come, which will keep them feeling positive for what is to come.

Student Self-Evaluation Chart

Name: _____

Grade: _____ Date: _____

A student self-evaluation chart is a self-assessment tool that evaluates the children's achievements accomplished in a certain module.

Instructions:

- 1 Determine the criteria to be evaluated.
- 2 Read the statements with the children and discuss with them the meaning of each one.
- 3 Ask them to check (✓) the Yes / No columns according to their personal learning experience.

Student Self-Evaluation Chart	Yes	No

How to Use the Class CD

Table of Contents

01 Walkthrough

- 01 Read me
- 02 Introduction
- 03 Tracklist
- 04 Table of Contents

02 Additional Resources

- 01 Flashcards

Chapter 1 “The Bremen Town Musicians”

- Flashcard 1
- Flashcard 2
- Flashcard 3
- Summary

Chapter 2 “Nursery Rhymes”

- Flashcard 1
- Flashcard 2
- Flashcard 3
- Summary

Chapter 3 “A Christmas Carol”

- Flashcard 1
- Flashcard 2
- Flashcard 3
- Summary

Chapter 4 “Think Before You Act”

- Flashcard 1
- Flashcard 2
- Flashcard 3
- Summary

Chapter 5 “A Real Dragon”

- Flashcard 1
- Flashcard 2
- Flashcard 3
- Summary

Chapter 6 “Notes and Messages”

- Flashcard 1
- Flashcard 2
- Flashcard 3
- Summary

Chapter 7 “Origami Rules!”

- Flashcard 1
- Flashcard 2
- Flashcard 3
- Summary

Chapter 8 “So You Want to Advertise?”

- Flashcard 1
- Flashcard 2
- Flashcard 3
- Summary

Chapter 9 “The Modern Orchestra”

- Flashcard 1
- Flashcard 2
- Flashcard 3
- Summary

Chapter 10 “Thumbelina”

- Flashcard 1
- Flashcard 2
- Flashcard 3
- Summary

02 Handouts

Handout 1

Classroom Language

Handout 2

Unit 1 Everyday Activities

Handout 3

Unit 2 Parts of a Song

Handout 4

Unit 3 Celebrations

Handout 5

Unit 4 The Lion and the Mouse

Handout 6

Unit 5 Life Cycle of a Butterfly

Handout 7

Unit 6 Notes and Messages

Handout 8

Unit 7 How to Make a Rain Stick

Handout 9

Unit 8 Advertisements

Handout 10

Unit 9 Musical Instruments

Handout 11

Unit 10 Three Little Pigs

03 Class Audio Tracks

Introduction

Welcome to *Go English! Class CD3*. This Class CD is part of the Teacher's Guide and is meant to be a great tool for your everyday classes. Besides including all the audios of the Activity Book and the Reader you will need during the school year, it contains additional resources to enrich your class. The additional resources are:

Flashcards

Handouts

Flashcards

Go English! 3 focuses on developing children's ability to read texts accurately and fluently. Simple activities such as frequent readings of favorite stories, poems, and rhymes can help raise children's awareness of the foreign language as they interact with the texts.

By the time they are in third grade, children may recognize a number of English words by sight. They also may still have trouble recognizing the unfamiliar words they find in books. Children in third and fourth grades begin to read faster, in meaningful phrases and with larger expressions.

It is suggested looking for opportunities to link children's experiences to the story or to the informative text, and to use the flashcards to develop background knowledge that children will need to comprehend the story.

Each time a new chapter in the Reader starts, it is useful to encourage them to figure out how the text is organized by using graphic elements and headings. Ask questions that involve them, such as *What would you do if you were in this situation? How do you think he / she felt?*

The first time the group reads an informative or a literary text, you can read it out loud, modeling fluent reading with proper inflection, pauses, and tone while children follow along in their Reader. You can additionally pause and add dramatic effects, and make predictions and inferences to connect events. The goal during this first stage of reading is to have children relate the illustrations to the text, and to have them point out specific parts of the text that provide answers to questions.

Additional readings should follow this first one, with children reading a section of the text out loud at the same time, either as a whole class in unison, together with you, or with a reading buddy. By reading in pairs or small groups, children have more reading time and have opportunities to discuss, negotiate, and relate the text to their own lives. When children read out loud, focus on reading with appropriate volume and clarity, how words and groups of words go together, and the use of punctuation to add expression.

In this Class CD, you will find four flashcards per chapter of the Reader containing three key scenes from three different pages and those same scenes together in one last flashcard, so you can project them or print them and ...

- 1) ... use them as prompts to talk about the story.
- 2) ... have children retell the story.
- 3) ... activate children's previous knowledge.
- 4) ... have children ask and answer questions about the text in the chapter and many other activities.

Handouts

Young children learn chunks of language, which combine grammar and vocabulary in a natural way, just as they learn their mother tongue. As they get older, they learn to notice and analyze language forms and functions. So, these handouts are created to meet the children's needs to memorize, practice, recycle, and extend their vocabulary and language chunks in meaningful contexts.

In this CD, you will find eleven handouts. This means that there is one handout per unit of the Activity Book and one extra handout with vocabulary and expressions you can use at the beginning of the year and throughout the year too.

These handouts will provide you with a wide variety of expressions, vocabulary, charts, and other resources that will allow you to expand the topic seen in the Activity Book. As with the Reader flashcards, you can print the handouts or project them. You will decide this based on the needs of your class or the activity you have planned. Nevertheless, you will find specific activities in the Teacher's Guide which will be highlighted by the use of a box called Media Resources.

How to Run It

To run the CD, follow these steps:

- 1) Insert the CD on the disc tray of your computer or on an external CD reader connected to it.
- 2) Go to My Computer and right-click on the CD/DVD RW drive (any letter from D:).
- 3) Right-click and hold on the *Go English! Class CD3* icon.
- 4) Select "Open" on the displayed Menu.
- 5) Right click on the folder you want to see ("Introduction" or "Additional Resources").

To access the Audio Tracks:

- 1) Open Windows Media Player or the media player you prefer on your computer.
- 2) Select the *Audio File* and double click on it to display the list of tracks.
- 3) Click on the track you want to listen.

Bibliography

for Children

Reference Books

Reference Books can be used at the end of each unit to consolidate or extend their knowledge. They are a wonderful support of information to give opportunities for extending topics as well as consolidating the language and social practices of the units.

Family and Community

Cant, Amanda, *A Picnic Surprise!* (London: Macmillan Children's Readers, 2012)

Matthies, Janna, *Two is Enough* (US: Running Press Kids, 2015)

Shipton, Paul, *Carnival Time* (UK: Macmillan Children's Readers, 2012)

Recreational and Literary

Ali Baba and the Forty Thieves, adapted for Dominoes Quick Starter (UK: Oxford University Press, 2017)

Mansour and the Donkey, (UK: Oxford University Press, 2014)

Wilde, Oscar, *The Selfish Giant*, adapted for Dominoes Quick Starter (UK: Oxford University Press, 2017)

Academic and Educational

Adelson-Goldstein, Jayme and Shapiro, Norma, *Oxford Picture Dictionary* (UK: Oxford University Press, 2017)

Barracough, Carolyn, *Macmillan Children's Dictionary* (London: Macmillan Education, 2016)

Meyer, Janet A., *Brain Quest Workbook* (New York: Workman Publishing, 2008)

Online References

The websites suggested provide further opportunities for exposure to literature in a format that is friendly for children.

Family and Community

<http://pbskids.org/> A site with many activities like games and videos about different topics for children.

<http://www.scholastic.com/parents/play/games/> A site with plentiful of games and activities for children from 3 to 7 years old.

Recreational and Literary

<http://www.storylineonline.net/> A site with all kind of stories for children of all ages.

Academic and Educational

<https://kids.nationalgeographic.com/> A site with interesting facts for children about animals, science, books, and many other facts.

<https://www.animalplanet.com/> A site with amazing information about all kinds of animals.

<https://www.funbrain.com/grade/3> Videos about different subjects, games, stories, and more for children from 3 to 7 years old.

for Teachers

Reference Books

Reference Books can be used to complement each unit to consolidate or extend on children's knowledge. They are a wonderful support of information to give opportunities for extending topics as well as consolidating the language and social practices of the units.

Family and Community

Gonzalez-Mena, Janet, *Child, Family, and Community: Family-Centered Early Care and Education* (US: Pearson, 2017)

Plevin, Rob, *The Fun Teacher's Tool Kit* (UK: Needs Focused Teaching, 2017)

Recreational and Literary

Read, Carol, *500 Activities for the Primary Classroom* (UK: Macmillan, 2007)

Richardson, Jan, *The Guided Reading Teacher's Companion* (US: Scholastic, 2016)

Academic and Educational

Brown, Steven and Larson-Hall, Jenifer, *Second Language Acquisition Myths* (US: The University of Michigan Press, 2012)

Puchta, Herbert and Williams, Marion, *Teaching Young Learners to Think: ELT Activities for Young Learners Aged 6-12* (UK: Cambridge University Press, 2012)

Online References

The suggested websites provide a complement for each unit. They are wonderful online sources of information to give opportunities for extending topics as well as consolidating the language and social practices of the units.

Family and Community

<https://youth.gov/youth-topics/family-and-community-engagement> A site that invites parents to participate in the development of their children.

<https://www.uow.edu.au/~sharonb/children.html> An article about how to protect children from marketing.

Recreational and Literary

<http://www.macmillanenglish.com/last-minute-activities/> Many different types of activities for the teacher.

<https://www.eslcafe.com> A site with unlimited aids for teachers of all grades.

<http://pinkmonkey.com/index2.asp> A site with free book summaries and study guides.

Academic and Educational

<https://www.macmillanyounglearners.com/resources> A site with free resources to download like flashcards, posters, worksheets, planners, etc.

<http://www.onestopenglish.com/> All kinds of news for teachers: exams, grammar, skills, CLIL, methodology, etc.

Reader's Book Audio Script

Track 35), Unit 4, Chapter 4, Activity 1

Henny-Penny, Roosty-Rusty, and Ducky-Lucky ran along the road. Goosey-Lucy was outside her house. "What happened?" she asked her three friends. "The sky's falling down," they said.

The sky never fell down. What a pity, Henny-Penny, Roosty-Rusty, Ducky-Lucky, Goosey-Lucy, and Turkey-Lurkey didn't think. Always think before you act!

Once upon a time, there was a hen. Her name was Henny-Penny. One day, she was in the woods. Suddenly, an apple fell off a tree and hit Henny-Penny on the head.

Track 36), Unit 6, Chapter 6, Activity 1

Danny, Please don't forget to make your bed.
And can you feed the cat, please?
See you in the afternoon.
Love you,
Mom

We're having a picnic at school next Friday. Can you send sandwiches and potato chips with your child?
Everyone is sharing. Other people are bringing fruit and drinks.

Tom is having a party on Saturday at 11 am.
Please come!
34 Park Drive, Eastcote

We're having competitions. Can you bring a ball and a yo-yo?
We also need spinners.

Of course I can come to your party.
I can bring a ball and a yo-yo. I'm sorry I can't bring a spinner. I don't have one!

Track 37), Unit 10, Chapter 10, Activity 1

"Thumbelina" by Hans Christian Andersen

Once upon a time, there was a woman who had no children. She dreamed of having a little girl, but many years passed and still she had no children. At last she went to an old woman who gave her a magic seed. She planted the seed and the next day it grew into a beautiful flower.

The flower opened and inside sat a tiny girl, no bigger than a thumb. The woman called her Thumbelina.

One winter's day, Thumbelina saw a swallow that could not fly. She felt sorry for the bird, and remembered how much she enjoyed listening to bird songs in the summer. She wanted to help the swallow. She gave him a blanket for the cold. And every day she went to see him and gave him food and water.

Thumbelina hugged the swallow and they flew into the air. They flew over plains and hills until they reached a country full of flowers and wonderful fruits. The swallow put Thumbelina down on a flower. She saw a tiny man: the Prince of the Flower Fairies. He was young, handsome, and very kind.

Tracklist

Track	Contents	Component
> Unit 1		
1	Copyright	
2	Lesson 1, Activity 2	Activity Book
3	Lesson 2, Activities 2 and 3	Activity Book
4	Lesson 3, Activity 2	Activity Book
5	Lesson 3, Activity 3	Activity Book
> Unit 2		
6	Lesson 1, Activities 2, 4 and 5	Activity Book
7	Lesson 2, Activity 2	Activity Book
8	Lesson 2, Activity 3	Activity Book
9	Lesson 3, Activity 2	Activity Book
10	Lesson 5, Activity 2	Activity Book
> Unit 3		
11	Lesson 1, Activities 2 and 3	Activity Book
12	Lesson 2, Activity 2	Activity Book
13	Lesson 2, Activity 6	Activity Book
14	Lesson 5, Activity 2	Activity Book
15	Lesson 5, Activity 3	Activity Book
> Unit 4		
16	Lesson 1, Activity 5	Activity Book
17	Lesson 3, Activities 1 and 2	Activity Book
18	Lesson 5, Activity 3	Activity Book
> Unit 5		
19	Lesson 1, Activity 2	Activity Book
20	Lesson 3, Activity 2	Activity Book
21	Lesson 5, Activity 3	Activity Book

Track	Contents	Component
> Unit 6		
22	Lesson 1, Activity 2	Activity Book
23	Lesson 3, Activity 2	Activity Book
> Unit 7		
24	Lesson 4, Activity 4	Activity Book
25	Lesson 4, Activity 5	Activity Book
> Unit 8		
26	Lesson 1, Activity 4	Activity Book
27	Lesson 5, Activity 2	Activity Book
> Unit 9		
28	Lesson 1, Activity 1	Activity Book
29	Lesson 2, Activity 2	Activity Book
30	Lesson 3, Activity 1	Activity Book
> Unit 10		
31	Lesson 1, Activity 5	Activity Book
32	Lesson 2, Activity 2	Activity Book
33	Lesson 3, Activity 1	Activity Book
34	Lesson 3, Activity 4 and Lesson 4, Activity 3	Activity Book
> Reader Tracks		
35	Chapter 4, Activity 1	Reader
36	Chapter 6, Activity 1	Reader
37	Chapter 10, Activity 1	Reader

Distribución gratuita • Prohibida su venta

GO

English!

Teacher's Guide

3



SEP
SECRETARÍA DE
EDUCACIÓN PÚBLICA



PRONI
PROGRAMA NACIONAL
DE INGLÉS

ISBN 978-607-473-699-1



9 786074 736991