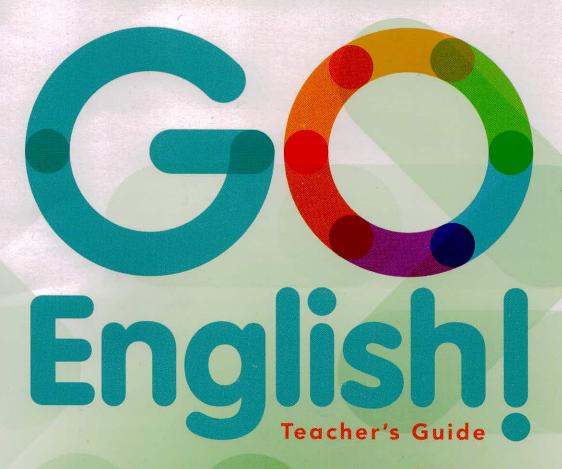
Diana Jones • Lorena Peimbert





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 realizado por el gobierno federal y los gobiernos estatales, para garantizar que los(as) alumnos(as) que cursan la asignatura de Lengua Extranjera. Inglés puedan acercarse al conocimiento y dominio de una lengua diferente a la materna y, con sus orientaciones, alcanzar una educación de excelencia.

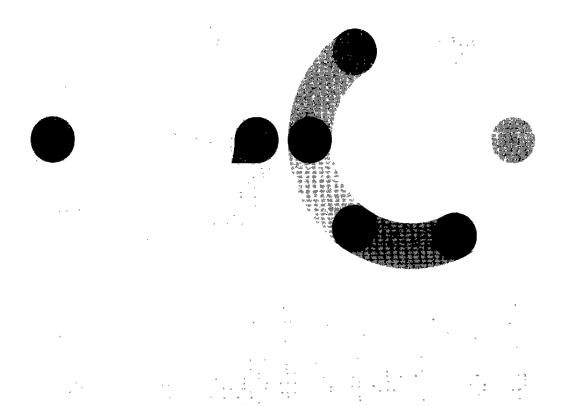
Los materiales educativos que conforman el paquete didáctico le ayudarán a que los(as) estudiantes de esta asignatura logren familiarizarse, conocer, comprender y comunicarse en Inglés como lengua extranjera.

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

Le deseamos éxito.

Distribución gratuita. Prohibida su venta.

# Diana Jones • Lorena Peimbert



# Teacher's Guide





# Macmillan Education

#### Compañías y representantes en todo el mundo

Go English! Teacher's Guide 4

Texto, diseño e ilustración D.R. © Macmillan Publishers, S.A. de C.V. 2019

Texto Diana Jones y Lorena Peimbert Macmillan es una marca registrada.

Primera edición 2019 Primera reimpresión 2020

Directora Editorial: Claudia Arancio

Gerente de Creación de Contenidos: Adriana Alcalá

Commissioning Editor: Antonieta Guzmán Coordinador de Diseño: Berenice Gómez Development Editor: Yadira Macias

Concepto y diseño de portada e interiores: Colofón Diseño y

Comunicación S. C. / Roberto Martínez

Formación: Carina Haro

Páginas reducidas del nivel 4:

Texto Activity Book: D.R. @ Angela Llanas, Libby Williams y

Annette Flavel 2019

Ilustraciones Activity Book: Sheila Cabeza de Vaca, Iván Cortés, ©Depositphotos, Isabel Gómez, Enrique Gil, Salvador Heras, Jaquez, David Nieto, Shutterstock.com, Tikiliki Ilustración Fotografías Activity Book: Victor Walther pp 19, 67; Akimov konstantin / Shutterstock.com p 48; Andres Virviescas / Shutterstock.com p 48; Anton Ivanov / Shutterstock.com p 11; Artzzz / @Depositphotos pp 24, 48; bodrumsurf / Shutterstock.com p 43; cookelma / @Depositphotos pp 20; Fernando Garcia Esteban / Shutterstock.com p 68; John Grummitt / Shutterstock.com p47; Juriah Mosin / Shutterstock.com p 78; nitinut380 / Shutterstock.com p 48; PabloDamonte / @Depositphotos p 66; Roman Yanushevsky / Shutterstock.com p 20; smileyunita / Shutterstock.com p 96; tatevama / Shutterstock.com p 20; vkorost / @Depositphotos p 18; ©Depositphotos pp 10, 11 (2), 14, 18, 20, 22 (2), 30 (3), 32 (2), 37, 42 (3), 44, 54, 71, 82 (2), 102 (2), 104 (4), 116; Latin Stock México pp 31, 91; Photostock pp 34, 39; Shutterstock.com pp 7, 11 (4), 12 (2), 13, 14 (5), 15, 18 (4), 19, 20 (3), 22 (4), 27, 30 (4), 32, 34 (2), 36, 37 (2), 42 (3), 44 (4), 45, 47, 48 (3), 49, 51, 54 (5), 55 (2), 58 (4), 62 (4), 66 (5), 67, 70 (5), 71 (5), 73, 78 (6), 79, 80, 82 (2), 85 (2), 86, 90 (6), 94, 98, 102 (4), 103, 104 (8), 106 (3), 107 (3), 109 (4), 114 (7), 111, 115, 116, 117, 122, 126 (6)

ISBN: 978-607-473-705-9

Macmillan Publishers, S.A. de C.V. Insurgentes Sur 1457, Piso 25 y 26, Insurgentes Mixcoac, Alcaldía Benito Juárez, C.P. 03920, Ciudad de México, México. Tel: (55) 5482 2200
Toll free: (800) 614 7650

Toll free: (800) 614 7650 mx.elt@macmillaneducation.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.

Impreso en México

Esta obra se terminó de imprimir en septiembre de 2020 en los talleres de Litográfica Ingramex, S.A. de C.V. Centeno 162-1, Granjas Esmeralda, Alcaldía Iztapalapa, C.P. 09810, Ciudad de México, México.

2024 2023 2022 2021 2020 11 10 9 8 7 6 5 4 3 2

# 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
<b>&gt;</b> Unit <b>1</b>	18
<b>-</b> Unit <b>2</b>	31
<b>▶</b> Unit <b>3</b>	44
*Unit <b>4</b>	57
▶ Unit <b>5</b>	70
● Unit 6	83
▶ Unit <b>7</b>	96
<b>*</b> Unit <b>8</b>	109
Unit 9	122
→ Unit <b>10</b>	135
How to Use the Class CD	148
Bibliography	150
Reader's Book Audio Script	151
Tracklist	152

# Scope and Sequence



報告を表現を を を を を を を を を を を を を を			Communicative Activity of 111144
1	Family and Community	Interpret and use expressions to ask for and offer help.	Exchanges associated to the environment
2	Academic and Educational	Ask and answer questions to obtain information about a topic.	Research and selection of information
3	Family and Community	Exchange worries in a dialog.	Exchanges associated to specific purposes
4		Describe everyday activities so others can guess what they are.	Recreational expression
5		Comment on and compare classified advertisements.	Exchanges associated with the media



Achievement	Pridug		
<ul> <li>Explore dialogs with expressions for asking for and offering help.</li> <li>Examine different ways for asking for and offering help.</li> <li>Exchange expressions used to ask for and offer help.</li> </ul>	Mailbox to Ask for and Offer Help	<ul> <li>Greetings and farewells</li> <li>Expressions to ask for and offer help</li> <li>Simple present</li> <li>Questions in simple present</li> </ul>	Hello, Please, polite, impolite, Hi, Goodbye, Excuse me, Thank you, You're welcome, See you later, May I help you? Do you want me to help you? Could you help me?
<ul> <li>Define aspects of a topic of interest.</li> <li>Write questions to obtain information.</li> <li>Choose information to answer questions on a topic.</li> </ul>	Questionnaire to Obtain Information	<ul> <li>Wh- questions</li> <li>Types of questions</li> <li>Intonation to formulate a question orally</li> <li>Look for information</li> <li>Questions in simple</li> </ul>	endemic species, cockroaches, habitat, feather, predators, ride, wildcat, bus stop, bike, drive, environmentally friendly, cheap, science magazine, table of contents, research, sources of information
<ul> <li>Explore dialogs that express worries.</li> <li>Examine ways of expressing worries in dialogs.</li> <li>Express and respond to worries in short dialogs.</li> </ul>	Worry Box	<ul> <li>Expressions to describe feelings and worries</li> <li>Nonverbal communication</li> <li>Simple past</li> </ul>	being worried, being anxious, sympathy, friendship, What's going on? What's the matter? You'll be fine! Are you OK? Don't worry!
<ul> <li>Explore and listen to descriptions.</li> <li>Interpret descriptions.</li> <li>Write descriptions.</li> <li>Play a guessing activities game.</li> </ul>	Guessing Game	<ul> <li>Adjectives</li> <li>Simple present</li> <li>Wh- questions</li> <li>Expressions to ask for clarification</li> </ul>	soap, match, socks, swimmer, outside, take a shower, get dressed, look around, Could you repeat? Sorry? I don't understand
<ul> <li>Explore classified advertisements for products for children.</li> <li>Understand classified advertisements.</li> <li>Write information.</li> </ul>	Classified Ad	<ul> <li>Order of words when describing objects</li> <li>Describing words (adjectives)</li> <li>Punctuation</li> <li>Summarize information</li> </ul>	desk, second hand, newspaper, items, size, knee pads, for sale, owner, headlights, old-fashioned, semi-new, denim, remote control, How much is it?

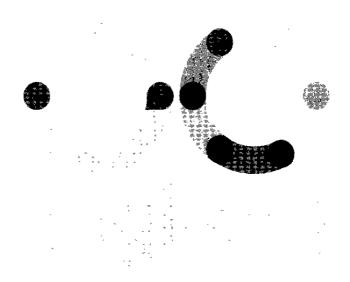
	A. S. W.

Unit	Environment	Social Practice of the Language	Communicative Activity
6	Recreational and Literary	Tell a story based on pictures.	Literary expression
7	Academic and Educational	Give and follow healthcare instructions.	Interpretation and follow-up of instructions
8	Recreational and Literary	Read legends from different cultures to compare similarities and differences.	Understanding oneself and others
9	Academic and Educational	Interpret and compare information based on a picture.	Handling information
10	Family and Community	Share and compare personal experiences.	Exchanges associated with information about oneself and of others



Achievement	Product	Language	Vocabulary
<ul> <li>Explore and listen to stories based on a photograph.</li> <li>Write stories based on photographs.</li> <li>Tell stories based on pictures.</li> </ul>	Narration of a Story from a Photograph	<ul> <li>Simple past</li> <li>Simple present</li> <li>Exclamation marks</li> <li>Intonation of words</li> <li>Sequence words</li> </ul>	angry, dream, suddenly, figure-skater, picture, achieve, ice rink, fight for, safety net, trampoline, before, during, after, this is fun!
<ul> <li>Explore instructions for caring for your health.</li> <li>Interpret instructions.</li> <li>Write instructions with the help of pictures.</li> </ul>	Poster About Healthy Habits	<ul> <li>Imperative clauses</li> <li>Negative imperative</li> <li>Logical sequence for writing</li> <li>Punctuation</li> </ul>	care for, stay healthy, feel sick, nosebleed, breath, rinse, turn off, get frustrated, run around, take care, rub, soap, trash can
<ul> <li>Explore children's legends.</li> <li>Participate in the reading of legends.</li> <li>Compare the elements of written legends.</li> </ul>	Illustrated Diary Entry	<ul> <li>Expressions in simple present and past</li> <li>Conjunctions</li> <li>Adjectives</li> <li>Punctuation</li> </ul>	legend, sheriff, roam, silver arrow, archery, prize, main character, god, sadness, crossbow, brave, tyrant, mayor, town square, punishment, strategy, heartbroken
<ul> <li>Explore infographics about ingredients in Mexican gastronomy.</li> <li>Interpret written information in infographics.</li> <li>Write information for an infographic.</li> </ul>	Infographic About Mexican Gastronomy	<ul><li>Capitalization</li><li>Prepositions</li><li>Articles</li><li>Simple present</li></ul>	gastronomy, creamy, plague, crop, caption, snapper, capers, dough, wrap, steam, sauce, crunchy, melt, topping, side dish
<ul> <li>Explore letters about personal experiences.</li> <li>Interpret personal experiences in letters.</li> <li>Write and reply to letters about personal experiences.</li> </ul>	A Letter About Personal Experiences	<ul> <li>Simple past</li> <li>Past continuous</li> <li>Punctuation</li> <li>Connectors</li> <li>Salutation and farewells in a letter</li> </ul>	letter, wash away, fail, run away, stamp, Elementary School, bake, depressed, excited, coach, downtown, nearby, link





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! 4 is about recognizing and using everyday expressions in basic and personal exchanges to meet common 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 themselves and others, ask for and give basic personal information (home, belongings, tastes, expectations) as well as understand and articulate basic questions and answers related to offering and asking for help and to specific topics. This child will communicate every time the interlocutor speaks slowly and clearly. He or she will establish concrete relationships with the language and the culture through games and some ludic and literary activities of his and her interest.

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! 4, children are expected to:

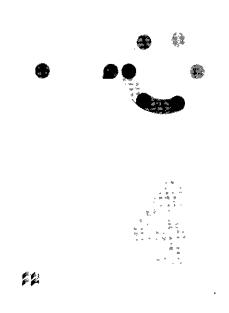
- 1 Identify shared and different aspects between themselves and other people and cultures, obtained in intercultural experiences.
- **2** Participate in decision-making aimed at improving the cooperation for learning a foreign language.
- 3 Use information from previous experiences of foreign language 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.





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:

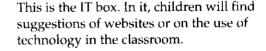


Open your Reader to Chapter 7 "What Happened?" pages 88 to 98 to get more ideas about health problems and how to solve them. This is the Reader box. It suggests that children use their Reader so they learn more about the topic they are working on. It includes clear references to the chapters and pages.

**> Go English!** It is very important to treat people with respect and kindness. No matter how different we are, we all deserve to be treated with respect.

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.

Offer help! Research ways in which you could help in your community, for example, go to http://www.createthegood.org/campaign/communitygetinspired





# Answer the question in your notebook.

Which expressions to ask for and offer help do you know?

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.





# Unit 1. Authors have been all the state of the state of



#### 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).

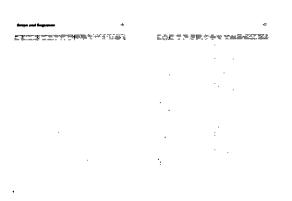
**Extra Activities:** It also includes activities at the end of the chapter that you can have children carry out whenever you deem convenient, or when it is suggested in this Guide: at the end of every unit.

#### 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.

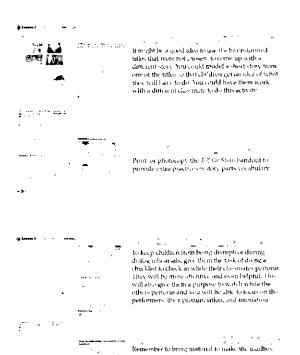


Scope and Sequence: This section will allow you to see what you will be teaching in the year. It includes basic but crucial information that will allow you to have a general view of the contents you will cover.



**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:



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.

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

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

**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.

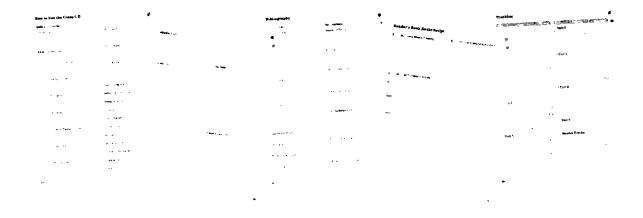
At the end of the Guide, you will find the following extra material:

**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! 4.* 

**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! 4 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! 4 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.

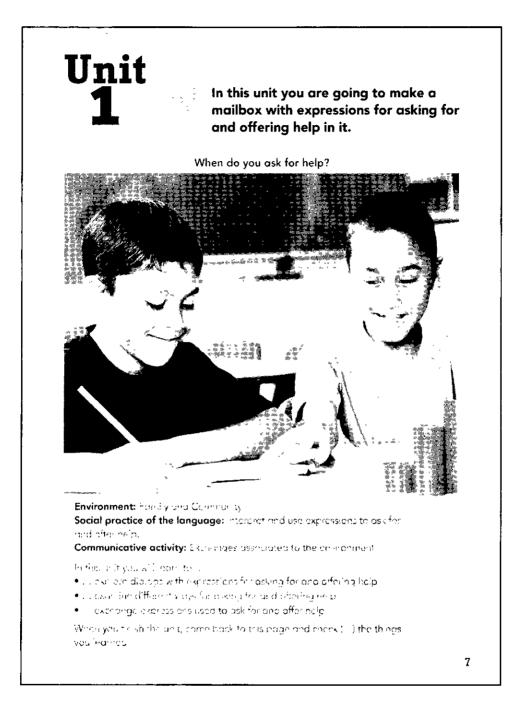
# Unit 1 Activity Book pages 7 to 18

# Social learning environment: Family and Community

Communicative activity: Exchanges associated to the environment Social practice of the language: Interpret and use expressions to ask for and offer help. Final product: Mailbox to ask for and offer help

Place.	A ger	Achievement	Teaching Coudelines
1 to 2	20 to 21	Explore dialogs with expressions for asking for and offering help.	Offer students a variety of activities for them to explore and interact with diverse materials, so they will be able to:  • compare situations in which help is offered and asked for, from contextual clues (background noises, number of participants, etc.);  • establish the relationship between the participants (family members, friends, strangers, etc.);  • contrast elements in the structure of dialogs (greetings in openings, farewell in closings, etc.);  • differentiate the effects of tone, speed, and volume between the person receiving and offering help;  • generate ideas about the function of silences.
3 to 4	22 to 24	Examine different ways for asking for and offering help.	<ul> <li>Supervise and offer help to students, so they will be able to:</li> <li>detect known words and expressions as hints to segment the speech circuit;</li> <li>paraphrase the reason for the requests for help;</li> <li>compare the composition of questions and answers in exchanges to ask for or offer help;</li> <li>review ways to accept or reject help;</li> <li>classify expressions to offer or ask for help, based on courtesy and demonstrated empathy;</li> <li>compare ways to demonstrate attention, support, and gratitude in different cultures.</li> </ul>
5 to 6	25 to 27	Exchange expressions used to ask for and offer help.	<ul> <li>Help students to anticipate when the challenge of speaking becomes more complex, so they will be able to:</li> <li>select situations to suggest exchanges of expressions to ask for or offer help;</li> <li>plan what is going to be said and clarify doubts about words and expressions;</li> <li>offer or ask for help and use appropriate gestures, body language, and expressions to support the meaning;</li> <li>explore solutions to communication problems (distance between speakers, lack of comprehension between speakers, rejection of the request or offer of help, etc.);</li> <li>adjust the pronunciation of specific sounds in words to improve comprehension.</li> <li>Reflect on earned achievements.</li> </ul>

# **Unit Opener**



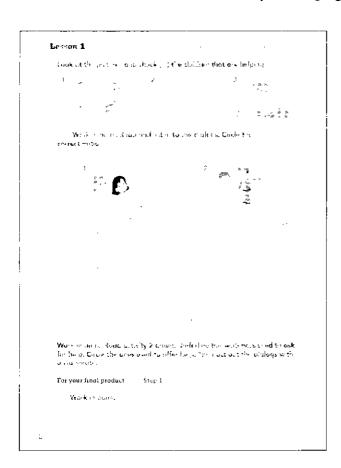
This is the first lesson of the school year, use it as an opportunity to introduce yourself and set the class rules in order to create a welcoming and supportive environment. It is important to have children become familiar with the book they will be working with.

You could use the Meet Your Book activity on pages 4 – 6 to help children explore their textbook. This will help children to 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 question and the photograph with the children and encourage them to brainstorm examples of situations when they ask for help. It is a good opportunity to talk about the environment, the social practice, the communicative activity, and what they will learn.

It is important for children to know how a mailbox works, and then you may have them share ideas about how they will use the mailbox to ask for and offer help. Encourage them to share how their mailbox works.



# 1 Look at the pictures and check (1) the children that are helping.

Give children time to look at the pictures. While checking answers, you may stop to elicit descriptions of what they can see in the illustrations. Encourage them to use English.

#### Answers: 1, 2

# **? ₹**2. Work in pairs. Read and listen to the dialogs. Circle the correct option.

Refer children to the Picture Dictionary on page 18 of the Activity Book.

It is helpful to go over the illustrations with the children so that they become familiar with the two situations. It is very helpful to play the initial sounds in the audio and to allow children to reflect on how the acoustic elements help the listener identify the situation.

You may play the audio several times. It is also helpful for children to focus on the difference between the intonation in questions and statements.

Let children work in pairs and, when they are ready, suggest they check their answers with another pair.



#### Dialog 1

Alma: Whoops

Berta: H.: Can Lihelp you carry your nocks?

Alma: Oh, yes, please. That would

be oreat! Berta: No problem!

#### Dialog 2

Lalo: Excuse me? Could you tell me where the park is, please? Policeman: .. Yes, I know. It's about two blocks down there.

Lalo: Thank you

Policeman: You're welcome

#### Answers: 1 c 2 b

#### Work in pairs. Read activity 2 again. Underline the sentences used to ask for help. Circle the ones used to offer help. Then act out the dialogs with a classmate.

You may want to give the children time to read the dialogs in activity 2 after having paired them to find the appropriate sentences. When they are ready, invite a volunteer to write the sentences on the board.

Invite them to act out the dialogs in pairs. Encourage them to use the appropriate intonation.

Answers: Ask for help: Could you tell me where the park is, please? Offer help: Can I help you carry your books?

Invite children to reflect on additional situations where people ask for and offer help. Use this opportunity to ask for more examples from volunteers.

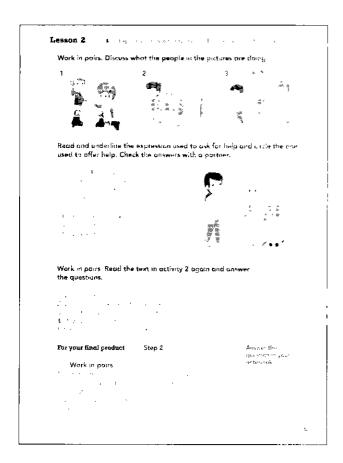
# The state of the s

You may help children by practicing with them a series of questions to help them notice if the questions have a rising or falling intonation.

#### Work in pairs.

You could remind children that they are going to make a mailbox with expressions to ask for and offer help. Explain that the first step is for them to work in pairs and make a list of different situations. Remind them that they should both contribute ideas and write them down. Give them time to do this activity. When they are done, suggest joining with other pairs in order to share 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.



# Work in pairs. Discuss what the people in the pictures are doing.

It would be a good idea to elicit descriptions of what children can see in the illustrations. Encourage children to use English.

You may use this activity as an opportunity for them to consider additional ways of helping others in their community. Invite them to share their ideas as a class. It is very important to accept all their ideas, even if they are in their native language, since this helps them build up their confidence.

Answers: I The girl is helping the boy to stand 2 The boy is helping the old lady to cross the street. 3 The family is cleaning the house.

# Read and underline the expression used to ask for help and circle the one used to offer help. Check the answers with a partner.

You may remind children of the two expressions used to ask for and offer help in lesson 1. After they have identified the two expressions, encourage them to compare them with a classmate.

Answers: Underlined: Would you help me get this down? Circled: May I help you?

# 2 Work in pairs. Read the text in activity 2 again and answer the questions.

Refer children to the Picture Dictionary on page 18 of the Activity Book.

Remind children that it is important to have a sequence in any dialog. You may elicit how we generally begin and end dialogs. Encourage them to compare what the two participants say. Give them time to complete the activity. While checking the answers, go back to examine the dialog so they recognize the expressions used at the beginning and the end. Check answers as a class.

Answers: 1 Julia 2 She needs help getting something from a high shelf. 3 They start with a greeting (Hi, Hello). 4 They both say goodbye. 5 please, no problem, thank you very much, you're welcome

#### 🐇 😅 Work in pairs.

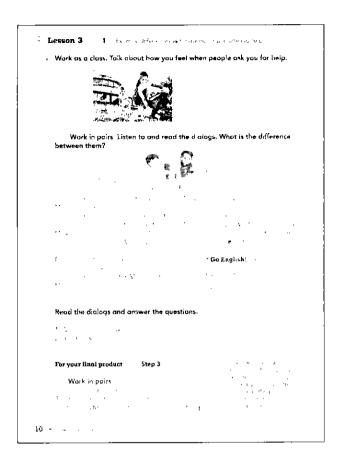
Suggest that children work in pairs and select one of the situations they wrote down in step 1. Encourage them to think of additional expressions they can include in a dialog for the situation. Allow time for them to develop their dialog. Suggest they get together with another pair in order to share and receive 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.

It is a good opportunity for children to reflect independently on the question and write their answer in their notebooks. Make sure they understand what they have to do. You may elicit the elements from different volunteers.





1 Work as a class. Talk about how you feel when people ask you for help.

Encourage some children to talk about their feelings when people ask them for help.

Answers: Answers may vary.

**2 4** 3). Work in pairs. Listen to and read the dialogs. What is the difference between them? You could ask children to listen to the dialogs and focus on the tone of voice. Encourage them to identify specific phrases. After they listen, encourage children to discuss the differences.

# Track 3

#### Dialog 2 Dialog 1 Oliver: Goog marning, Miss Lápez. Miss López: Hello, Oliver. Oliver: Could you help me? I don't project. understand the project. Miss López: Yes, of course, Oliver! Oliver: Thank you. When can I see I have to go home. Bye. Miss López: ... I think I have time after class.

Miss López: Hello, Oliver. Oliver: I don't understand the Miss López: Do you want me to Oliver: No thanks. I don't have time. Answers: Answers may vary.

**Go English!** You could ask children the meaning of the word respect and elicit ideas from them. Make sure all children collaborate with each other and show respect.

3 Read the dialogs and answer the questions. Give children a few minutes to read the dialogs and answer the questions. Encourage children to underline the expressions used to ask for help and to offer help so it will be easier for them to distinguish the differences between each dialog.

Answers: 1 dialog l 2 dialog 2 3 In dialog 2, although Miss Lopez offers to help, Oliver does not accept the offer and leaves.

The strong of the first

You may want to practice the dialog using different intonations to reflect different feelings, for example, doubtful, frustrated, sad, etc. You could ask them to perform the dialogs in front of the group.

# 4 Work in pairs.

Mention that by adding polite expressions and the appropriate intonation to their dialog, they can be more prepared in the event that they have to ask for help. Suggest that by being prepared, they will have more confidence when they ask for help. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

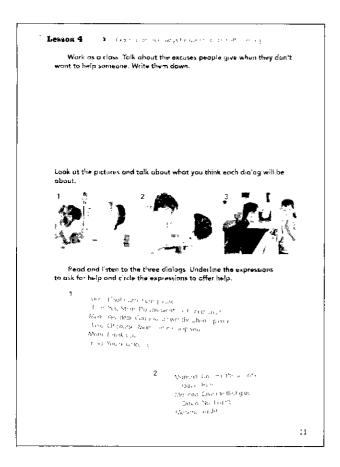
You could discuss why it is important to help in their communities and elicit some ways they can help. Encourage children to research some suggestions on the website that is listed.

Answers: Answers may vary.



Oliver: See you later, Miss López Miss López: Bye, Oliver.

#### Lesson 4 Unit 1 **Activity Book page 11**



# 1 Work as a class. Talk about the excuses people give when they don't want to help someone. Write them down.

Suggest that children take into consideration that sometimes we can't or don't want to help, and we give an excuse. You could elicit examples from volunteers and write their ideas clearly on the board so children can copy them. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

#### Answers: Answers may vary.

# 2 Look at the pictures and talk about what you think each dialog will be about.

Invite children to look at the pictures on page 11 carefully and then talk about what is happening in them. Suggest that they do this in small groups. Explain that each group member needs to participate to be able to practice their English.

#### Answers: Answers may vary.

# **3** ◀ 4) Read and listen to the three dialogs. Underline the expressions to ask for help and circle the expressions to offer help.

Refer children to the Picture Dictionary on page 18 of the Activity Book.

This activity provides an opportunity for children to develop their listening skills. You could play the audio several times, so they know what each dialog is about. It will also be an opportunity for them to acquire the language. Explain that listening to the dialogs will help them know what to say in different situations when asking for and offering help. Allow them time to read the sentences in each dialog before you play each audio again.

You may remind children that by using polite expressions, we are showing respect for other people. You could ask children to listen once more for the different intonation when people are polite and when they are not.

<b>◀</b> Track <b>4</b> ).				
Dialog 1	Dialog 2	Dialog 3		
Mom: Elisal Come here, please Elisa: Yes, Mom. Do you want me to he'p you? Mom: Yes, dear. Can you answer the phone, please? Elisa: Of course, Mom. Let me he p you. Mom: Thank you. Elisa: You're welcome.	Mariana: Give me the scissors.  David: Here.  Mariana: Give me that glue.  David: No, I can't.  Mariana: Argh!	Daniel: Can you help me with this bag? Perla: "im sorry, i can't It looks very heavy and my back hurts Daniel: Oh, ok. I'm sorry your back hurts Thank you anyway. Perla: But I can help you open the door. Daniel: Sure! Thank you so much!		
		Perla: You're welcome.		

Answers: Underlined: Can you answer the phone, please?, Give me the scissors, Give me that glue, Can you help me with this bag? Circled: Do you want me to help you?, Let me help you, here, I can help you open the door

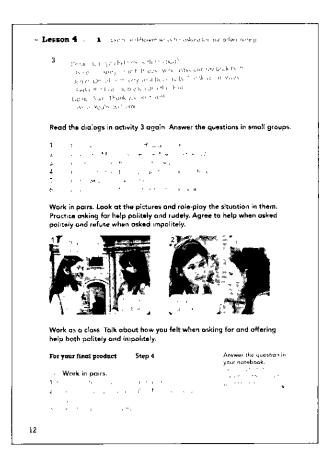
# 

Write Polite on the board. Invite children to work in groups of four and list ways to be polite. Ask them to go over the dialogs in unit 1 and find examples of polite expressions.

#### Answers: Answers may vary.

# 

It is very helpful to check what you write as you write it and make sure all children can see the board clearly.



# 4 Read the dialogs in activity 3 again. Answer the questions in small groups.

Organize children to work in groups. You may want to make sure children understand each of the questions before attempting to answer them. Invite children to reflect on some ways of asking for and offering help. You may also ask them to tell you ways of refusing to provide help. It might be interesting to ask them under which circumstances they would refuse to help someone.

Answers: 1 Mom, she says Can you...? 2 a soft tone; she's in a hurry 3 using an imperative and a bossy tone 4 He refuses to help her 5 because her back hurts 6 He apologizes and says thank you.

5 Work in pairs. Look at the pictures and role-play the situation in them. Practice asking for help politely and rudely. Agree to help when asked politely and refuse when asked impolitely. You may divide the class into pairs. Explain that they are going to plan asking for help politely and agree to help; and then they are going to plan asking for help rudely and refusing to help. Remind them that the situation should be one where they commonly ask for help. Suggest that they take turns asking for help. Remind them that when

someone asks for help impolitely, they can refuse to help. Monitor their role-plays, making sure that both children get to play both roles.

Answers: Answers may vary.

# 6 Work as a class. Talk about how you felt when asking for and offering help both politely and impolitely.

This activity provides an opportunity to increase children's self-awareness. Encourage them to recognize and name their feelings. During the activity, you might model correct behavior and identify potential difficulties.

Answers: Answers may vary.

المراهاني المراجع

# 7 🙀 Work in pairs.

Remind children that this is the fourth step for their mailbox. Ask them to read their dialogs from step 2. Suggest that they practice it with their classmate, first with polite language and then again in an impolite way, making any appropriate changes. It is a good idea to monitor and make sure each child contributes. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

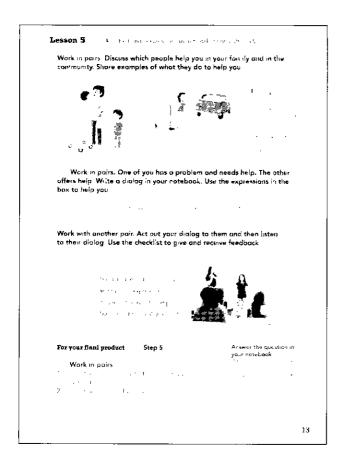
Answers: Answers may vary.

#### Help children answer the question in their notebooks.

It is a good opportunity for children to reflect on the question and write their answer in their notebooks. Make sure they understand the question. Help them convey their ideas in English.

# 

Feedback is an excellent way for children to realize their weaknesses and strengths. Always try to carry out this session in a private and intimate way, so you can express to the child his / her attributes and opportunity areas freely. Feedback is a good opportunity to reinforce children's desire to improve.



# 1 Work in pairs. Discuss which people help you in your family and in the community. Share examples of what they do to help you.

Suggest a way in which children can get in pairs. Explain that both should participate. You may use the pictures in their books as hints to give them ideas of what to talk about. This discussion can help children perceive how they interact within their community. You could monitor and give enough time for each child to have a chance to contribute. It is a good opportunity to help with new vocabulary.

#### Answers: Answers may vary.

Invite volunteers to share examples of situations where they help at home or school. Give them time to complete the activity and check the examples. You may pause to examine the dialogs.

#### Answers: Answers may vary.

# A CONTRACTOR OF THE PROPERTY O

Print or photocopy the *Do You Need Some Help?* Reader flashcards to help children identify different ways for asking for and offering help.

# 2 🛎 Work in pairs. One of you has a problem and needs help. The other offers help. Write a dialog in your notebook. Use the expressions in the box to help you.

Invite children to choose one of the roles and together develop their dialog. Make sure children know what to do. Allow time for children to write out and practice their dialog. Remind them that collaboration is especially important when writing a dialog, since both parts must make sense. It would be helpful to monitor that the speakers in the dialog ask for and offer help. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

#### Answers: Answers may vary.

# Work with another pair. Act out your dialog to them and then listen to their dialog. Use the checklist to give and receive feedback.

When children have finished acting out their dialogs, invite them to use the checklist to give constructive feedback. You may start by setting a time limit for the feedback. Next, they go over the checklist, and finally, they can discuss any things they are not sure about. Allow enough time for both pairs to do this.

#### Answers: Answers may vary.

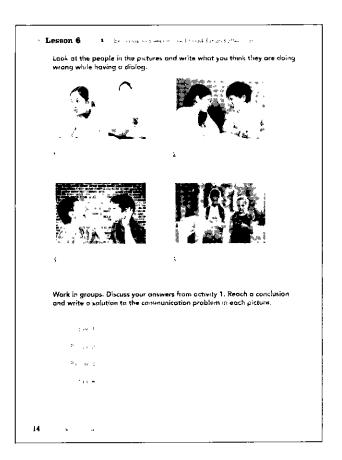
#### 4 🐠 Work in pairs.

After they review their dialog, exhort them to revise it using the checklist in activity 3, this time to self-correct. After pairs have re-written their dialogs, invite them to reflect on what they learned by doing this. Suggest that children write the expressions in their notebook. 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 discuss with children how important they consider it is to offer help when a person needs it and why. You could also inquire if they're used to ask for help when they need it. Elicit examples of expressions, even in their mother tongue. Invite them to answer the question.



# 1 Look at the people in the pictures and write what you think people are doing wrong while having a dialog.

You could explore the possible problems that may occur to impede communication in each of the pictures. It is helpful to brainstorm problems with the class and accept all ideas. Brainstorming can encourage children to think more freely and, in this way, they can individually choose the ideas they consider most useful for a more accurate description of what the people in the pictures are doing wrong.

#### Answers: Answers may vary.

**2** Work in groups. Discuss your answers from activity 1. Reach a conclusion and write a solution to the communication problem in each picture. Group children as you deem appropriate. Take into account that this activity has several stages: discuss, reach a conclusion, and write a solution. It is important that children identify them and they understand what they have to do. They may have different ideas about what the people in activity 1 are doing wrong. They could share their thoughts and reach a conclusion by selecting a single idea for each picture. Once they have agreed on one idea for each picture, they can suggest a solution to the communication problem. Allow time for children

to complete the activity, monitoring and checking their progress stage by stage.

#### Answers: Answers may vary.

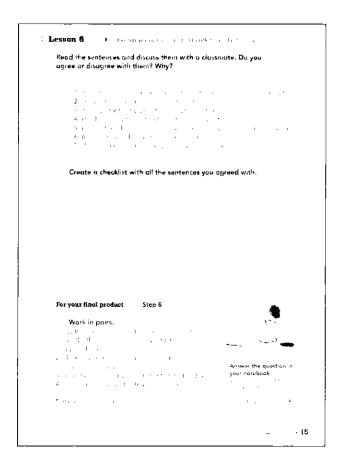
# one might a regard an important har treath, and the gift of the contribution of

Print or photocopy the Do You Need Some Help? Reader flashcards to review the correct ways of asking for and offering help.

# 

You may invite children to reflect on the different discussions they have had with friends and family. You can ask what they think the problem was and if any of the solutions they proposed in activity 2 would have led to a better resolution of the argument.

#### Lesson 6 Unit 1 **Activity Book page 15**



# 3 Read the sentences and discuss them with a classmate. Do you agree or disagree with them?

Refer children to the Picture Dictionary on page 18 of the Activity Book.

Organize children to work in pairs. Flicit from children some of the aspects that can cause communication problems. Make sure the instructions and statements are clear to children. Help children understand each of the statements and elicit their opinions, if they agree or disagree with them.

This is also a good opportunity to go over possible communication problems you have noticed in the classroom.

#### Answers: Answers may vary.

# 4 Create a checklist with all the sentences you agreed with.

Suggest that children look at the checklist on page 14. Then invite them to make their own checklist to avoid communication problems with the sentences from activity 3. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

# $\label{eq:continuous_problem} \mathcal{L}^{(n)}(x) = \{ x \in \mathcal{X} \mid x \in \mathcal{X} \text{ in } (x) \in \mathcal{X} \text{ in } (x) \in \mathcal{X} \}$

You can also invite children to get in small groups to brainstorm a checklist. All of them but one can give ideas, this appointed "secretary" will write them down in a notebook. Then they can all together decide on which points to keep and which to erase. Have them write a final version so they can use it.

# 5 A Work in pairs.

After children prepare the final version of their dialogs, suggest that they rehearse them and use the checklist to overcome any communication problems they might have. When they have finished all their corrections, remind them to write their names on their dialog. Suggest that children write on their notebooks some examples of phrases and actions to consider when asking for and offering help. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

#### Answers: Answers may vary.

# THE FRUIT OF STATE

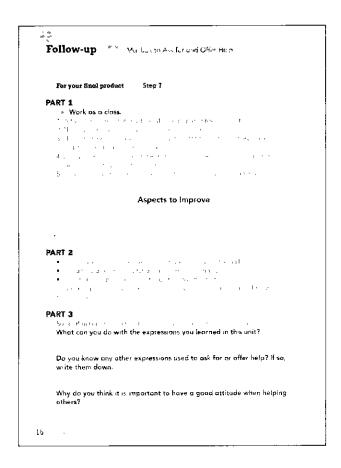
To keep children from being disruptive during dialog rehearsals, give them the task of doing a checklist to check in while their classmates perform. They will be more attentive and even helpful. This will also give them a purpose to watch while the others perform and you will be able to focus on the performers, their pronunciation, and intonation.

#### Help children answer the question in their notebooks.

To help children reflect on the question, you could share with them an experience when you felt dissapointed or frustrated when talking to a friend seeking for help and advice about a personal issue. Tell them what was the attitude that made you feel upset. Ask them if they have ever felt ignored while trying to talk to someone and why; or if they didn't pay attention to a friend in help. Thus, children will be able to create and feel empathy towards others in need.

# The second secon

Remember to bring material to make the mailbox.



# Part 1 Socializing

#### 1 M Work as a class.

Invite children to get together in groups. Let them make a mailbox as they wish. Invite pairs to put their dialogs in it. Then invite a volunteer to take out one of the dialogs and read out the name of the pair that wrote it. Allow them time to act out the dialog. When the pair finishes their role-play, invite the rest of the class to say what was happening, and whether they were polite or not. After that, suggest that they practice the dialog with someone in their family, a teacher, or a friend that is not in their group. Finally, let the class suggest general aspects to improve. Remind them that communication is a skill that takes some practice. 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 children complete the checklist on page 7, you could have a feedback session and elicit what they did well and what they need to work on. Help children recognize their strengths and limitations. This is a good opportunity to provide assistance to those children that need it.

#### Answers: Answers may vary.

# **Part 3** Make it yours

Invite three children to read a question each one. Clarify any questions they may have. Give them some time to write their answers. You may check answers as a class. Take advantage of this opportunity to have a class discussion about the importance of helping each other.

#### 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.

# **Progress Tracker**



# **Progress Tracker**

In this unit you learned ...

- 1 ... ways to ask for and offer help. How do you ask for and offer help?
- 2 ... ways to accept or refuse help. How do you accept or refuse help?
- 3 ... to identify situations in which you ask for and offer help. Give examples of different situations.

... greetings and farewells. When do you use each?

Greetings: Farewells:

- ... to distinguish polite from impolite dialogs. Give examples of expressions of both.
- ... proper gestures and communication skills for this type of dialog. What kind of gestures do you use when asking for and offering help?

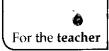
17

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.





# **Rubrics**

Name:	
	Date:
Rubrics are scoring tools children, they can help t	used to grade the quality of each criterion in a more precise way. If shared with the nem understand the assessment of their performance.
Instructions: Determine and list to Describe in detail ea Discuss the results v	te criteria to be graded and write them on the first column. The criterion, starting with Excellent. It the children.
interior (1991)	Criteria Criteria
Notes:	

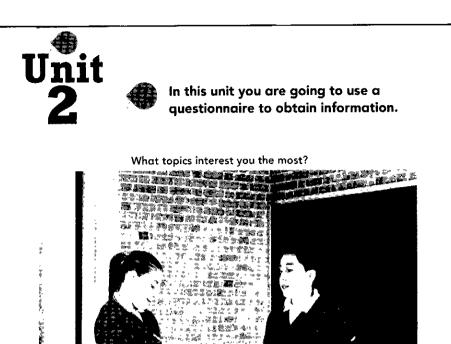
# Unit 2 Activity Book pages 19 to 30

# Social learning environment: Academic and Educational

Communicative activity: Research and selection of information Social practice of the language: Ask and answer questions to obtain information about a topic. Final product: Questionnaire to obtain information

il 49sort	Pages	Achievement	Teaching Guidelines
1	33 to 34	Define aspects of a topic of interest.	Offer help to your students so that they choose topics that interest them and which they would like to know more about. Come up with attractive and stimulating proposals so that they are able to:  • choose topics that awaken their curiosity and interest, starting with a list with visual support;  • use key words to recognize topics and to widen their vocabulary repertoire;  • explore the aspects of a certain topic exposed in a graph prepared by yourself;  • clarify the meaning of unknown words;  • analize the ways to enunciate certain aspects (for example, modern transportation).
2 to 3	35 to 38	Write questions to obtain information.	Provide opportunities for your students to think about what they would like to know about the aspects that chose from the selected topic. Provide visual resources that stimulate their curiosity and allow some time to explore them so that they can:  • analyze intonation of questions;  • compare questions with other type of sentences (for example, declarative or imperative);  • examine question words (What?, How?, Which?);  • ask questions on certain aspects of a topic using a model (Which parts do cars have? / How do they work?);  • practice pronunciation of words in questions;  • classify types of questions according to their type (for example, open or closed);  • clarify the meaning of words;  • confirm the intonation when reading questions.
4	39 to 40	Choose information to answer questions on a topic.	Provide your students with magazines, newspapers, and illustrated books that contain the information that answers the questions on the aspects of a chosen aspect. Offer some strategies to look for the information they need (for example, key words, titles, etc.). Supervise, support, and assist closely so that students are able to:  • analyze textual organization (for example, index, sections, headings, etc.);  • examine textual structure (for example, lists of steps, problem-solution, etc.);  • recognize key words;  • ask questions using a model;  • answer questions with selected information.

# **Unit Opener**



Environment: Auddernic and Educational

Social practice of the language: Ask and answer questions to obtain information

Communicative activity: Research and selection of information

an this unit you will learn to ...

- define aspects of a tepic of interest.
- write questions to obtain information.
- ... choose information to answer duestions on a topic

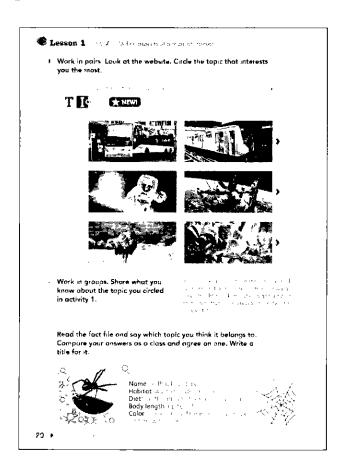
When you finish the unit, come back to this page and check (+) the things you learned.

19

There are several elements in this page you might want to explore with the children such as the question, where you may have the children brainstorm some ideas to see if there are some topics that they repeat more than others and maybe make a graph with the results; and the environment, where you could ask children what they think it is about and how they think the activities of this lesson will be linked to it.

For the social practice and communicative activity, you may elicit different types of questions children think they could use to obtain information. You might also want to talk about the different types of questionnaires people use nowadays to obtain information and the common places where they can post them such as school or local publications, social media apps, or networking sites.

#### Lesson 1 Unit 2 Activity Book page 20



# 1 Work in pairs. Look at the website. Circle the topic that interests you the most.

You may want to use different strategies to arrange children for pair work since this adds variety and fun to your class. You may want to pair up children in a fun way this time to do this activity. You could invite children to talk about a topic you think they might be interested in (science experiments, for example). You may ask why that topic caught their attention and what their sources of information could be. Now, invite them to look at the website picture and answer the activity.

Answers: Answers may vary.

# 2 Work in groups. Share what you know about the topic you circled in activity 1.

You may want to ask each pair of children to join another pair to form groups of four. Suggest that children take turns to share what they know about the topic they circled. It could be helpful if you monitor and provide help as necessary.

Answers: Answers may vary.

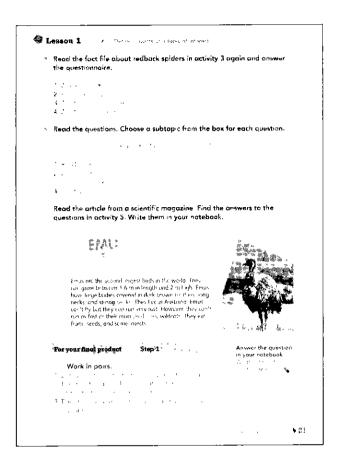
If possible, let children do some research about the topics they like by entering the sites that are suggested or by giving them magazines or books that contain information about the topics they like. Encourage them to read the information and make a graphic organizer with the ideas they think are important or relevant, or with interesting information they found that they didn't know about. Let them share their findings with their working group.

# 3 Read the fact file and say which topic you think it belongs to. Compare your answers as a class and agree on one. Write a title for it.

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

Invite children to do some individual work this time to read and think of the best topic for the fact file. Doing individual work helps children gain independence, improve confidence in solving a problem, and work at their own level. Once they have processed the information, invite them to share their thoughts with the class and encourage them to agree on one title.

Answers: Wild animals.



Read the fact file about redback spiders in activity 3 again and answer the questionnaire.

Invite children to look at the question words at the beginning of each question and to say what each question word stands for (place, object, length, etc.) before they start the activity. Once they know what kind of information they have to look for, let them do the activity. Once they finish, encourage them to share their answers. Checking answers with another person helps children realize by themselves whether they answered correctly or not and amend their own mistakes, so they learn more effectively.

Answers: 1 They live in Australia and dry places. 2 up to 1.2 cm. 3 Females are black and red and males are black and brown. 4 They eat moths, mosquitoes, and cockroaches.

# **5** Read the questions. Choose a subtopic from the box for each question.

Invite children to look at the words in the box and explain in their own words what they mean. Most of those words are cognates. A cognative is a word in a language that has the same origin as a word in a different language. These words give children a broader idea of what the text may be about when reading.

Answers: 1 Body length 2 Habitat 3 Diet 4 Color

# **6** Read the article from a scientific magazine. Find the answers to the questions in activity 5. Write them in your notebook.

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

Suggest that children first look for cognates and then talk about what they think the text is about. Encourage them to write their answers in their notebook. You may help children to use proper spelling when writing the words. This will help them remember the correct spelling of the word next time.

Answers: 1 They can grow between 1.6 m in length and 2 m high. 2 They live in Australia. 3 They eat fruits, seeds, and some insects. 4 They have large bodies covered in dark brown feathers, long necks, and strong beaks.

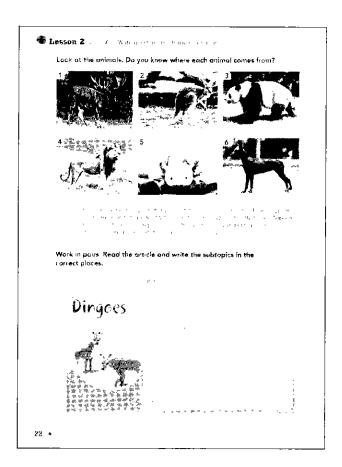
#### 7 www Work in pairs.

Invite children to work in pairs to talk about the topics that interest them the most. As a way to help them visualize and organize their ideas, you could show them how to do a KWL chart in which they write what they know about the topic (K), what they want to know (W), and later, when they do some research about it, what they learned (L). This kind of graphic organizer helps children activate their prior knowledge, set a purpose for researching, and monitor their progress. When children realize by themselves how much they have learned, they feel confident and eager to continue learning. 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 share their answers with the class. Invite them to say why they are interested in that topic.



#### 1 Look at the animals. Do you know where each animal comes from?

You could organize children to sit in small groups to talk about these animals and infer where they come from. You may also want to check if they know the name of the animals in English. If they don't, encourage children to look them up in a dictionary and repeat the words after you.

You may also want to talk about the word endemic to clarify the meaning before asking children to do some more research about the animals. They can do research by visiting the suggested websites or by giving them books or magazines that contain the information they need. When children do their research, remind them to write things they didn't know about those animals or important facts or information about them in a graphic organizer. They can use one you suggest or they can create their own to develop their creativity, including the elements you consider important.

#### Answers: 1 Canada 2 Australia 3 China 4 Africa 5 Mexico 6 Mexico

You may want to prompt a discussion on the importance of protecting species. Set topics to start the discussion like global warming or extinction. Encourage children to come up with creative ideas and help them communicate by translating what they want to say.



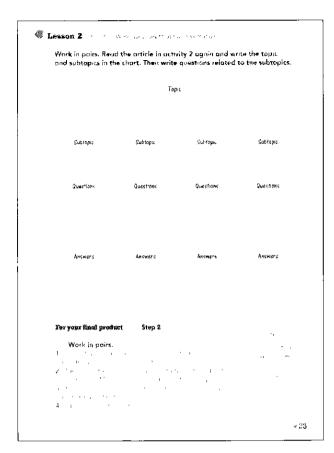
#### 2 Work in pairs. Read the article and write the subtopics in the correct places.

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

It is suggested that you check the meaning of the words in the box with the children before they start doing the activity by asking them to explain in their own words what they think the words mean or to look them up in the dictionary. You may also want to use a different strategy to pair up children to add variety to your class. This can be something very quick and simple. Remember that if you add an element of surprise to your class, you will get the children to pay more attention to you afterwards. Some strategies to help children understand what they read include finding cognates to get the main idea of what the text is about and then looking up in the dictionary the words they don't understand before answering the exercise. You may want to use this strategy or another one you know to help children develop reading comprehension skills.

Once they understand what the text is about, encourage them to do the activity. When they finish, suggest that they compare their answers with a classmate to check them. Remember it is important to help children be independent learners, but sometimes it is useful to walk around monitoring and helping them as necessary.

Answers: Physical Appearance Habitat Food Threats



#### 3 Work in pairs. Read the article in activity 2 again and write the topic and subtopics in the chart. Then write questions related to the subtopics.

You may want to encourage children to explain the differences between a topic and a subtopic before they do the activity. It is important to clarify meanings so children can feel successful. If possible, show them different examples to help them. You may also want to invite children to formulate questions about the article out loud and write their suggestions on the board. You can also remind them they can use the wh- question words to find information. If necessary, let them go back to lesson 1 to check the questions there as an example of what they could do.

Answers: Topic: Dingoes Subtopic: Threats Possible question: What are their main predators? Subtopic: Habitat Possible question: Where do they live? Subtopic: Physical appearance Possible question: What do they look like? Subtopic: Food Possible question: What do they eat?

## 

If possible, let children sit with another pair and take turns asking and answering the questions they wrote. Encourage them to use the correct intonation and pronunciation.

#### Answers: Answers may vary.

#### 4 Work in pairs.

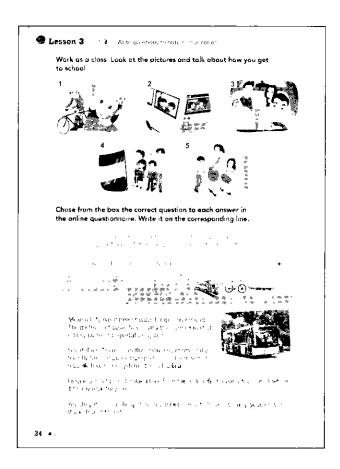
Before starting the activity, you may want to let children read the information they wrote for step 1 and organize the ideas they researched by topic and subtopics. Then encourage them to say out loud the possible questions they could write about before they write them down, so they can agree on them. Once they start writing, help them check their spelling. You may also want to remind them that, in English, we only use a question mark at the end of the sentence. When children complete their charts, exchanging them with another pair is a good opportunity to give and receive feedback they can apply to correct their work. You can use this activity as portfolio evidence. Have children work on a separate piece of paper if necessary.

#### Answers: Answers may vary.

Before children start reading, you may ask them if they know some native animals of Mexico. If so, invite them to share what they know about them; otherwise, you can present an endangered animal.

## 

Print or photocopy the It's a Wild, Wild World! Reader flashcards to help students practice asking and answering questions to obtain information about each animal.



#### 1 Work as a class. Look at the pictures and talk about how you get to school.

Encourage children to talk about how they get to school, using English as much as they can. One of the most important things for children to be successful while learning another language is to help them think they can be. If they share their thoughts in their mother tongue, repeat what they said in English for students to echo. Little by little they will gain confidence and will start speaking in English even though they make mistakes. The important thing is to encourage them to speak so they feel motivated to continue doing it.

#### Answers: Answers may vary.

#### **2** Chose from the box the correct question to each answer in the online questionnaire. Write it on the corresponding line.

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

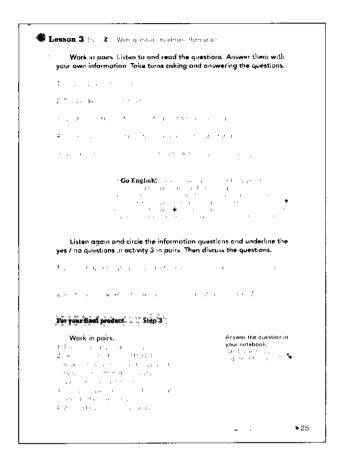
Invite children to first read the questions without answering so they start thinking of possible answers.

You may set a time limit for them to read and answer in pairs. You might also want to use a different strategy to pair up children so that all children have the chance to work together and meet each other.

Answers: Does Mexico City have an eco-friendly transportation? How does EcoBici work? Do people use EcoBici?

It would be useful to encourage children to think of possibilities for eco-friendly transportation in their hometowns. Check whether one already exists and elicit their opinion about how it works. They may also talk about their bike-riding abilities.

Print or photocopy the Endangered Species handout to provide extra practice on transportation vocabulary.

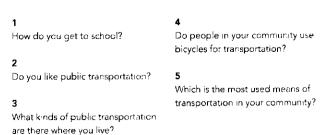


#### **3 4**5) Work in pairs. Listen to and read the questions. Answer them with your own information. Take turns asking and answering the questions.

Invite children to get into pairs. Before playing the audio you may want to let children first read the instructions and the text to find cognates, understand the main idea, and clarify words they don't understand.

Once they start the activity, you might want to walk around and make sure that each pair's oral questions and answers are well structured and that children are using the correct pronunciation.

#### Track 5 )



Answers: Answers may vary.

### **4 4 5**) Listen again and circle the information questions and underline the yes / no questions in activity 3 in pairs. Then discuss the questions. There are many different ways to make questions and answers in English. Understanding the purpose

of each one will help children give the correct information. A good way to start is by finding the differences and similarities they see among the questions and also the types of answers each one requires. You may suggest children to discuss the questions in pairs, as well as the different intonation we use when asking and answering questions.

See track 5 in activity 3.

#### Answers: Answers may vary.

## 

You may teach children that a questionnaire could be used for different purposes. For example, they may get to know new classmates by giving them a questionnaire about likes and dislikes.

Go English! It might provide good practice if you come up with a game where you say different information and yes / no questions and children clap or snap their fingers depending on what they hear.

## , the state of the

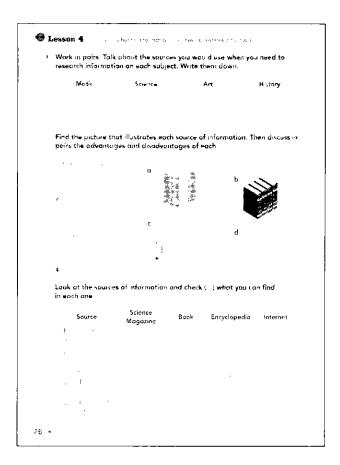
#### 5 Work in pairs.

Now that children know how to formulate questions to obtain information and to get a yes or no answer, you might want to encourage them to include these types of questions in their questionnaires before giving them to another pair to answer. 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 have children reflect on the question, you could create an imaginary scenario where children need to create questions to ask for certain information.



#### Work in pairs. Talk about the sources you would use when you need to research information on each subject. Write them down.

One of the things children should be aware of are the different sources they can obtain information from. You might want to show them pictures of different sources of information (or authentic ones if you have them handy) and talk about them before starting the activity. Once they are working in pairs, encourage them to use English as much as they can.

#### Answers: Answers may vary.

#### 2 Find the picture that illustrates each source of information. Then discuss in pairs the advantages and disadvantages of each.

You may ask children to look at the pictures for a while so they get familiarized with them. Then, you may ask children to pair up and complete the activity together. You could suggest that they exchange answers with another pair and discuss their conclusions. Invite as many children as you consider necessary to point out the advantages and disadvantages of each source of information.

Answers: 1 c 2 a 3 b 4 d Answers may vary for the second part.

Before doing activity 3, you might want to explain and show what each of the sources is. You may use the children's books to exemplify most of the sources on the page.

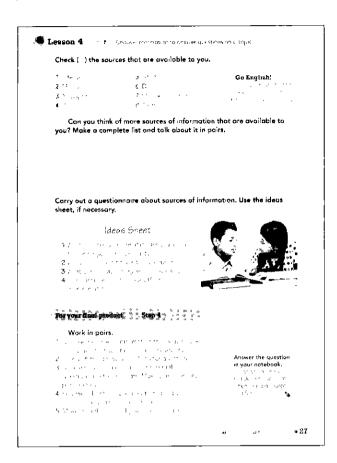
#### 3 Look at the sources of information and check (1) what you can find in each one.

Suggest that children read the information in the first column. Then you might talk about it to clarify any doubts, and you might give them some examples.

You could invite children to find the elements in some real sources of information; you can provide children with them before they do the activity.

It is important to make sure children understand what they have to do so they feel successful when working alone. Once you do this, encourage them to first work individually and then invite them to compare their answers with a classmate. If needed, let them correct their mistakes so everyone has the correct information at the end.

Answers: Science Magazine: Table of contents, pictures Book: Table of contents Encyclopedia: Table of contents, pictures, topics in alphabetical pictures, search engine, information about all subjects, keywords to find a topic



♣ Check (✓) the sources that are available to you. You might want to make sure children know what each source is and encourage them to think where

they have seen them (if they have), or you can choose another activity you like to help students indentify the sources. Remember that if you add a variety of fun activities to your class, children will learn in a more meaningful way.

Answers: Answers may vary.

Go English! It would be good if children know the address of their local library or libraries.

#### 5 **Z** Can you think of more sources of information that are available to you? Make a complete list and talk about it in pairs.

You could teach children other sources of information that have not been mentioned so far. Let them write the word in their mother tongue if they don't know it in English and then, as a class, change all those words into English. It is recommended to make children feel confident and motivated in their English class. You can use this

activity as portfolio evidence. Have children work on a separate piece of paper if necessary.

Answers: Answers may vary.

6 Carry out a questionnaire about sources of information. Use the ideas sheet, if necessary. You might want to let children read the questionnaire ideas before they write their own. Encourage them to think of questions to obtain information and questions to obtain yes or no answers. You might want to write some of their ideas on the board too. Remember to walk around checking the children are writing questions with correct grammar and spelling. Point out their mistakes and encourage children to correct those mistakes.

#### Answers: Answers may vary.

## 

Ask children to bring different sources of information to do some research about the topic they chose at the beginning of the unit or bring some for them from the School's Library. It doesn't matter if the information comes in Spanish.

## Survey of the survey of

#### 7 💣 Work in pairs.

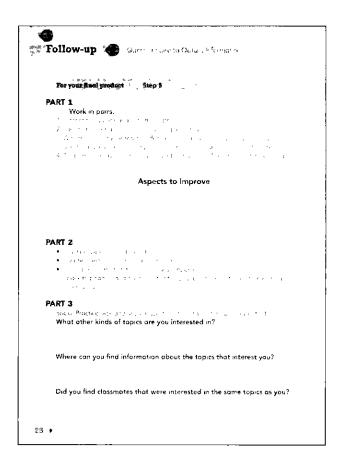
Let children look at the different sources of information they have to do some research about the topic they like and look up the answers to their questions. Help them in case they don't find any information in those sources. Once children have their questionnaires, you might want to suggest giving photocopies of their questionnaire to the other children for them to answer the questions after listening to the oral presentation they prepared to talk about their topic. That way all the children will be paying attention to the speakers and will not be doing something else. 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 whether different sources of information are reliable enough to use.

## **Follow-up** Questionnaire to Obtain Information



#### **Part 1** Socializing 1 Work in pairs.

Developing speaking skills is very important, so children must be provided with enough tools to strengthen their confidence to do it. Sometimes children prefer to talk to their peers instead of their teachers because they feel challenged. Therefore, it is a good idea to promote activities in which children can talk without feeling pressure, so little by little they will be able to speak more and more.

You could plan different strategies to be able to do this, such as organizing children as you consider pertinent to answer as many questions as they can in a certain frame of time. Or you might want to use another activity of your preference. The idea is to let them speak. Remember to walk around checking they are all asking and answering questions using the correct intonation.

Once they have finished asking and answering their questionnaires, you may suggest children use them outside their classroom; they could present it to students in higher grades, to other teachers, or even to their family and friends. 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 ...

You may let children read each sentence and ask them to say what they did throughout the unit to be able to accomplish those objectives. It's important to help children self-evaluate themselves and make them realize that they have learned a lot because this motivates them to continue learning.

#### Answers: Answers may vary.

#### **Part 3** Make it yours

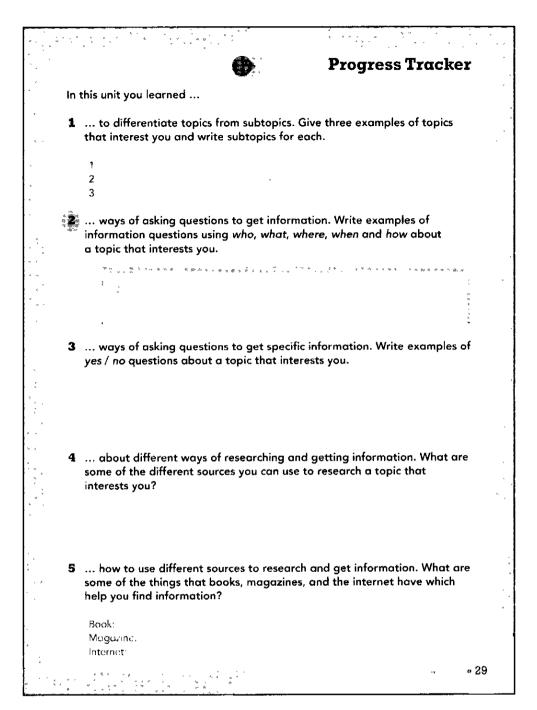
Encourage children to continue researching what they like by asking and answering the questions. One of the main objectives is for children to be long-lasting learners. That means that they can continue learning even though they don't go to school or don't have a teacher to guide them. The only way to do this is by motivating them to keep researching and developing their creativity to answer the questions they might have.

#### 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.

## **Progress Tracker**

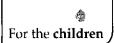


This Progress Tracker will give children the opportunity to reflect on what they have learned throughout the unit. By doing so, they will feel involved in their learning process, which will encourage them to take responsibility for their learning journey. Therefore, it is important that this purpose 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		11日本前11月
	ari di dalam katili. I	
		1

# Unit 3 Activity Book pages 31 to 42

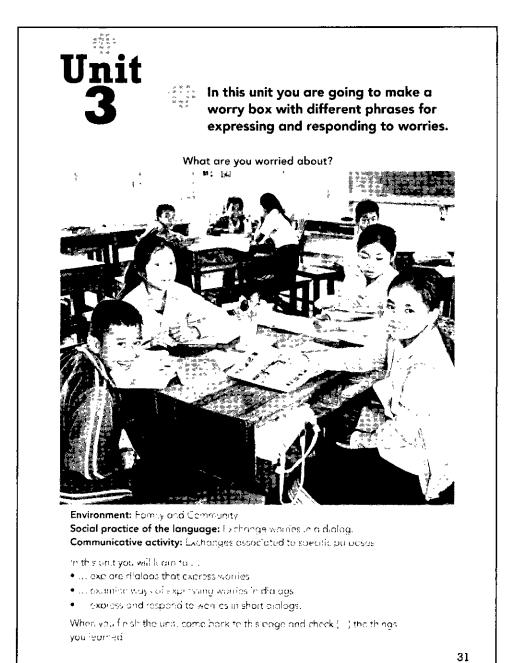
## Social learning environment: Family and Community

Communicative activity: Exchanges associated to specific purposes Social practice of the language: Exchange worries in a dialog.

Final product: Worry box

(Lesson	Pages	Achievement	T⊩aching Guidelines
1	<b>4</b> 6 to 47	Explore dialogs that express worries.	Create an environment of collaboration, respect, and willingness to learn. Provide examples and materials that are defying but also adequate for their competence level in English language. Thus, students will be able to:  • anticipate the general sense from context clues;  • point out interlocutors and differentiate turns of intervention;  • compare acoustic characteristics in dialogs (for example, volume, tone, and fluency);  • assess whether the worries expressed in dialogs are shared in their own culture;  • recognize the structure of dialogs from their own routine conversations (for example, well, today, last night; farewell formulas, etc.).
2 to 3	48 to 51	Examine ways of expressing worries in dialogs.	Offer a wide variety of examples; remember it is a foreing language for students and they may only have access to it in your class. In this way, students will be able to:  • ask questions to determine the topic;  • associate worries with the people that express them;  • rephrase expressions to analyze the speech circuit;  • compare elements in different expressions to establish sentence patterns to express worries (Mary / I / The neighbor I talked to yesterday seemed worried about, etc.);  • organize reasonable responding options to worries;  • dictate words and expressions to widen the repertoire and improve the knowledge on the written form.
4	52 to 53	Express and respond to worries in short dialogs.	<ul> <li>Help your students understand that we speak for different purposes such as interacting with others and exploring ideas. In this way students will be able to:</li> <li>establish first contact and show empathy to others (Hi! You look worried / Do you want to talk to me?, etc.);</li> <li>express worries (I'm worried about, I'm afraid that, This is a big problem, etc.);</li> <li>explore expressions to speak again after receiving responses or to express doubt when speaking (I felt, how do you say?, Yes, as I told you, etc.);</li> <li>respond to other's worries, showing emplathy and solidarity (Why don't you? / Count on me / Everything will be fine, etc.);</li> <li>verify rhythm and stress patterns in words.</li> </ul>

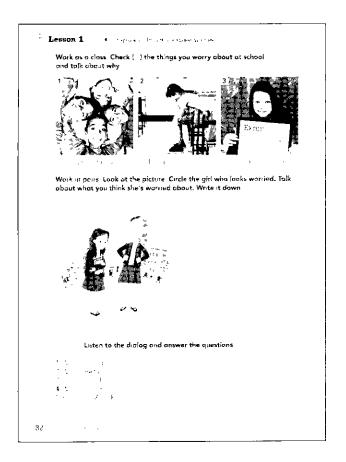
## **Unit Opener**



There are several elements in this page you might want to explore with the children such as the question; you may invite children to work in pairs to talk about it and share what they talked about with the class. To explore the environment, you may ask children what they think it is about and how they think the activities of this lesson are linked to situations in their own lives. And for the social practice and communicative activity, you could elicit different types of words or expressions that express worries.

You might also want to talk about the different ways people express worries to each other and the type of language we use. It's not the same if we express worries to our mom or dad than to our best friend. You might want to talk about who the children express their worries to and why. Also, with whom they feel more comfortable to express worries, to someone who is familiar to them or not.





#### 1 Work as a class. Check (✓) the things you worry about at school and talk about why.

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

Talking about this may be difficult for some children, especially if they are being bullied or if they have any problem at school academically, so building an environment in which they feel confident is the key for them to open themselves and talk. One of the things you might want to do is to sit children in a circle and tell them that it's a confidence circle in which the things they talk about there are going to be kept secret, and that the rules to start the activity are to respect each other by listening carefully to what the other ones are saying, not making fun of them, and to be supportive. If the activity is well carried, it can lead to unite the group and also to prevent bullying. It doesn't matter if they use their mother tongue to carry on this activity.

#### Answers: Answers may vary.

#### 2 Work in pairs. Look at the picture. Circle the girl who looks worried. Talk about what you think she's worried about. Write it down.

You could say what you think she's worried about and discuss why. You may want to show children different pictures of children who look worried and invite them to think why before children work in pairs. That way you can guide the activity and help them use as much English as they can. When it's time for them to do the activity encourage them to use English too.

**Answers:** Circled: The girl holding her books. Answers may vary.

#### 3 (6) Mi Listen to the dialog and answer the questions.

Before listening to the dialog, you might want to invite children to read the questions first and clarify any doubt they may have regarding the meaning of the words or of the whole sentences. That way, children will know the type of information they have to listen to and write when doing the activity. It's better to let them listen first without writing, so they understand the whole idea of the dialog. Then listen again to write, and listen one more time to check. But if children need to listen to the audio one more time play it again. The idea is for children to start developing their listening skills little by little and make them feel successful. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.



María: Hi! My name's Maria. Are you new? Welcome to Benito Juarez School.

Sofía: Hello. My name's Sofía.

María: What's the matter? Are you OK?

Sofia: I'm worried about finding my classroom and meeting my new teacher I don't know anyone.

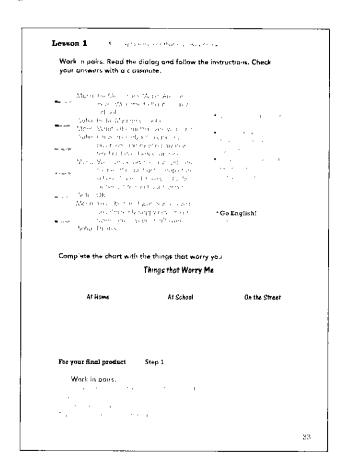
María: Wel:, you know me now Let's go to the office and get a map of the school. Then I'll take you to the classroom to meet our teacher.

Sofía: OK

María: You'll be fine. I was new last year and I'm really happy now You'll have a great year. Don't worry.

Sofía: Thanks!

Answers: 1 María and Sofía 2 They are at Benito Juárez School 3 She sounds sad / worried 4 She's worried about finding her classroom and meeting her new teacher because she doesn't know anyone. 5 She takes María to the office to get a map of the school, gets her to her classroom, and she is friendly with her to make her feel better.



Work in pairs. Read the dialog and follow the instructions. Check your answers with a classmate. Refer children to the Picture Dictionary on page 42 of the Activity Book.

To help visual children, you may want to ask them to use different colors to underline, circle, and put a square around the different expressions that appear in the dialog. That way it will be easier for them to classify or use them afterwards. You may also want to ask children to make a chart in which they include, for example, Greetings and Presentations, Expressions to Express Sympathy, and Expressions to Show Concern. They can continue filling out their chart with other expressions they find along the unit and maybe use them later to make dialogs with them.

Answers: Underlined: Hi; Hello; My name is Circled: What's the matter; Are you OK? Are you new?; Welcome; You'll be fine; Don't worry. Squared: I'm worried; I don't know anyone.

Go English! You could use Soffa's situation to ask children what they would do if they were María. Invite them to share their thoughts and feelings. If they were in her place would they act the same way? It might be a good idea to create an environment that encourages empathy.

#### 5 Complete the chart with the things that worry you.

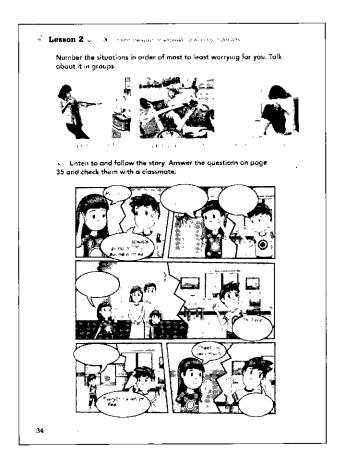
It could be a good idea if you, as the teacher, share with children an experience from your childhood where you felt really worried and didn't know what to do or whom to trust. This way children may feel related and could be easier for them to open up about their own worries and talk about them. Invite them to write their thoughts and, just if they are willing to, encourage them to share them with the class. Finally, you may create an environment where children can show their friendship while developing empathy.

Answers: Answers may vary.

#### 6 **W** Work in pairs.

Before asking children to work in pairs, you may want them to write their own worries individually. They can do this first in their mother tongue but walk around helping them to translate the information into English, checking they are writing it with correct grammar and spelling. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

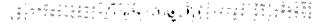


#### 1 Number the situations in order of most to least worrying for you. Talk about it in groups.

You might want to invite children to share with their groups why a specific situation is worrying them the most. Maybe they want to open themselves and talk about it. Remind children that whenever people talk about themselves and their worries, they have to be respectful. Let them share in their mother tongue and walk around monitoring and listening to what they are saying.

If needed, offer support or you might want to look for someone that can support that specific child at school, for example, the psychologist.

#### Answers: Answers may vary.



Some children may be shy and have trouble speaking in English with their classmates or in front of the class. It is common to believe that making a mistake is wrong. It is a good tip to teach children that it is normal to make some mistakes when learning a new language. This will help you make the classroom a safe environment for them to practice English.

#### **2** 47). Listen to and follow the story. Answer the questions on page 35 and check them with a classmate.

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

Before listening to the story, you might want children to look at the pictures to infer what it is about.

They could also look up words they don't understand in their dictionary or Picture Dictionary at the end of this unit. Then, you might want to personalize knowledge and encourage children to share how they would feel if they were Pamela, and what would they say if they were Carlos after discussing the questions with a classmate.

#### Track 7

Pamela: Ht, Carlos!

Carlos: Hi, Pamela. What's going on? You sound worned. Pamela: Yes, there's a fire in my house. It's a big problem. Carlos: Oh, no! I'm sorry to hear that. Are you OK? Pamela: Yes, we're OK but we have to evacuate. Carlos: Oh, I see. Do you have a place to go? Pamela: We're going to the school gym:

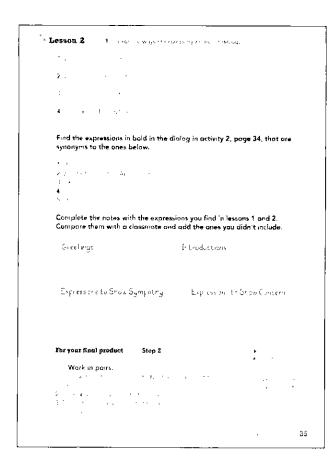
Carlos: Everything will be fine. Call me if you need me

Pamela: Thank you very much! Carlos: You're welcome, my friend.

Answers: 1 There was a fire in her house. 2 They are in their house. 3 He is kind. 4 Yes, because she is going to the school gym to find shelter.

It could be a good idea to exhort children to draw their own small comic strip representing a real or an imaginary worry. Praise not only children's artistic skills but also their effort, intention, and content.

#### Lesson 2 Unit 3 **Activity Book page 35**



#### 3 Find the expressions in bold in the dialog in activity 2, page 34, that are synonyms to the ones below.

You might want to explain children what synonyms are and encourage them to give some examples before they start the activity. You might also want to encourage children to work in pairs and take turns to read the dialog but changing the words into their synonyms so they can practice their speaking skills how to apply the synonyms in everyday language.

Answers: 1 Hi. 2 What's going on? You sound worried. 3 Yes. 4 Everything will be fine. 5 Thank you very much!

**4** Complete the notes with the expressions you can find in lessons 1 and 2. Compare them with a classmate and add the ones you didn't include. You could give children examples of different situations where you can elicit from them a number of expressions. For example, you could ask what they would say to their little brother if he slips from the skateboard and hurts his hand. You could continue a short story where children can choose which expressions to use. You may provide help when necessary.

Answers: Greetings: Hil; Hello Introductions: My name is Expressions to show sympathy: You'll be fine; Don't worry; Welcome; I'm sorry to hear that; Everything will be fine Expressions to show concern: Are you OK?; What's the matter?; I'm worried; What's going on?

. . . . . .

## 5 A Work in pairs.

You might want to encourage children to mention the different expressions to greet, to show sympathy, help, or concern they learned throughout the unit as a review before they do the activity. If you want to add a bit of fun to your class, you can do some activities.

You could give children a ball and, at the same time, start humming whatever song that comes to your mind while they pass the ball from one to the other. The child who gets it at the end of the song has to say an expression but can't repeat the expressions others have already mentioned to make the activity a bit more challenging. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

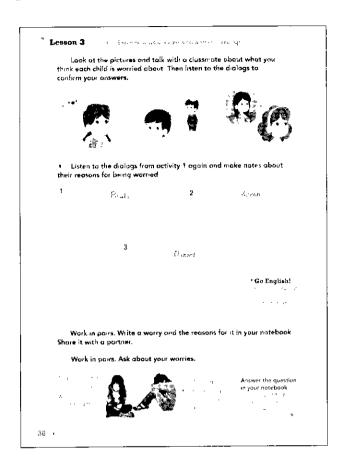
#### Answers: Answers may vary.

As a class, you may brainstorm examples of how people know when someone is worried. You could write their ideas on the board and analyze some of them.

#### Answers: Answers may vary.

## 

It could be a good idea to explain to children the importance of learning how to use graphic organizers for the future. They may use them to represent connections between facts, topics, or ideas. And that they prove very useful for other classes where children can organize facts, dates, and different information in a more visual way.



#### 1 (8) Look at the pictures and talk with a classmate about what you think each child is worried about. Then listen to the dialogs to confirm your answers.

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

You might want to encourage children to look at the pictures and talk about what they think the children are worried about before doing the listening activity. Remember you can play the audio as many times as necessary for children to feel successful.

#### Track 8 )

Yesterday at school Carla asked me to go her homework for her. I said. "No." Now I'm worried about our friendship Will she still want to have lunch together?

My Guinea pig Gigi locks sad. She's not moving much and she's not eating, I'm really concerned about her houlth.

Yesterday my aunt asked me, "What do you want to be when you grow up?" and I don't know! I'm worried about my future.

Answers: Answers may vary.

#### 2 (8) Listen to the dialogs from activity 1 again and make notes about their reasons for being worried.

You might want to encourage children to read the examples before they listen to the audio again. Remember that when it is convenient to stop the audio to allow children enough time to write. Later you can elicit their answers and write them on the board for children to correct their mistakes or their spelling.

See track 8 in activity 1.

Answers: 1 Now I'm worried about our friendship. Will she still want to have lunch together? 2 She's not moving much and she's not eating. I'm really concerned about her health. 3 I don't know! I'm worried about my future.

▶ Go English! Invite children to reflect on those worries and talk about them with their classmates.

#### 3 Real Work in pairs. Write a worry and the reasons for it in your notebook. Share it with a partner.

Before starting the activity, you might want to elicit some concerns from children and write them down on the board. Maybe you would like to analyze the structure of the sentences too so they can write their own. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

#### Work in pairs. Ask about your worries.

You could ask children to keep working with the same classmate they worked with in last activity. Give them some time to read each other their concerns and discuss about them. You might listen to them to correct any mistakes or clear any doubt they may have. 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 work in groups so that they can brainstorm the answers.





#### 5 As a class, talk about what makes you feel better when you're worried.

You might want to let children look at the pictures before they start talking about what makes them feel better when they are worried. This will help them think of ideas to share. You might also want to show them other pictures besides the ones that come in the book. Allow children to express themselves in their mother tongue, but help them to translate their ideas into English so they can start using it as much as possible.

#### Answers: Answers may vary.

Go English! It might be a good idea to build a circle of trust in your class so that children feel they have someone to talk to.

#### **6** Work in pairs. Use the expressions from the box to respond to the worries.

You might want to let children read the expressions in the box first and decide which are to greet, to express sympathy, or concern. Let them do the activity and walk around monitoring and helping if necessary. When they finish, ask them to compare their answers with another pair and encourage them to correct their mistakes if necessary.

Answers: 1 What's going on? Are you OK? 2 You'll be fine. 3 Call me if you need me. 4 You're welcome.

#### 7 In pairs, role-play the dialog you wrote in activity 2. Remember to show sympathy and be there for your friend.

A good way to have all the children developing their speaking skills at the same time is by asking them to talk, discuss, or role-play a dialog. You might want to establish a specific time for children to do this activity as you walk around checking the pronunciation, but also the intonation the children are giving to each sentence, so they really show they are worried, concerned, or want to be empathetic.

Answers: Answers may vary.

and the first section of the first section

#### 8 M Work in pairs.

Suggest that children look for new expressions that show concern or sympathy to add to the list they're already doing. You could play a game to match the expressions that show concern with the ones that show sympathy before children do the activity. That way you will add fun and variety to your class as you help children learn in a more meaningful way. It is said that when we are relaxed and having fun, we learn better. So don't forget to add fun activities every now and then in your class. 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, in pairs, on the question. Exhort them to express what they can say to a friend to make him / her feel understood and supported.

ESCANDA PROPERTY AND ADMINISTRATION OF THE PROPERTY OF THE PRO	ry you have. Share it with a partner.
Me About Alle	
# × × × ×	g. s. smindedia
Work in pairs. Complete the chi worry you wrote in activity 1. Go but together and find all the necessary	ack over the unit
Student A	,
# the first	
	Student &
	erd to the table to
Property of the party of	
	Listen or transporters
,	. ,
(er e ne h	
	4 - 57 - 65
er the rail this inpute:	
	"Fn11 &
at aspesta.	

1 Write in your diary about a big worry you have. Share it with a partner.

You might want to let children think of a big worry they have and write about it in an extra sheet of paper before they do it in their book. Let them use their mother tongue if necessary but walk around helping them to translate their ideas into English and also to correct their spelling. Little by little, they will start using more and more English and will be able to express themselves better. A good way to help them is by writing short sentences or prompts.

Answers: Answers may vary.

**2** Work in pairs. Complete the chart with the worry you wrote in activity 1. Go back over the unit together and find all the necessary expressions.

You might want children to get the list of expressions they have been filling out throughout the unit to complete the organizer, and also to check if they are missing any new expressions. Let them work individually first and then as a whole class sharing what they found. You might want to write the new expressions on the board for children to copy them correctly in their list and then, to fill out the organizer individually. Walk around monitoring

and correcting spelling if necessary. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

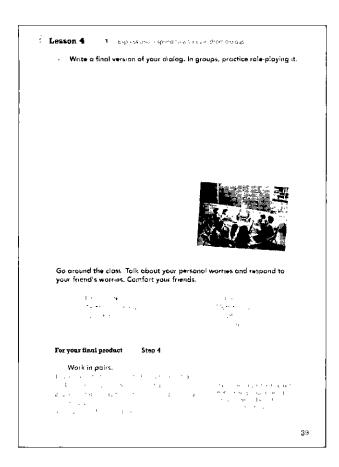
Answers: Answers may vary.

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 start a class discussion with the different ideas and wrap them up at the end.

Answers: Answers may vary.

The state of the s

Print or photocopy the The Devoted Friend Reader flashcards to review different ways to exchange worries in a dialog.



#### 3 🚧 Write a final version of your dialog. In groups, practice role-playing it.

You might want to encourage children to use as many expressions (from the chart) as possible to write their final dialog. Let children work individually and then suggest sharing their dialogs with a classmate. Invite them to give feedback and give them some time to correct any mistakes they found. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

#### **Answers:** Answers may vary.

## 

To help children improve their pronunciation, you could perform an activity where they can role-play a dialog. You can suggest that they use the one they created in activity 3. You can walk around, provide help, and correct children when necessary.

#### 4 Go around the class. Talk about your personal worries and respond to your friend's worries. Comfort your friends.

Sometimes it is difficult to share our worries with someone that is not close to us, that is why keeping a safe environment in the classroom where no one laughs, bothers others, etc. is so important.

Remind children to be respectful and also empathetic with the children that are sharing their worries with them. Invite them to keep everything in secrecy to avoid hurting other children's feelings after the activity. As children do this, walk around monitoring and encouraging children to use as much English as they can.

#### Answers: Answers may vary.

Encourage children to use this link. They can do it as homework and next class you can talk about it.



#### The second of th

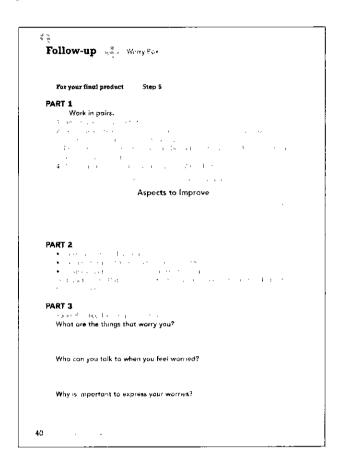
Print or photocopy the *Problems* handout to provide extra practice on worries vocabulary.



#### 5 **w** Work in pairs.

You may invite children to review their charts from activity 2 to have a model to express their worries in a dialog. Consider inviting them to understand the feelings of their partner to choose the best expressions to show sympathy. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.



#### **Part 1** Socializing 1 Work in pairs.

You might want to encourage children to build along with you a self-evaluation format with the aspects they consider their dialogs should include, such as correct grammar or spelling in the written part and a correct pronunciation and intonation for the speaking part. That way it will be easier to perform better, and to self-evaluate their performance in a more objective way. You may start a class reflection on how a worry box could be useful for the whole school and whether they could use one at home. 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 ...

You might want to let children read each sentence and encourage them to say what they did throughout the unit to be able to accomplish those objectives. It's important to help children

self-evaluate themselves and make them realize that they have learned a lot because this motivates them to continue learning.

#### Answers: Answers may vary.

#### **Part 3** Make it yours

Encourage children to continue talking about new things that worry them by asking and answering the questions in the activity. We want our children to be long lasting learners, which means they can continue learning even though they don't go to school or don't have a teacher to guide them. The only way to do this is by motivating them to keep researching and developing their creativity to answer the questions they may have.

#### Answers: Answers may vary.

## 

It would prove a good idea to make a KWL chart at this moment of the class. Focus on the last column to check what they have learnt so far.

## The second secon

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.

## **Progress Tracker**



#### **Progress Tracker**

In this unit you learned ...

- 1 ... to say what your concerns are. What are they?
- 2 ... to identify the cause of concerns. Why are you concerned about those things?
- 3 ... ways of expressing concern. Write two expressions that show concern.
- 4 ... ways of expressing sympathy. Write two expressions to show sympathy.

2

- 5... to identify the people who can help you. Who can help you when you are worried?
- 🐝 ... appropriate ways of expressing yourself in a dialog. Mention two.

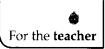
41

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.

# Assessment Instrument



#### **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.

·法 <b>共和的</b> 公司共享的	Classroom Observation Report
Teacher's name: Unit: School name:	Group / Grade: Schedule:
Observer:	

The state of the s	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 4 Activity Book pages 43 to 54

## Social learning environment: Recreational and Literary

Communicative activity: Recreational expression

Social practice of the language: Describe everyday activities so others can guess what they are.

Final product: Guessing game

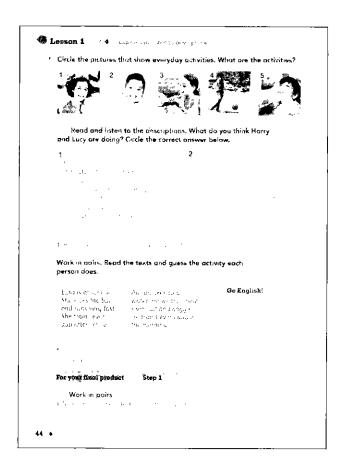
Lesson	Payes	Achievement	Teaching Guidelines
1 to 2	59 to 60	Explore and listen to descriptions.	<ul> <li>Point out to your students the importance of noticing general details in everyday activities, so they will be interested in:</li> <li>understanding descriptions of everyday activities that do not state the name of the activity;</li> <li>coming up with alternatives to infer the activity that is being described;</li> <li>contrasting the purpose and the addressee of the descriptions;</li> <li>bringing up differences in the way that everyday activities are carried out between their own culture and other cultures.</li> </ul>
3	61 to 62	Interpret descriptions.	Support your students to reflect, explain, and verify their interpretations, so that they are able to:  • ask questions about the aspects set out in the descriptions;  • compare the composition of sentences in descriptions;  • complete descriptions using repertoires of words and expressions;  • organize words and expressions based on their function in the descriptions.
4	63 to 64	Write descriptions.	Help your students understand how oral texts work in several contexts and, as a consequence, how they are produced with specific purposes and addressees. This way they will be able to:  • select activities to formulate descriptions;  • classify ideas about the aspects that the activities involve;  • organize information from the most general idea to the most specific one to make the description;  • examine the ways to express descriptions according to the depicted aspects;  • write descriptions using word and expression repertoires;  • determine the rules to play a describing game to guess activities.
5	65 tv 66	Play a guessing activities game.	Help your students enjoy and discover how to play with language. Offer opportunities to come up with games. In this way they will be able to:  • rehearse expressing descriptions to adjust intonation patterns and improve fluency;  • ask and answer questions to go into detailed descriptions;  • come up with activities based on the descriptions;  • ask for clarification when something is not understood;  • use strategies to offer clarification.

## **Unit Opener**



There are several elements in this page you might want to explore with the children such as the question, where you could invite children to work in pairs to talk about it and share what they talked about with the class. To explore the environment you may ask children to tell you experiences when they play guessing games. This will help them understand Recreational and Literary. And for the social practice, you may invite children to share some of their daily activities with the class.

You might want to explore the question and the photograph with the children and encourage them to brainstorm examples of activities they do every day in class and elsewhere. Guide them so that all children participate by providing examples of activities and acknowledge their contribution. Encourage them to reflect why some activities are done by all the children and some only by a few of them. It is also a good opportunity to talk about the learning environment, the social practice of the language, and what they will learn.



#### 1 Circle the pictures that show everyday activities. What are the activities?

You may give children time to look at the pictures. As you go over the answers, invite them to support their answers. You might ask volunteers what they do on their birthdays and what they usually have for breakfast. Encourage children to use English.

**Answers: 2** Brush your teeth 3 Have breakfast

#### **2** ¶9) Read and listen to the descriptions. What do you think Harry and Lucy are doing? Circle the correct answer below.

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

This is a good opportunity to point out to children that they are exploring and listening to descriptions of everyday activities. You might clarify they are going to listen to and read the description of an activity and then they are going to guess what the girl / boy is doing. Point out that they have to listen carefully for some words they already know. When they read they may find words that could be similar to words in their mother tongue. Explain that cognates are words that share the same meaning and similar spelling and pronunciation. In some cases, it may be beneficial to go over some of Harry's actions (and then Lucy's) before listening.

Invite children to work in pairs. Encourage them to share the words they already know and the cognates they found in the text. Allow them time to answer the questions and, when they are ready, have them check their answers with another pair.

#### Track 9).

Harry turns on the faucet. He feels the water with his hand before getting in. He adjusts the water temperature. He looks around for the bottle of shampoo and the soap. Soon he's ready to get out. That's when he remembers he doesn't have a towell.

Lucy opens the closet and gets out her school skirt and a clean blouse. She looks through the sock drawer for two socks that match. She finds her shoes. One's under her bed and one's under her desk!

Answers: 1 Harry takes a shower. 2 Lucy gets dressed.

#### **3** Work in pairs. Read the texts and guess the activity each person does.

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

As the children read, monitor that they are able to make informed guesses. You may help them see that the descriptions make it easier for them to visualize the activities.

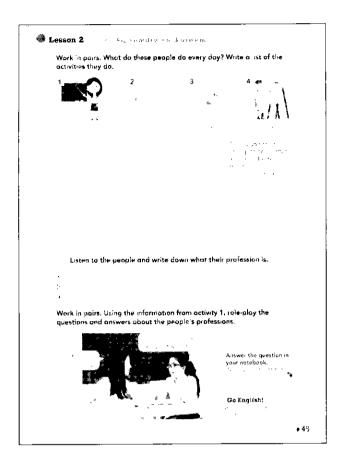
#### Answers: 1 Plays soccer 2 Swims

Go English! You could exhort children to talk about their favorite activities outside school. Encourage them to express why they enjoy doing those activities. Now, invite them to answer the questions and share their answers with the class.

#### 4 w Work in pairs.

You may want to explain that they're about to create a Guessing Game and what it is about. Explain that the first step is to work in pairs and make a list of their daily activities. Remind them that they should both contribute ideas and write them down in their notebooks. It is suggested allowing enough time to do this activity. 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. What do these people do every day? Write a list of the activities they do.

You could suggest that children describe the people in the illustrations. Encourage them to use English. You could monitor to provide help with vocabulary. You might want them to brainstorm other jobs. Invite children to think of important people in their lives like their parents, grandparents, or neighbors in order to brainstorm additional jobs. Invite them to share their ideas as a class.

#### Answers: Answers may vary.

Invite children to take a look at this web page at home. Explain to them that next class they are going to talk about the job they found most interesting among all. They will say where it takes place and why they liked it.



#### 2 (10). Listen to the people and write down what their profession is.

It may be helpful to point out that activity 1 prepares them for the listening activity, since now they know several things people do every day. Let them listen several times and encourage them to use appropriate listening strategies by giving them a different activity of your choice each time they listen.

#### Track 10)

Interviewer: What do you do everyday?

Kye: I brush the paint brushes. I need many brushes to make a painting

Interviewer: What do you do everyday?

Steve: When I cook, I add a little salt and peoper to the food

Interviewer: What do you do everyday? Stella: I wear goggles and a swimsuit

Answers: 1 He is a painter. 2 He is a chef. 3 She is a swimmer.

## Company of the Figure Company of the State o

You might want to write words and expressions related to the different professions on the board and invite children to join the words that are associated to each profession.

Answers: Answers may vary.

## The state of the s

You may invite children to create props for their role-plays. This will make their presentations more real and fun.

#### **3** Work in pairs. Using the information from activity 1, role-play the questions and answers about the people's professions.

Invite children to read the questions and answers in the speech bubbles. You may ask them to consider the reasons why it is important to look at each other when they are speaking. You might want to ask if they can guess the profession and point out that it is not included in the description. Monitor their role-play.

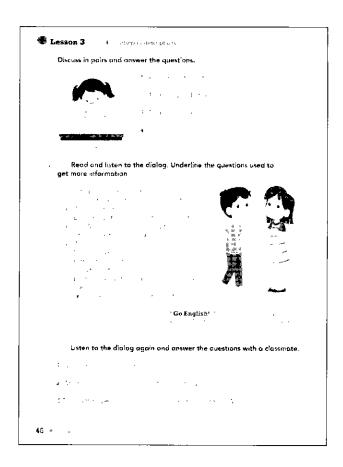
Answers: Answers may vary.

Go English! You could explain to children that we use simple present to give our opinion, to talk about schedules, daily habits (routine actions). and to give facts. When we conjugate the third person in singular (he, she. it) in simple present. we usually add an s at the end of the verb. For example, My mom visits my aunt. There are, some special cases, however; for example, go - goes, study - studies, teach - teaches.

#### Help children answer the question in their notebooks.

Invite children to talk with you about situations where they use descriptions.

#### Lesson 3 Unit 4 **Activity Book page 46**



#### 1 Discuss in pairs and answer the questions.

Suggest that children look at the picture. Invite them to work in pairs, share their ideas, and write down the answers to each question. Remind them to speak clearly and refer back to the picture to support their answers. Allow them time to answer the questions, and when they are ready, have them check their answers with another pair.

Answers: 1 Students 2 Answers may vary. 3 After they go to school 4 books, notebooks, pens, pencils, etc.

#### **2** (11) Read and listen to the dialog. Underline the questions used to get more information. Refer children to the Picture Dictionary on page 54 of the Activity Book.

Explain that they are going to listen to two children playing a guessing game similar to the one they are going to play later on in this unit. Check that they understand what they have to do. Encourage children to work in pairs and underline the questions used to ask for more information. It would be very helpful to play the audio again, pausing after each question.

#### Track 11)

Luis: Let's play Guess the Activity.

Irma: OK I'm thinking of an everyday activity.

Luis: Who can do this activity?

Irma: Everyone. But children don't usually do it

Luis: OK Where do you do this activity? Irma: At home. Actually, in the kitchen.

Luis: When do you do it? Irma: In the mornings

Luis: In the kitchen, in the mornings. What do you need to do it?

Irma: Bread or cereal, fruit, eggs, a diate, a frying pan ...

Luis: | know! | know! You make oreakfast.

#### Go English! Understanding and answering questions are essential skills for children to develop.

For the word "Who?" draw a boy, a girl, a dog. and a cat; for "What?" draw different things like a pencil, an eraser, a cap, and scissors to give the idea of sequencing; for "Where?" draw a house and a school; for "When?" draw a clock, a sun, and a moon; "Why?" is written next to a drawing of a big question mark; and "How?" goes with a footsteps drawing because it is expect for children to say the steps they went through to solve a problem, for instance.

Answer: 2 Who can do this activity? Where do you do this activity? When do you do it? What do you need to do it?

#### 3 (11) Listen to the dialog again and answer the questions with a classmate.

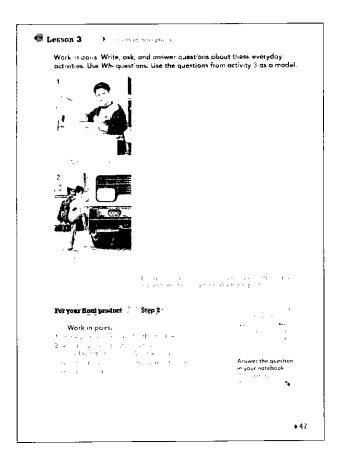
You might give children a few minutes to read the dialog and confirm what they listened before. Play the audio and allow some time for children to answer the questions. Elicit answers. Check as a class.

See track 11 in activity 2.

Answers: 1 Wh- questions 2 kitchen, in the morning, frying pan 3 Answers may vary.

## マス・グマイ・ドゥー Bigax f by a gigas f de company a gigas f by a gigas f by

To prepare children for the next activity, you could organize them to work in pairs and role-play the dialog in activity 3.



4 Work in pairs. Write, ask, and answer questions about these everyday activities. Use Wh- questions. Use the questions from activity 3 as a model. Invite children to look at the pictures on page 47 carefully and then share what is happening in them. Explain to children that they are going to practice asking and answering questions about the activities in the pictures. Make sure they understand the activity. Explain they will work together to plan four questions and four answers for the first picture. Tell them it may be helpful to write the four questions, to carefully write out the answers for the activity, and then act them out. Allow time for them to do the same with the second picture.

#### Answers: Answers may vary.

Invite children to visit this web page at home. Explain that they will learn more about question words that will help them in their Guessing Game.



Invite pairs to share their list from step 1. Remind them of the planning they did in activity 4. Then invite them to take turns asking and answering questions about an activity in their list. Monitor their turn-taking, making sure that both children get to ask and answer questions. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

#### **Answers:** Answers may vary.

You may ask children what they have for breakfast on weekends. You could pair them up to do this activity. Take into account that children will need to stop and guess the activities as they hear their classmates. Allow time for this.

#### Help children answer the question in their notebooks.

Invite children to talk with you about the Whquestions they know about. You could elicit some examples skills.



## Lesson 4 Unit 4 Activity Book page 48



Discuss as a class. How do you get to school every day?

Remind children that it is important to express their ideas clearly and to listen carefully to what their classmates are saying. The discussion can focus on the quickest, slowest, most environmentally friendly, and easiest way to get to school.

Answers: Answers may vary.

2 Work in pairs. Read the description and guess the everyday activity.

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

This activity provides an opportunity for children to develop their reading skills. After children read the description, allow them a few minutes to figure out the activity. Suggest that they to get together with another pair to share the key words that helped them understand.

Answers: driving

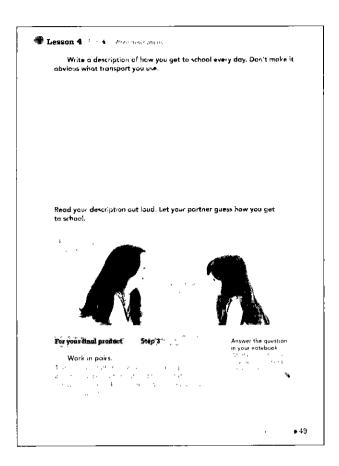
3 Read the description in activity 2 again and answer the questions.

Invite children to read the questions. Explain that, by doing this, they already know what information they have to look for. Elicit the words at the beginning of the questions and point out that they are using words they are already familiar with. Knowing what they are looking for allows them to pick out the specific details to discover the information they need.

You may check answers and explain that this helps them see if they understood correctly. You could also ask additional questions to clarify any confusing information.

**Answers: 1** adults 2 outside in the street 3 every morning and evening from Monday to Friday at the same time every day 4 a key and a license

Print or photocopy the What Do These People Do Everyday? handout to provide extra practice on everyday activities vocabulary.



#### 4 Write a description of how you get to school every day. Don't make it obvious what transport you use.

Explain to children that so far, they have explored and interpreted descriptions by reading and listening to them. Now they are ready to write a description of their own. Remind children of the four questions they used in activity 3. Suggest using these questions as a guide when they plan their description. It is a good idea to circulate, monitor, and give enough time for each child to write their description. Take into account that they need to do this activity individually.

You could use this activity as an opportunity to focus on self-correction. You may make it clear that people don't always catch their own mistakes and everyone in the class is going to help one another. It is very helpful to gather some sample mistakes, write them on the board, and ask the class to find and correct the mistake. This activity will help them take responsibility for their own learning process and increase their awareness of the language. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

#### 5 Read your description out loud. Let your partner guess how you get to school.

Before doing this activity, elicit from children the rules for playing a guessing game: Child A starts with the initial activity, Child B asks a Wh- question, Child A answers, Child B asks the next question, etc. It may be helpful to go over the order of the questions in the dialog on page 46. Remind them that it is just as important to listen to the questions as it is to ask them. Invite them to work in pairs and suggest that they read their descriptions out loud, pausing for their partner to ask questions. Make sure they answer their partner's question.

Answers: Answers may vary.

#### 6 🚧 Work in pairs.

Invite children to individually choose one of the activities they listed in step 1 and write a description. Remind them to focus on the answers to the four *Wh*- questions. Invite them to work with a classmate and repeat the procedure for activity 5 with pauses for their classmate to ask questions. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

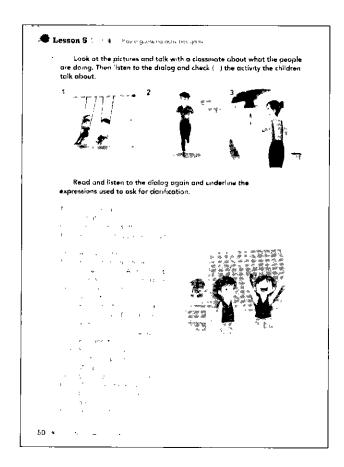
Answers: Answers may vary.

#### Help children answer the question in their notebooks.

Invite children to reflect on the question and share their answers.



#### Lesson 5 Unit 4 **Activity Book page 50**



#### **1** ◀12). Look at the pictures and talk with a classmate about what the people are doing. Then listen to the dialog and check (1) the activity the children talk about.

Elicit descriptions of what children can see in the pictures. You may use Wh- questions and encourage volunteers to ask additional questions. Do not check answers until children have listened to the audio at least twice. It is very helpful to clarify that the first time they are going to listen and think about the picture, and the second time they are going to listen for information to confirm their choice. Activities where children listen for the main idea help them to understand general information. Clarify that they do not have to listen for details. After children have checked the picture, elicit from volunteers why they selected that picture.

## 🖣 Track 12),

Jorge: I'm thinking of an everyday activity

Laura: OK Who can do this activity?

Jorge: You can do it by yourself or with someone

Laura: And when do you do it?

Jorge: You do it anytime, for example, in the mornings. And you do it

outside, for example, in a park. Laura: I'm sorry Could you repeat that?

Jorge: You do it in the mornings and you do it outside. In a park, for example.

Laura: I see. Do you need special equipment?

Jorge: Yes. You need running shoes, pants, a cap, and an MP3 player.

Laura: Sorry? I don't understand Jorge: MP3 player. You know ... music!

Laura: Oh, I know! You are talking about jogging!

Jorge: That's right

#### Answers: 2

#### 2 412). Read and listen to the dialog again and underline the expressions used to ask for clarification.

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

This is a good opportunity to point out that we don't always understand everything that another person says to us. You may elicit from the class when it is appropriate or polite to interrupt. Encourage children to underline the expressions Laura uses to ask for clarification about things she did not understand. Make sure children know what to do. Remind them that any interruptions should be done politely.

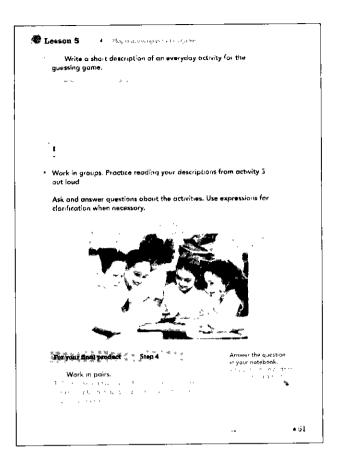
See track 12 in activity 1.

Answers: I'm sorry. Could you repeat that? Sorry? I don't understand.

## The second of th

It might be a good idea to make children notice how speakers link words together and the pronunciation of certain phonemes and contractions. Play and pause the track as many times as possible, so that you can help them notice these speech characteristics.

You could also have children imitate the dialogs to reinforce their comprehension.



#### 3 Write a short description of an everyday activity for the guessing game.

Invite children to choose the everyday activity they would like to write about. Remind them to use the four Wh- questions as a checklist to make sure they have included the information.

This is also a good opportunity for them to focus on revising their descriptions, checking for spelling and grammar mistakes, and making sure they can say all the words correctly. You could monitor and provide help. 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 groups. Practice reading your descriptions from activity 3 out loud.

You may pre-assign groups and designate where they will sit. Suggest to each group to take turns reading their descriptions. Encourage them to discuss whether the writer answered the four questions.

Answers: Answers may vary.

5 Ask and answer questions about the activities. Use expressions for clarification when necessary. Encourage children to have a dialog about the activities. Suggest taking turns to ask questions. Remind them to listen carefully and use expressions for clarification.

Answers: Answers may vary.

#### 6 Work in pairs.

Help children formulate and write the rules for the guessing game on the board, checking grammar and spelling. Let them include additional rules that are specific for their class, for example, showing respect for all ideas, using quiet voices, participate, encourage classmates, etc. Then suggest they copy the rules on their notebook. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

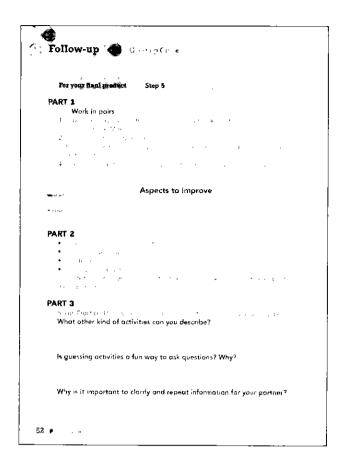
Answers: Answers may vary.

Print or photocopy the Rip Van Winkle Reader flashcards to review everyday activities.

#### Help children answer the question in their notebooks.

Invite children to reflect on the question based on their personal experience when playing games Encourage them to share their answers.

## Follow-up Guessing Game



#### **Part 1** Socializing 1 Work in pairs.

Suggest children to get together with a pair they have not worked with yet. Explain that they are allowed to use the description they previously prepared.

For a Special process

Remind children to ask for clarification whenever it is necessary.

Encourage children to reflect whether using the four questions was helpful. In addition, this is a good time to encourage children to reflect whether the guessing game worked well and suggest ways to improve it, either by adding rules for active participation, improving the language, the time used for the activity, room arrangement, 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 ...

After children complete the checklist on page 43, you could have a feedback session and elicit what they did well and what they need to work on. Help children recognize their strengths and limitations. This is a good opportunity to provide assistance to those children that need it.

#### Answers: Answers may vary.

#### **Part 3** Make it yours

To help children improve their speaking skills, invite them to read out loud each question after you. It is recommended to give them some time to reflect on their answers and write them down. You may have a class discussion about the importance of clarifying and repeating information to others.

#### Answers: Answers may vary.

## La tar Turkellerine (it light and the light

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.

# Unit 5 Activity Book pages 55 to 66

### Social learning environment: Family and Community

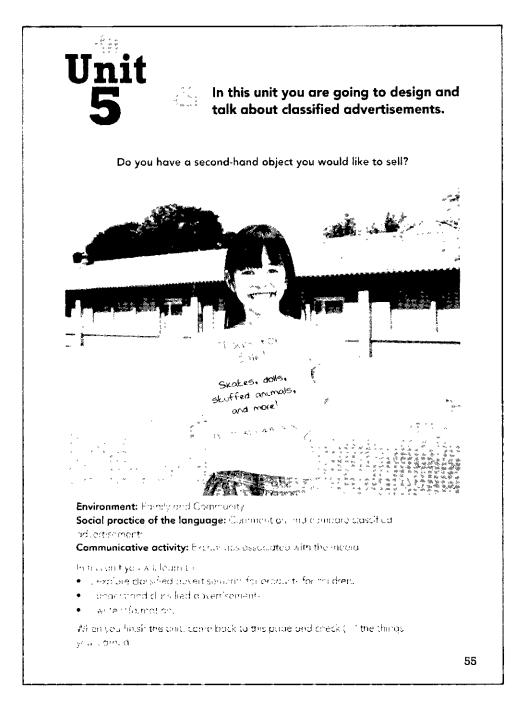
Communicative activity: Exchanges associated with the media

Social practice of the language: Comment on and compare classified advertisements.

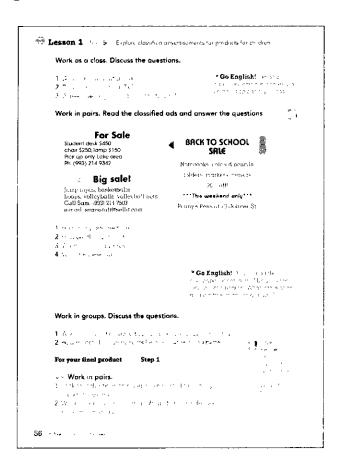
Final product: Classified ad

	Pegra	Achieve <b>jacu</b> t	Searching Candelluses
1 to 2	72 to 73	Explore classified advertisements for products for children.	Provide students with enough and varied advertisements. Allow some class time for them to observe, compare, and explore the materials; guide them to use their knowledge so as to:  • contrast the fuctions, the purpose, and the addressee of the advertisements;  • compare similarities and differences in the distribution and use of graphic and textual elements;  • classify advertised products into categories (for example, stationery supplies, toys, etc.);  • recognize the use and proportion of typography and punctuation;  • interpret abbreviations and signs that indicate price;  • evaluate the effect of advertisements on readers (for example, which is more attractive?, which is simpler?, does image reinforce the content or replace it?, etc);  • reflect on the differences between advertisements and other ways of advertising products in their own culture.
3	74 to 76	Understand classified advertisements.	Model how to predict the content of advertisements; keep in mind that this strategy activates previous knowledge on the topic, which is why it will also help your students start to combine in the text what they already know with the new material. Thus, they will be able to:  • use strategies to reinforce comprehension (for example, predict, re-read, look for cognates, etc.);  • contrast ways to summarize information;  • ask questions to obtain information from advertisements ( <i>Is there a phone number? Which is it? / How much does it cost?</i> , etc.);  • make connections between sounds and a graphic solution (for example, ea / ie, ay / a, etc.);  • verify the reliability of advertisements through closed-ended questions and answers.
4 to 5	77 to 79	Write information.	Motivate and stimulate your students so that they can face new challenges; provide them with models that mediate between what they can do, what they know how to do, and what they need to successfully accomplish new challenges. In this way, they will be in better conditions to:  • select products and relevant characteristics for advertisements;  • write prices, characteristics, phone numbers, and electronic or postal addresses;  • re-organize classified advertisements previously unorganized;  • complete sentences to form the content of advertisements;  • choose graphic information to elaborate an advertisement;  • review the correct use of vowels, initial consonant clusters, upper case and lower case letters, abbreviations, and punctuation marks.

## **Unit Opener**



There are several elements in this page you might want to explore with the children such as the question, for which you may brainstorm some ideas from the children. You might also want to talk about why they would like to sell those items and what they would like to do with the money. For the environment, you could ask children what they think it is about and how they think the activities of this lesson are linked to their lives. And for the social practice of the language and communicative activity, you may elicit the similarities and differences they find in different advertisements you show them in pictures or in real objects such as newspapers or magazines.



**1** Work as a class. Discuss the questions.

You might want to show them examples of different ads and talk about the ads that are more popular or the ones they remember the most and the product they are announcing. Let them use their mother tongue if necessary but translate their ideas and encourage them to repeat them in English to help them develop their speaking skills.

Answers: Answers may vary.

Go English! It might be a good idea to teach children the pronunciation of the verb advertise and the different pronunciations of the noun advertisement by pointing out the change in stress.

#### 2 Work in pairs. Read the classified ads and answer the questions.

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

You might want to let children read the ads before they answer the questions to clarify any doubts they have about vocabulary. Correct spelling or grammar mistakes as you walk around monitoring. When children finish, let them sit with another pair to compare their answers.

Answers: 1 3 2 One gives the price, the others don't; some give the phone number and the e-mail, the others don't; one gives the address, the others don't; the items they are selling are different. 3 The first one is advertising a desk, a chair, and a lamp; the second one is advertising jump ropes, basketballs, hoops, volleyballs, and volleyball nets; the last one is advertising notebooks, colored pencils, folders, markers, and erasers. 4 For students and their parents, sportsmen.

▶ Go English! You could invite children to say if they like reading newspaper and what their favorite section is and why. Then exhort them to reflect on the questions and share their answers as a class.

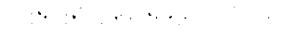
#### **3** Work in groups. Discuss the questions.

You might ask children to team up in groups of four. Invite three children to read one question each and encourage children to brainstorm some ideas to answer the questions. Then, you could give them some time to discuss with their team the questions and answer them in their notebooks.

Answers: Answers may vary.

You may ask children how they like art in ads. Maybe they like cartoons in ads, illustrations, or even augmented reality.

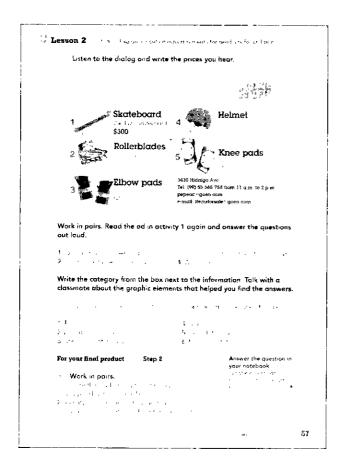
Answers: Answers may vary.



#### 4 **W** Work in pairs.

It is recommended to bring some magazines to class for children to look at them and find different advertisements. Encourage children to share with the class some advertisements they have seen on TV or in the movies that they have liked and disliked. Invite them to explain why. Monitor and help if needed. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.



#### 1 (13) Listen to the dialog and write the prices you hear.

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

Before asking the children to listen, you could let them read the information and encourage them to say what each ad is selling and infer how much they think each item costs.

You might also want to use this time to review numbers from 1 to 100 in English with a game, so children know how to write each number when they hear it. After playing the audio several times, let them compare their predictions to their answers and ask them if they were close to the correct price or not.

## Track 13)

Enrique: Wow! I wish I could buy this skateboard. Lorena: I wish I could buy these rollerblades

Enrique: Well, they are your size. And they cost \$150

Lorena: Oh?

Enrique: Yes, and they are selling elbow pads for \$75, a he'met for \$250, and knee pads for \$65 pesos.

Lorena: So that's \$150 for the skates, \$75 for elbow pags and \$65 for kneepads. I don't need a helmet. I have one already.

Enrique: I'li cali them. Is there a phone number?

Answers: 2 \$75 3 \$250 4 \$65

#### 2 Work in pairs. Read the ad in activity 1 again and answer the questions out loud.

You could organize children to work with someone they have not worked with yet. When they finish, let them sit with another pair to compare their answers. Encourage them to make corrections if necessary.

Answers: 1 a skateboard, rollerblades, elbow pads, a helmet, and knee pads. 2 No 3 Answers may vary. 4 Avenue

## 

It is very helpful to pair up children because it gives them more speaking time and allows them to work with everyone in the group. To check they understand, ask them to explain you what they have to do, set a time limit, etc.

**3** Write the category from the box next to the information. Talk with a classmate about the graphic elements that helped you find the answers. You might want to let children read the words from the box to clarify the meaning before they do the activity individually. You might also want to play a small game where you say a word and they give an example or vice versa, so the meaning of each word is learned significantly.

Answers: 1 price 2 e-mail 3 item for sale 4 phone number 5 address 6 time

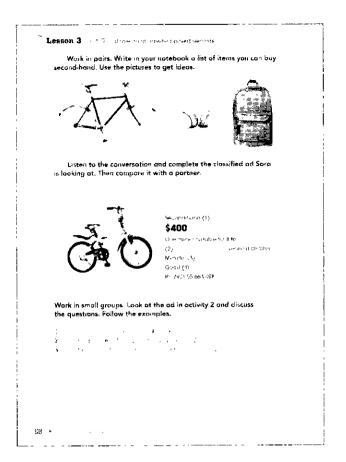
## 4 Work in pairs.

You might want to let children look at the ads they worked with on step 1. Invite them to choose three and complete the first activity. Suggest that they share their findings with another pair. 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.

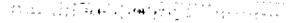
You may invite children to talk about different information they think is required in an ad. Based on their opinions, exhort them to reflect on the question and then share their answers.



#### 1 Work in pairs. Write in your notebook a list of items you can buy second-hand. Use the pictures to get ideas.

You might want to show children different pictures of objects apart from the ones in the book to elicit the vocabulary words. You might also want to write the name of each object on the board, so children can copy them or check the spelling as they are doing the activity. Children can also mention different items in addition to those you've shown. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

#### Answers: Answers may vary.



If you consider it appropriate, you may start a class discussion on the importance of different topics connected to buying second-hand items, such as protecting the environment, taking care of their belongings, or family economy.

Allow children to share their opinions freely and help them express their ideas in English. You may as well propose children to form groups to create posters to be displayed in the school grounds so that children from other classes become aware of this topic.

#### 2 (14) Listen to the conversation and complete the classified ad Sara is looking at. Then compare it with a partner.

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

You might want to let children read the ad and infer the possible answers as you write their suggestions on the board. It is a good idea to clarify the meaning of certain words, so children are able to understand the ad better and also know the type of information they have to listen for in the audio. After listening to the audio several times (as much as children need to), you could let them compare their answers to what they inferred before the listening and see if they were right or wrong.

#### Track 14)

Katy: Hi, Sara. What are you doing?

Sara: Hi, Katy. I'm looking at an ad from the flea market.

Katy: Great! Can you please 'ook for a bike?

Sara: Sure! Wait ... Here's one. It looks really good.

Katy: How much is it? Sara: It's \$400 pesos. Katy: What size is it?

Sara: It says, suitable for eight to 12-year-old children.

Katy: What color is it?

Sara: Metallic blue. It says it's in good condition. Katy: Is there a phone number I can call?

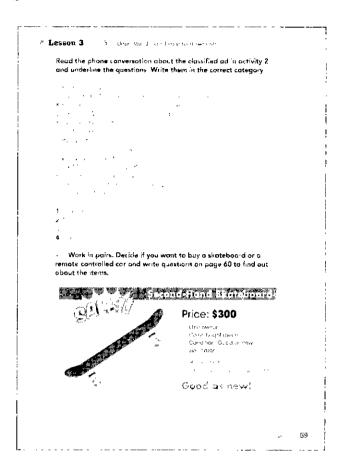
Sara: Yes! It's 93 55 664 498. I'll bring the ad to school tomorrow.

Katy: Great! Thank you so much!

#### Answers: 1 bike 2 12 3 blue 4 condition

3 Work in small groups. Look at the ad in activity 2 and discuss the questions. Follow the examples. Invite children to read the questions and discuss the possible answers. You may want to clarify the meaning of the words they might not know. Invite children to look at the examples and ask them how they think the bike looks (for example, I think the bike looks old / new.) Suggest children sit in small groups to discuss their answers. You might want to model more sample language to give opinions and write them on the board for children to use during the discussion. Then, you might want to elicit the answers as a class and listen to children's opinions.

Answers: Answers may vary.



4 Read the phone conversation about the classified ad in activity 2 and underline the questions. Write them in the correct category. Refer children to the Picture Dictionary on page 66 of the Activity Book.

You might want to encourage children to say how they can recognize a question in the text, and also, to say some examples that match the concepts of phone number, color, price, and size with an activity before the children do the exercise. Also, you might want to let children do the activity individually and then compare their answers with a classmate before you elicit the answers as a class. Let them correct their mistakes if necessary.

Answers: 1 Is there a phone number I can call? 2 What color is it? 3 How much is it? 4 What size is it?

**5** 📠 Work in pairs. Decide if you want to buy a skateboard or a remote-controlled car and write questions on page 60 to find out about the items. Refer children to the Picture Dictionary on page 66 of the Activity Book.

You might want to elicit from children some possible questions they could ask and write them on the board before they start the activity. You might also want to go through the grammar and spelling of those questions or even suggest that they use some Wh- questions. You may suggest that children to work in pairs and walk around monitoring and helping if necessary. Remind to point out the mistakes, if any, for children to correct. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

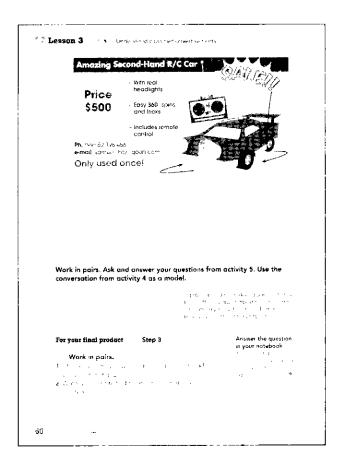
#### Answers: Answers may vary.

## 

You may want to exhort children to talk about how easily they are attracted by advertisements and why they think that is.

It is important for children at their age to differentiate between what they need and what they want. You could explain how advertisements are produced in such a way so as to make people think they need what they sell when in fact, they do not.

You may encourage children to brainstorm the advertisments they remember most and then ask them if they really need those products.

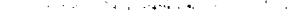


#### **6** Work in pairs. Ask and answer your questions from activity 5. Use the conversation from activity 4 as a model.

You could let children go through activity 4 and encourage them to write a similar conversation using the questions they formulated in activity 5 before they start the activity. Model how, if necessary, using some of the questions of one of the pairs. After children know exactly what they have to do, you may walk around monitoring and helping if necessary. Once they finish it could be a good idea to give them some time to practice their conversation. You can take advantage of this activity correcting their pronunciation and intonation (especially of questions), if necessary.

#### Answers: Answers may vary.

You may invite children to share, as a class, if they have ever bought any second-hand items and where. You may talk with them about the environmental advantages of buying this kind of articles. Exhort them to use the link when they want to make an ad to sell something they don't want anymore.



### 7 Work in pairs.

You might want to let children look at the items, elicit the possible questions they could write about them, and write those questions on the board as models before they start the activity. You might also want to go through the correct grammar and spelling of the questions, so children know how to write them and what to do. You may walk around monitoring and helping if necessary. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

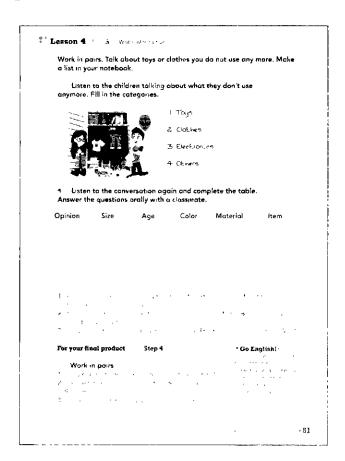
#### Help children answer the question in their notebooks.

You may invite children to think about they need to know about items advertised for sale they may want to buy. Guide them to use their ideas to answer the question and encourage them to share what they concluded.

## 

Print or photocopy the Classified Ads handout to provide extra practice on asking and aswering questions about an ad.

## Lesson 4 Unit 5 Activity Book page 61



1 Work in pairs. Talk about toys or clothes you do not use any more. Make a list in your notebook. You could show children different pictures of toys and clothes they may have. Invite children to work in pairs, choose the ones they don't use anymore and make a list.

Answers: Answers may vary.

2 415) Listen to the children talking about what they don't use anymore. Fill in the categories. Play the audio several times, allow time for children to do the task. Elicit the correct answers and write them on the board.

## Track 15)

José: Julia, look at this good white shirt. I loved this shirt. I only wore it a couple of times and now it doesn't fit mo. How sad!

Julia: Look, José. I have old denim jeans that are too small for me

José: I have a difficult small wooden puzzle. It is still in the box

Julia: Look at all these nice big books. We don't read any of them now. I have a lot of old video games. I don't want them. And these cute plastic dinosaurs . they are like new!

José: I have some metal toy cars and a red wooden train set I don't play with now

Julia: Does this DVD player work?

José: It does but we don't use it.

Julia: Wow! What are we going to do with all this stuff?

Answers: 1 Toys: small wooden puzzle, plastic dinosaurs, metal toy cars, red wooden train set

2 Clothes: white shirt, old denim jeans

3 Electronics: DVD player, old video games

4 Others: big books

#### 3 ◀15) Listen to the conversation again and complete the table. Answer the questions orally with a classmate.

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

You might want to go through the concept words in the table, and discuss how those words describe the items and how we use them in English (usually before the nouns). When children finish completing the table, check answers as a class. Let children sit in pairs to answer the questions orally.

Answers: good old white shirt old denim jeans difficult small wooden puzzle nice big books old video games cute plastic dinosaurs

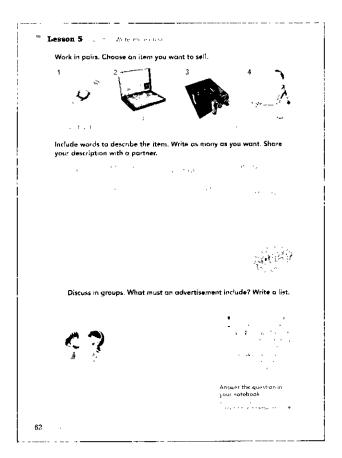
See track 15 in activity 2.

Go English! You may explain to children that an adjective is used to describe nouns and give more information about things. We use them to describe the world and everything that's in it. You may explain that adjectives have a particular order, as it is shown in the table.

4 Work in pairs.

Invite children to make a table like the one in activity 3 in their notebooks. You may ask them to discuss the characteristics of the item they chose with their classmate and complete the table. Monitor and correct any spelling or grammar mistake you may find. 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. Choose an item you want to sell. Invite children to imagine they are at the flea market selling the items shown on the page. Exhort them to choose one of them and find its best characteristics and uses. Give them some time to choose an item and discuss about it. Monitor and correct any language mistake.

Answers: Answers may vary.

#### 2 Include words to describe the item. Write as many as you want. Share your description with a partner.

You might want to encourage children to describe each object from activity 1 in a fun activity using the words from activity 2. For example, you may toss them a ball as you call out an item. Then, children have to use the words in the correct order and if they do it correctly, toss the ball to another child calling out a different word for him to describe. You can repeat this activity as many times as you wish to help children practice orally, before they write. The more children drill, the better they will write.

Answers: Answers may vary.

#### 3 in Discuss in groups. What must an advertisement include? Write a list.

You might want to show children different advertisements so they can discuss in small groups the type of information ads may include. Walk around monitoring and also encouraging children to speak in English as much as they can. Elicit answers from each group and write them down on the board. See if they are similar or complement the answers of others. Once you have the answers as a whole group, invite children to complete the information that is missing in their books. 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 underline the adjectives they find in the descriptions in the chapter.

Answers: Answers may vary.

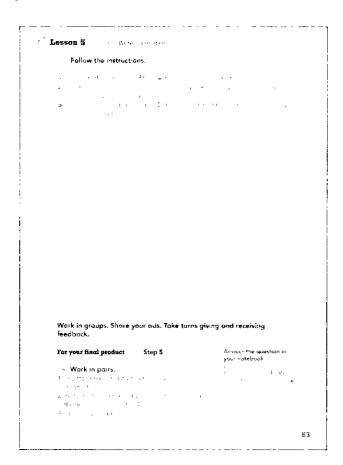
## Proposition of the state of the

Print or photocopy the Classified Ads Past and Present Reader flashcards to review the kind of information ads must contain.

#### Help children answer the question in their notebooks.

You could ask the question out loud for children to share their thoughts as a class. Then invite them to write their conclusions down.

## Lesson 5 Unit 5 Activity Book page 63



#### 4 Follow the instructions.

You may ask children to pair up with a classmate. You might ask them to make a draft of the ad in a piece of paper so they can change anything they want before doing the final version on their books. Invite children to look at what they did in activities 1, 2, and 3 to have a clearer idea. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

#### Answers: Answers may vary.

#### 5 Work in groups. Share your ads. Take turns giving and receiving feedback.

You might want children to stand up and say the numbers from one to six, repeating the series until there's no left child. Then invite children to get together with those who have chosen the same number to share their ads and receive feedback. You might also want them to take notes on the feedback they receive in their notebooks. Walk around monitoring and encouraging them to speak in English as much as they can.

Answers: Answers may vary.

#### **6 W** Work in pairs.

You might want to let children write the first draft of their ad. You may walk around helping them or correcting their spelling mistakes before they write their final version. Encourage them to work as cleanly as possible. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

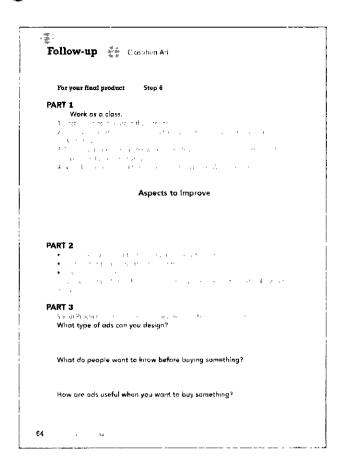
Answers: Answers may vary.

#### Help children answer the question in their notebooks.

You may invite children to talk about the elements they think an ad should have. Encourage them to reflect on the question based on their ideas and share their answers.

## 

Remind children to bring colored pencils, markers, scissors, glue stick, colored paper, and any other cratfs material they think could use to make their ad more attractive.



#### Part 1 Socializing 1 Work as a class.

You might want to encourage children to build along with you a self-evaluation format with the aspects they consider their classified ads should include. That way it will be easier for them to self-evaluate their ads and other ads. It could be helpful if you discuss as a class some of the aspects children should consider when asking questions to others about the products they may want to buy. Encourage children to post their ads around the community to see if there is someone interested in buying their items. If so, tell children to be careful and tell their parents before meeting the buyers. 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 ... Invite children to read each sentence and encourage them to say what they did throughout the unit to be able to accomplish those objectives. Exhort them to go back to page 55 and reflect on what they are able to do at this time. It's important to help children self-evaluate themselves and make them realize that they have learned a lot of useful information, because this motivates them to continue learning.

#### Answers: Answers may vary.

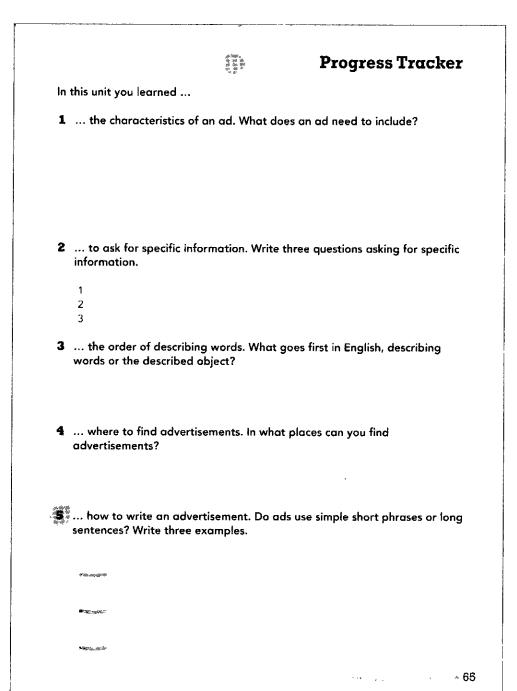
#### **Part 3** Make it yours

Encourage children to continue talking about ads by asking and answering the questions in the activity. You might want to give them some prompts to help them answer the questions better. Encourage them to use as much English as they can and help them translate their ideas if necessary.

#### 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.

## **Progress Tracker**

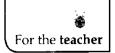


This Progress Tracker will give children the opportunity to reflect on what they have learned throughout the unit. By doing so, they will feel involved in their learning process, which will encourage them to take responsibility of their learning journey. Therefore, it is important that this purpose is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

## Assessment Instrument



#### **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	******	* * * * * * * * * * * * * * * * * * *	valuati	en Scale	
1							
2							
3							
4							
5							
6							
7							
8							
9			<del></del>				
10							

Instructions:							
*Ke	*Key:						
A:							
B:							
C:							
D:		_					
E:							

# Unit 6 Activity Book pages 67 to 78

Social learning environment: Recreational and Literary

Communicative activity: Literary expression

Social practice of the language: Tell a story based on pictures.

Final product: Narration of a story from a photograph

Lesson	Pages	Achievement	Teaching Guidelines
1 to 2	85 to 87	Explore and listen to stories based on a photograph.	Tell students a story you have imagined based on a photograph. Encourage them to ask questions, repeat fragments from your story as many times as needed, and provide them with guidelines to explore oral texts, so they will be able to:  • follow stories based only on a picture;  • imagine oral texts based on a photograph;  • distinguish specific sounds that do not exist in their mother tongue;  • compare ways to start and end stories;  • express emotions transmitted by the story.
3 to 4	88 to 91	Write stories based on photographs.	Share with the students the written version of your story. Help them discover how imagination and creativity enrich people's lives, so they will be able to:  • classify events in a story according to the moment when they happen (beginning, middle, or ending);  • reread to clarify the meaning of words and expressions;  • compare relationships (previous, simultaneous, or subsequent) between events based on the verb tenses used;  • make connections based on personal experiences;  • make inferences based on the different characteristics of a photograph;  • select plausible events to complement the story;  • establish links between image and narration.
5	92	Tell stories based on pictures.	Create a pleasant, relaxed, and positive environment that encourages students to share and enjoy the narration of their stories, so they will be able to:  • choose creative titles for their stories;  • solve false starts using expressions to resume a story (When John, I mean, When he was at school);  • enrich events with details, looking into the description of the pictures and on the inferences made from them;  • use strategies to restart the narration, after the questions they may have had (As I was saying, etc.);  • move the stories forward by formulating transitions;  • adjust the tone, volume, and intonation to transmit emotions.  Provide students with feedback when the lack of words or expressions interrupts communication abruptly.

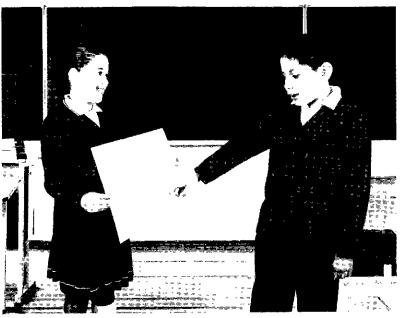
## **Unit Opener**





In this unit you are going to create and read a story from a photograph.

What are your favorite stories to read?



Environment: Recreational and Literary

Social practice of the language: fell a story based on pictures.

Communicative activity: Literary expression

In this unit you will learn to

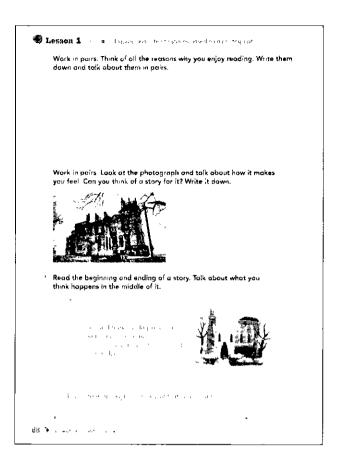
- explore and listen to stailes based on a photograph.
- write stories based on photographs.
- · tell stories based on pictures.

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

67

There are several elements in this page you might want to explore with the children such as the question, where you can invite children to share what their favorite stories to read are. For the environment (Recreational and Literary) you may ask children what they think it is about, how they think the

activities of this lesson will be linked to their lives, and in which moments they read stories. And for the social practice and the communicative activity, you could elicit the elements they can find in a story such as setting, characters, plot, problem, and the solution.



#### 1 Work in pairs. Think of all the reasons why you enjoy reading. Write them down and talk about them in pairs.

Before asking children to discuss in pairs, you might want to show them examples of different pictures that could show emotions or feelings related to reading. You might also want to go through the words they mention or their ideas and help them translate them into English, if necessary, and write them on the board. As the children work in pairs, you may walk around checking that they are writing their ideas correctly. It might be a good idea to make notes regarding children's mistakes and, once they finish this activity, you could perform a session to clarify doubts and correct their mistakes. Encourage them to speak in English as much as they can.

#### Answers: Answers may vary.

#### 2 Work in pairs. Look at the photograph and talk about how it makes you feel. Can you think of a story for it? Write it down.

You might want to let children look at the photograph and describe it first before they talk about how it makes them feel. Write the words they say on the board. It might be difficult for children to totally speak in English; therefore, you can encourage them to mention as many words as they can in English, however they can also use their mother tongue. You could write those words on the board doing the corresponding translation.

As they work in pairs, encourage them to write their ideas in their notebooks, reminding them to think of a setting, characters, plot, problem, and solution for their story. You might also want to ask children to sit with another pair to share their stories, compare them, and see if they are alike or different. You may walk around providing help when needed and encouraging children to speak in English as much as they can. Check the first draft of their story and help them correct any grammar or spelling mistakes they may have.

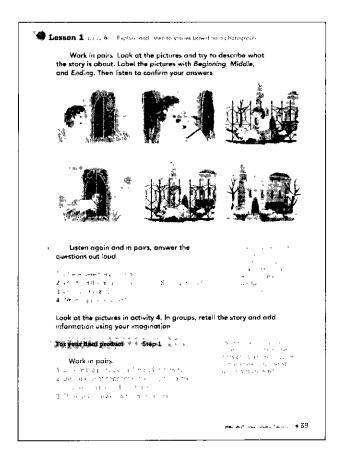
#### Answers: Answers may vary.

3 Read the beginning and ending of a story. Talk about what you think happens in the middle of it. Refer children to the Picture Dictionary on page 78 of the Activity Book.

It is suggested performing a small activity to help children continue the story, such as asking one of the children to read the beginning of the story, toss a ball to another child to continue it, and asking that child to toss a ball to another child to read the end. You could do this activity as many times as you wish to have different stories with the same beginning and end. You may choose along with children the one (or ones) they liked the most, write it (them) on the board, and ask children to copy it (them) in their notebooks, and illustrate it (them). Or you might want to choose a similar activity to help children talk about what they think could happen in the middle of the story in a fun way. The idea is for them to enjoy the activity, boost their creativity, and develop their speaking skills.

Answers: Answers may vary.





#### 4 (16)! Work in pairs. Look at the pictures and try to describe what the story is about. Label the pictures with Beginning, Middle, and Ending. Then listen to confirm your answers.

Organize children to work in pairs and guess what the story is about just by looking at the illustrations. After this, you may play the audio as many times as you consider appropriate so they can answer the activity and correct their answers if necessary.

## Track 16)

One day, I took my dog for a walk, past a big dark house. There were a lot of trees in front of it. Suddenly, Spinky ran away from me and into the garden. Then she jumped into the house through an open window! "Spinky! Come out!" I shouted. I was angry because Spinky didn't come back to me I was nervous, too. I ran up to the window and I saw what I didn't want to see ... that cranky old man! Spinky barked at me, she wanted to find the way out, but I guess she couldn't. I was so anxious! The cranky old man turned on the light, opened the door, and looked at me. I was terrified and I smiled at him, but he didn't smile back to me Fortunately, when I looked down next to me, there was Spinky wagging her tail. She was happy to see me and I was too! We ran home as fast as we could. I never took Spinky for a walk past that house again!

#### Answers: 3 Ending 4 Middle 6 Beginning

#### 5 (16) Listen again and in pairs, answer the questions out loud.

Invite children to get into pairs and take turns reading the questions and providing the answers.

See track 16 in activity 4.

Answers: 1 In the street. 2 Spinky ran away and into the garden. 3 A cranky old man 4 The cranky old man turned on the light, opened the door, and looked at they boy. The boy smiled at the old man but he didn't smile back. When the boy looked down, his dog, Spinky, was next to him.

You may ask the children the characteristics of the beginning, middle, and ending of stories. You could remind children that they have worked with these concepts several times before.

**Answers:** Answers may vary.

#### 6 Look at the pictures in activity 4. In groups, retell the story and add information using your imagination.

You might team up children in groups of four to share their guesses from activity 4 and choose the one they like the most. Invite them to draw a short comic about that story on a sheet of paper and show it to the class to tell the story.

#### Answers: Answers may vary.

Exhort children to use this link in order for them to read and learn more fables. Invite them to tell the stories they find most interesting to their relatives and friends.

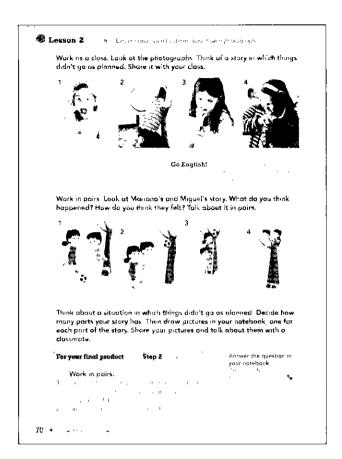


## Charles and Alberta

## Work in pairs.

You might ask children to look for the meaning and characteristics of the beginning, middle, and ending of a story. Then, you may invite them to share their findings with another pair and reach a common definition. Once the concepts are clear to them, you may suggest children to make use of them for the comic they are working on. 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 as a class. Look at the photographs. Think of a story in which things didn't go as planned. Share it with your class.

Before starting the activity, you could invite children to talk about how they feel when they have a plan and it suddenly changes because something happens. Invite them to share what they do when those things happen, if they are able to give the day a twist and still enjoy it, or if they feel sad for the rest of the day. You could talk about the importance of enjoying life, instead of feeling sorrow.

Answers: Answers may vary.

Go English! You could share your personal favorite story with children and say how the story makes you feel. Exhort children to share their feeling while reading or listening to a story.

#### 2 Work in pairs. Look at Mariana's and Miguel's story. What do you think happened? How do you think they felt? Talk about it in pairs.

You might want to encourage children to personalize the activity after talking about the pictures, let them share how they would feel if they were in the same situation and what they would do. Walk around

encouraging children to use as much English as they can. Correct pronunciation if necessary.

Answers: Suggested answers: Mariana and Miguel were playing. Mariana hit the ball very hard. The ball got stuck in a tree. Mariana and Miguel climbed a ladder to get the ball. The ladder fell.

3 Think about a situation in which things didn't go as planned. Decide how many parts your story has. Then draw pictures in your notebook, one for each part of the story. Share your pictures and talk about them with a classmate.

You might want to show children an example of what they have to do, before they do the activity, so they know what you expect from them. Once they know what to do, you could give them a specific frame of time to complete the activity. It might be a good idea if you walk around checking and helping if necessary.

Answers: Answers may vary.

## 

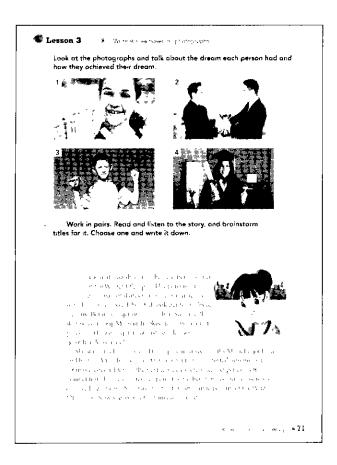
#### 4 Work in pairs.

You could show children different photographs, so they can get ideas to make up a story or you could do a small activity to encourage them to share their thoughts, such as passing on a ball as they sing a song. When the song is over, the child with the ball has to say a topic for a story. This is a good way to encourage all children to speak and to have fun in class. Having fun helps children learn better, because they are relaxed, readier to learn and remember what they are learning for a long time. 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.

Based on the information learned so far, you may want to elicit answers to this question from children. Then, you could clarify any doubts they still may have and exhort them to write down their new answers.



#### 1 Look at the photographs and talk about the dream each person had and how they achieved their dream.

You might want to encourage children to share what they dream of before doing the activity. You may exhort children to talk about an ocassion when they've won an award that makes them feel proud of. You may want to point out that it does not matter why they were awarded for, because each achivement is important enough. Then, you may let children look at the pictures and share in small groups their thoughts. It might be a good idea to walk around checking that they are doing the activity, and also to encourage them to speak in English as much as they can.

#### Answers: Answers may vary.

## 

It may prove useful to explain children how to make inferences from photographs or pictures. Explain that *inferring* is to reach a conclusion based on evidence and common sense.

You may tell them that *evidence* is what they can see in the pictures: people, places, objects, attitudes, etc.; common sense is a logical explanation of the causes for or reasons behind what they see.

Encourage children to practice their inferring abilities as much as they can.

#### **2** ¶17). Work in pairs. Read and listen to the story, and brainstorm titles for it. Choose one and write it down.

Refer children to the Picture Dictionary on page 78 of the Activity Book.

You might want to let children read the story before listening to the audio. Invite them to look for cognates and underline them to understand the main idea of the story. Afterwards, you might want children to underline in a different color the words they don't know and look up the meaning in a dictionary. Once they understand the text, let them listen to the audio as many times as you consider sufficient. Encourage them to repeat the text after you and then, to read it along with the audio, to help them improve their pronunciation. Then let them do the activity. You could walk around checking and helping if necessary.

#### Track 17)

Mariela always greamt of being a figure-skater at the Winter Olympics. Her parents gave her a pair of skates when she was nine years old. The next weekend, her dad took her to the local Ice rink. Before she got on the ice, her dad said, "Ice skating isn't easy, Mariela. It takes time and a lot of practice." He was right. That first day she never let go of her dad's

She started taking lessons. During the next six months Mariela got better and better. After she won her first competition, she started training with a famous coach. During the next few years, she won competition after competition. Ten years after her parents gave her that first pair of skates, she achieved her dream. She was selected for her country's team at the Winter Olympics! Now she looks at her medal

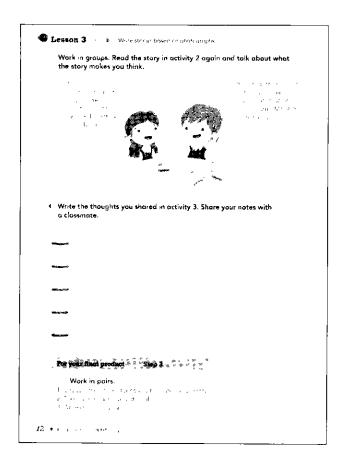
#### Answers: Answers may vary.

## A SANGER RES TO THE STREET STR

It might be a good idea to use the brainstormed titles that were not chosen, to come up with a different story. You could model a short story from one of the titles so that children get an idea of what they will have to do. You could have them work with a different classmate to do this activity.

## The second of th

Print or photocopy the Tell the Story handout to provide extra practice on story parts vocabulary.



#### Work in groups. Read the story in activity 2 again and talk about what the story makes you think.

A good way to develop speaking skills is by making drills with children. A controlled drill is one where you give a starting line for children to complete. You might want to do a small activity with the children to encourage them to talk about what the story made them feel by tossing a child a ball and giving him a starting line. The child with the ball shares his / her thoughts and tosses the ball to another child and so on. By doing this, children will feel more confident when they have to share their thoughts in small groups. Once they are doing the activity, you could walk around encouraging children to speak in English as much as they can and to pronounce words properly. You may want to help or correct when you consider necessary.

#### Answers: Answers may vary.

#### 4 Write the thoughts you shared in activity 3. Share your notes with a classmate.

You might want to encourage children to write their thoughts in their notebook using the starting line you gave them to make the drill and also encourage

them to use an English-Spanish dictionary to look up a word they don't know in English, so they can complete their writing task. You may walk around checking spelling and grammar. You may perform a class to clarify any mistakes you have noticed in children's notes and exhort them to correct those mistakes.

#### Answers: Answers may vary.

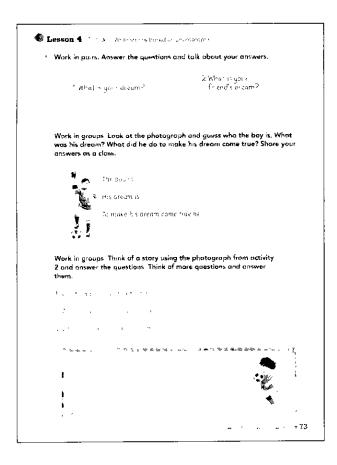
e de jeun e e e jija "tj" d

## 5 Work in pairs.

You might want to let children first work in pairs and then invite them to share their thoughts, as well as the titles they gave to their stories with the class. You could explain children how a title is written in English. It may be a good idea to walk around checking that they wrote their titles correctly. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

#### Answers: Answers may vary.

It may be a good idea to teach children a few phrases for giving and responding to opinions so that they can share what the story makes them think in activity 3. You may make some cards to stick on the classroom walls so you can refer to them in future classes.



#### 1 Work in pairs. Answer the questions and talk about your answers.

You might want to show children different pictures that could represent the dreams they might have such as visiting a special place or having a special toy. After showing them some pictures, you could let them brainstorm some ideas and write them on the board. Then invite children to talk about their real personal dreams. You could walk around checking that they are using as much English as they can. Help children with the vocabulary words they don't know in English or give them an English-Spanish dictionary for them to look up the words.

#### Answers: Answers may vary.

#### 2 Work in groups. Look at the photograph and guess who the boy is. What was his dream? What did he do to make his dream come true? Share your answers as a class.

Before starting the activity, you might want to let children read the words and elicit possible answers just by looking at the photograph. It is suggested writing their predictions on the board. After completing the activity, you could let them compare their answers with their predictions.

Elicit the correct answers and write them on the board for children to correct spelling mistakes if necessary.

#### Answers: Answers may vary.

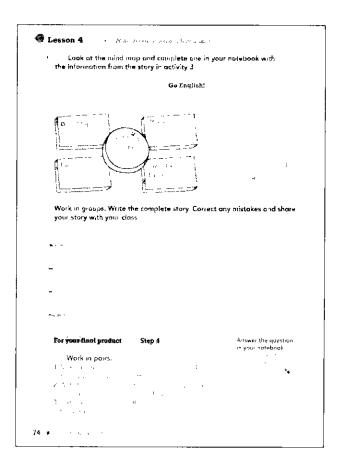
#### 3 Work in groups. Think of a story using the photograph from activity 2 and answer the questions. Think of more questions and answer them.

Refer children to the Picture Dictionary on page 78 of the Activity Book.

You might want to remind children what the elements of a story are and to don't forget to include them in their story. Encourage them to write their first draft in their notebook before they write it in their books. You may want to walk around checking spelling and grammar. You could perform a session class to clarify any doubts children may have, and to clarify the mistakes you observed while helping them. You might also want to let children read the questions reminding them how we can ask questions in English to get more information or to get a Yes / No answer. Encourage them to formulate more questions using other Wh- question words and write them down on the board as an example of what they have to do. You may want to set a specific frame of time to do the activity to avoid losing group control.

Answers: Answers may vary.

#### Lesson 4 Unit 6 **Activity Book page 74**



#### 4 M Look at the mind map and complete one in your notebook with the information from the story in activity 3.

You might want to let children go through the graphic organizer and check if the story from activity 3 covers all the elements the graphic organizer is asking for. If there are any things that need to be covered, invite children to complete what is needed in activity 3 first before doing activity 4. 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! Graphic organizers are visual charts used to visually represent and organize children's knowledge or ideas. They're useful when brainstorming ideas, especially as part of a group task and can help a child comprehend what has read and made comparisons to other pieces of writing. Invite children to experiment with more than one variety and then decide which type they consider is most helpful.

You could ask how each part of the graphic organizer should be filled. Exhort them to discuss along with you what each part of a story is about.

At the end of the activity you may ask some questions about the story to help them make sure that a graphic organizer is, indeed, helpful.

Print or photocopy the *Treasure Island* Reader flashcards to review how to tell a story based on pictures.

#### 5 Work in groups. Write the complete story. Correct any mistakes and share your story with your class.

You might want to let children read if their story once again and see if it is OK or if there are any other things they would like to add, such as illustrations. Let them complete their stories. You could walk around checking spelling, grammar, and punctuation; let them correct their mistakes. Encourage children to write their second draft in their notebook before they write their final draft in their books. Remind them to work cleanly and write clearly.

Answers: Answers may vary.

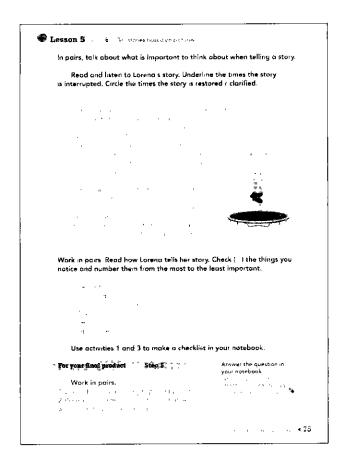
6 🜌 Work in pairs.

You might want to let children do a small mind map with the aspects they think their stories should include. Invite them to sit in pairs and read their mind maps and give feedback to their classmates. That way the evaluation is also going to be objective and will help children improve their stories respectfully. 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 create a full story using items from your classroom. Take one item and make up a sentence to start your story with. Then ask volunteers to say different sentences always related to the previous one to continue a sequence. This way, children can notice how easy it is to create a story. Invite them to answer the question.



#### 1 In pairs, talk about what is important to think about when telling a story.

Discuss with the class the important things to consider when telling a story, like the body language, tone of voice, pauses, etc. Invite children to get into pairs and make a list of some other aspects.

Answers: Answers may vary.

#### 2 (18) Read and listen to Lorena's story. Underline the times the story is interrupted. Circle the times the story is restored / clarified.

Refer children to the Picture Dictionary on page 78 of the Activity Book.

Encourage children to say how they know a story is being interrupted, before they listen to the audio. Encourage children to suggest ideas of what Lorena could do to improve her performance.

## **■** Track 18)

Lorena: One day after school, Angela, Elizabeth, and David went into their garden and started jumping on their trampoline. "Wow! This is fun!" shouted David Suddenly, the boy fell off! I mean, the girl fell off.

Israel: Who, Angela or Elizabeth?

**Lorena:** Elizabeth. As I was saying, she fe!! off and hurt her arm. "Ouch!" She groaned. So her morn took her to the doctor ... I mean the hospital Her arm was broken so the doctor put on a plaster. Her father said, "I am very angryl"

Israel: Why?

Lorena: Because they used the trampoline without the safety net. I mean, they knew the rule was to use a safety not.

Israel: And what happened then?

Lorena: As I was saying, their father was angry and the children couldn't use the trampoline for a month!

Answers: Underlined: Who, Angela or Elizabeth? Why? And what happened then? Circled: I mean, the girl fell off. As I was saying, I mean, the hospital. I mean, they knew ... As I was saying, their father ...

#### **3** Work in pairs. Read how Lorena tells her story. Check (1) the things you notice and number them from the most to the least important.

Invite children to compare this list with the one they made for activity 1 and see if they are similar. Exhort them to share why they think an aspect is more or less important than other, and why, as well as their conclusions.

Answers: Answers may vary.

#### 4 We Use activities 1 and 3 to make a checklist in your notebook.

You might want to review the checklist from activity 3 and ask children what aspects they would add to it. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

#### **5 M** Work in pairs.

Invite some pairs to perform in front of the class. Exhort children to listen carefully to their classmates. You may correct pronunciation if needed. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

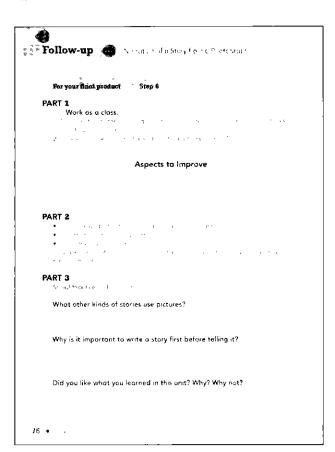
Answers: Answers may vary.

#### Help children answer the question in their notebooks.

Invite children to reflect on the question and suggest them to share their answers.



## **Follow-up** Narration of a Story from a Photograph



# **Part 1** Socializing

1 M Work as a class.

You might want to encourage children to build along with you a self-evaluation format with the aspects they consider their stories should include. They can give you some ideas from the checklist they did in Lesson 5, activity 4. That way it will be easier for them to self-evaluate their stories and those from others. 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 ...

You might want to let children read each sentencen and encourage them to say what they did throughout the unit to be able to accomplish those objectives. It's important to help children self-evaluate themselves and make them realize that they have learned a lot because this motivates them to continue learning.

#### Answers: Answers may vary.

#### **Part 3** Make it yours

Encourage children to continue talking about other stories they can tell using pictures and how those stories can be useful in everyday life, like learning something important we can't forget. Suggest children to never forget that the brain remembers pictures more easily than words.

#### 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.

## Progress Tracker



### **Progress Tracker**

In this unit you learned ...

- 1 ... to identify the parts of a story. What are they?
- ... to talk about your dreams. What are your dreams?

- ... expressions to interrupt and clarify a story. Write examples of expressions to interrupt and clarify a story.
- ... expressions to restore telling a story. Write examples of expressions to restore a story.
- ... to write a story from a picture. Choose one of the pictures in the book and write a story about it.

• 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.

#### **Peer Evaluation Rubric**

A peer evaluation rubric is used to assess the team members' collaboration and performance on a given task or project. The children can also use it to evaluate their own performance within the team.

#### Instructions:

- 1 Have children write the names of their classmates in the numbered boxes.
- 2 Ask them to assign each member of their group a value (by using the key) for each listed aspect.
- 3 Write your observations about the children's assessments.

**Exercise 1** Series 1 = 1 Poor 2 = 1 Fair 3 = 1 Very Good 4 = 1 Excellent

Artenbuck		
Accepted the assigned tasks willingly		
Participated actively in group discussions		
Helped others with their work when needed		
Worked well with other group members		
Worked accurately and completely		
Respected others' opinions and suggestions		
Suggested possible solutions to problems with the task / project		
Followed the teacher's instructions		
Acted as a valuable member of the team		
Notes:		
	 <u> </u>	

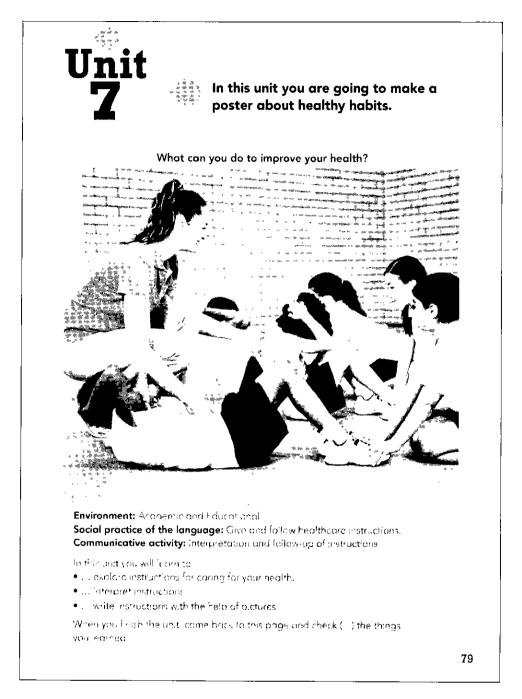
# Unit 7 Activity Book pages 79 to 90

### Social learning environment: Academic and Educational

Communicative activity: Interpretation and follow-up of instructions **Social practice of the language:** Give and follow healthcare instructions. Final product: Poster about healthy habits

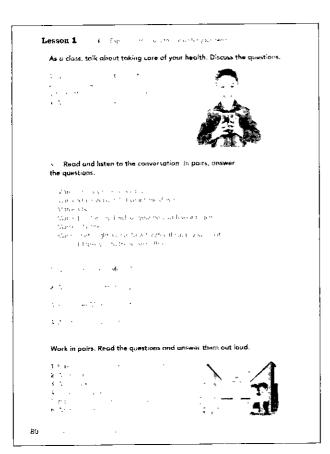
Lesson	Pages	Achievement	Teaching Guidelines
1 to 2	98 to 99	Explore instructions for caring for your health.	Help students understand and value the importance of language in the construction of knowledge and ideas, so they will be able to:  • contrast the place and the means in which instructions are given based on context clues;  • compare the purpose of graphic resources and symbology of instructions;  • assess common elements in instructions and the effects caused when they are heard or seen;  • identify differences in the way of expressing instructions in different countries.
3 to 5	100 to 103	Interpret instructions.	Foster the love for discovering how language can promote the interest in knowing and learning. This way, students will be in better conditions to:  • detect sounds and prosodic elements (for example, pauses, pronunciation clusters, etc.), that help segment the speech circuit;  • classify words with sounds and expressions to expand their repertoire;  • classify instructions according to actions (for example, actions that must be done or actions that must be avoided);  • relate instructions to graphic resources that represent them;  • rearrange words and groups of words to create instructions;  • express instructions based on their physical representations;  • follow instructions.
6	104 to 105	Write instructions with the help of pictures.	Give students support so they can understand how ideas are depicted in particular ways, to cause a reaction or response in the addressee, so they will be able to:  • choose the theme of the instructions according to the purpose and the addressees;  • write instructions based on graphic resources;  • design graphic resources linked to the instructions;  • use strategies to clarify doubts when writing (for example, using a dictionary, asking others, looking at old texts, etc.);  • organize instructions in a logical sequence;  • adjust textual resources (for example, typography, bullets, numbering, etc.) to make instructions more precise.

## 🗪 Unit Opener



There are several elements in this page you might want to explore with the children such as the question, where you might have children talk about their answers, the photograph for which you could encourage them to brainstorm examples of other things they can do to improve their health.

When you're checking the environment with children, you may ask what they think it is about and how they think the activities of this lesson will be linked to their lives. For the social practice and communicative activity, you could tell children what you do when you have a headache and invite them to repeat what you said as if they were giving instructions.



#### 1 As a class, talk about taking care of your health. Discuss the questions.

This is an opportunity to build on children's prior knowledge. You could give them time to look at the picture and then invite them to discuss the questions and explain their answers. Ask children to share some of their ideas by writing them on the board, perhaps using a graphic organizer. Encourage children to speak in English.

Answers: Answers may vary.

#### 2 (19) Read and listen to the conversation. In pairs, answer the questions.

Refer children to the Picture Dictionary on page 90 of the Activity Book.

This is a good opportunity to point out to children that they are going to explore and listen to instructions for taking care of their health. Invite them to pay special attention to the environmental sounds in the audio, as well as the tone of voice. You could give children a brief introduction of the audio, pointing out to carefully read and listen to the instructions Mario gives to Marce. Remind them to listen for words they already know. You may point out that Mario seems calm and collected, and that is always important in any emergency situation. Invite children to work in pairs; encourage them to answer

the questions. It is suggested giving them sufficient time, and when they are ready, invite them to check their answers with another pair. You could also ask children whether they have ever had a nosebleed at school.

#### **【** Track 19).

Marce: Ohi My nose is bleeding

Mario: Sit up straight. Put your nead down.

Marce: OK

Mario: Don't worry Pinch on your nose with your fingers

Marce: Like this?

Mario: That's right. Good. Now breathe through your mouth. I'll take you to the nurse's office.

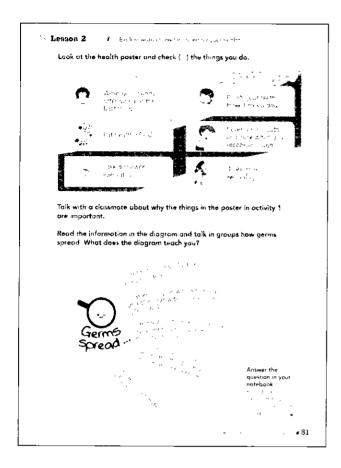
Answers: 1 Her nose is bleeding. 2 They're at school. Because Mario tells Marce he will take her to the nurse's office. 3 To sit up straight, put her head down, pinch her nose with her fingers, and breathe through her mouth. 4 They will go to the nurse's office.

#### 3 Work in pairs. Read the questions and answer them out loud.

You may explain to children that they have just read and listened to a dialog about someone who got sick at school. Invite them to raise their hands if they have ever been sick at school (this information could also help you assign pairs). Based on your observations you could pair children who do not know each other well. Once interview classmates have been assigned, you could explain to children that they will be interviewing a classmate and asking all the questions in sequence, and then they will switch roles. It might be helpful to make sure they understand all the questions. Suggest that, if they have never been sick at school, they should use their imagination. Remind them to listen carefully to each other's answers. While they are performing their interviews, you could walk around and monitor. Give children the time you consider sufficient for them to complete the interviews. At the end of the activity, you might want to invite one or two pairs to act out their interview at the front of the class, but first you may be sure they are comfortable with this (since some of the situations might be embarrassing).

**Answers:** Answers may vary.

#### Lesson 2 Unit 7 **Activity Book page 81**



#### 1 Look at the health poster and check (1) the things you do.

Refer children to the Picture Dictionary on page 90 of the Activity Book.

You may elicit descriptions of the poster's illustrations from children. Encourage them to speak in English as much as possible; you could help them with vocabulary. Invite them to check the things they do. Check answers as a class. You could also talk with children about how the title gives the main idea, the text explains the ideas, and the pictures show what the text describes.

#### Answers: Answers may vary.

#### 2 Talk with a classmate about why the things in the poster in activity 1 are important.

It may be helpful to ask children what they've been learning about healthy lifestyle in their Spanish classes. Now exhort children to talk about them using English language as much as they can. It is recommended for you to provide assitance to children when you consider necessary. Invite them to work in pairs and talk about the benefits and importance of the healthy habits in the poster. You

might want them to brainstorm other things that are associated with a healthy lifestyle.

#### Answers: Answers may vary.

#### 3 Read the information in the diagram and talk in groups how germs spread. What does the diagram teach you?

You may draw on the children's background knowledge about sickness and how they can protect themselves from spreading germs around. You may begin with a class discussion, eliciting ideas, and then asking them to read the information. You might want to ask them to choose two or three words they don't understand and discuss whether these are words they don't know the meaning of, or whether they know what the word is related to but are not sure of the meaning. You could also discuss why the illustration is a hand with a germ.

**Answer:** The diagram teaches how germs spread.

#### Help children answer the question in their notebooks.

You may ask children how the images in this unit help them understand better the text. Invite them to choose an example and share it with the class.



## 

If you have enough time for another activity, you could go over the healthy habits described in the poster from activity 1.

You could explain the importance of washing our hands with the poster in activity 3; the importance of eating healthy food highlighting the illnesses excess of salt, sugar and fat produce; the importance of taking daily showers pointing out skin and hair related illnesses; the importance of brushing our teeth pointing out their function in digestion; the importance of protecting others from contagion when you sneeze or cough; and the importance of exercise highlighting the benefits to our body.





1 Look at the pictures and answer the question. Invite children to look at the three pictures. Organize them to work in pairs as you prefer. Encourage children to share their ideas and write the answer to the question. It could be helpful if you remind them to write clearly and check their spelling. Then suggest that they compare their answers with another pair.

**Answer:** To avoid spreading germs.

2 Read the instructions and discuss with a classmate what you think the correct order to wash your hands is. Check answers as a class. Refer children to the Picture Dictionary on page 90 of the Activity Book.

To help children improve their listening and speaking skills, you could read the instructions written on the poster out loud in random order and invite children to repeat after you each sentence. To verify their understanding, you could invite them to mime each step. You could exhort children to pay attention to the verbs. It is suggested that you take into account that some children may take longer doing this activity than others; after a period of time you consider suitable, it might be a good idea to put them together in pairs to do the task and to compare their answers. When they finish, exhort them to check their answers with another pair.

Invite children to mime the proper hand-washing techniques. Bear in mind that the handwashing sequence is the same around the world.

Answers: 1 Wet your hands with water. 2 Apply soap. 3 Rub your hands together with the soap, even between your fingers and under your nails. 4 Continue for about 15 seconds. 5 Rinse your hands under running water. 6 Turn off the faucet. 7 Dry your hands with a clean towel or a paper towel. 8 Throw the paper towel into the trash can.

At this point in the class, it might be good to explain children not only the importance of washing their hands but also the importance of personal hygiene.

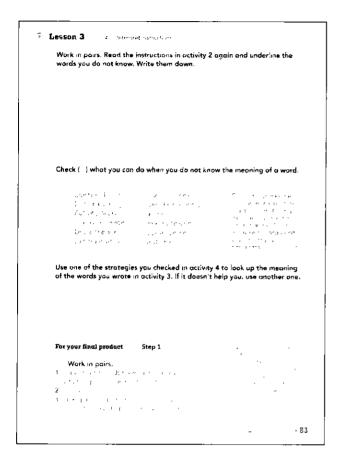
It is important that you are aware that depending on the children's conditions at home, at school, or in their community, they might be proner to hygienerelated illnesses.

Exhort children to take care of their health by providing examples that are familiar to them. Suggest how they can take care of themselves through easy actions like washing their hands, cleaning their homes, keeping their clothes clean, eating and drinking only at home, etc.

It could also be good to explain how much being sick can affect them in different aspects of their life.

Print or photocopy the What Is the Problem? handout to provide extra practice on illnesses vocabulary.

#### Lesson 3 Unit 7 Activity Book page 83



#### 3 Work in pairs. Read the instructions in activity 2 again and underline the words you do not know. Write them down.

Using a variety of strategies will increase the children's ability to learn new words. One effective way of understanding the meaning of a word is identifying cognates. Another one is to use pictures, similar to what they have in the Picture Dictionary. Take advantage of this opportunity to make sure that they understand the words you use when you teach.

#### Answers: Answers may vary.

#### 4 Check (/) what you can do when you do not know the meaning of a word.

You could invite children to share with the class what they do when they don't know what a word means. Exhort them to have a class session talking about this topic. You could share your personal preferences, for example, consulting a dictionary.

Answers: Use the Picture Dictionary in my Activity Book. Ask a classmate. Use a dictionary. Use the context to guess it. Ask my teacher. Use an online dictionary.

You may use different resources or materials of your choice to teach children how to use online dictionaries and explain that there are different types. Invite them to search for some online dictionaries at home and share their experiences next class.

Invite children to work in pairs and select together a word they are still unfamiliar with and practice using two different strategies to understand what it means. Then, you may exhort them to get together with another pair and share the strategies they used and which one helped them the most.

#### **5** Use one of the strategies you checked in activity 4 to look up the meaning of the words you wrote in activity 3. If it doesn't help you, use another one.

To help you facilitate the activity, it could be helpful to organize children to work in pairs. Then invite them to talk about their strategies and choose three of their choice. Exhort them to perform the activity and share their experiences applying their method. You could ask them if they use just one strategy or if they had to change it, and why.

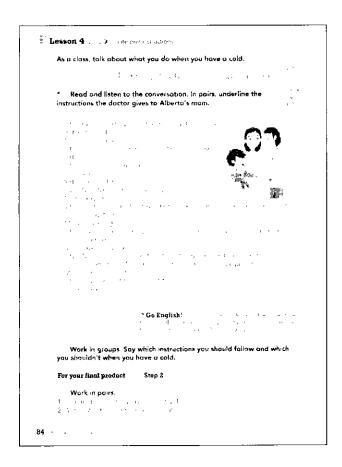
#### Answers: Answers may vary.

#### **6** Work in pairs.

You could elicit examples of what children do to keep a healthy lifestyle. You could ask why they consider it might be important to have a healthy lifestyle. Then, you may pair them up and suggest that they make a list of good habits, choose their prefered one, and to look for information about it. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

#### Answers: Answers may vary.

Remind children that this unit deals with facts in real life. By exploring and reading, children will build their knowledge of health problems and what can be done about them.



#### 1 As a class, talk about what you do when you have a cold.

Refer children to the Picture Dictionary on page 90 of the Activity Book.

You might have a class discussion about what children and their families do when they have a cold.

#### Answers: Answers may vary.

#### **2** (20) Read and listen to the conversation. In pairs, underline the instructions the doctor gives Alberto's mom.

Refer children to the Picture Dictionary on page 90 of the Activity Book.

Invite children to look at the illustration and express where the people are (setting) and who are participating in the dialog (characters). Make sure children understand what they have to do.

After children have listened to and read the dialog, invite them to focus on the language features and find the instructions.

## Track 20)

Doctor: Hello, Alberto. What's the matter with you today?

Alberto: I feel sick. Mom: He has a coid. Alberto: (Coughs)

Doctor: Let me see ... Open your mouth and say "Ahh ..."

Alberto: Ahh

Doctor: Yes, your throat looks sore. But you don't have a fever.

Alberto: Can I go to schoo!? Doctor: No Stay home for three days

Mom: Okay. Three days.

Doctor: He doesn't have to stay in bed. But keep him inside and give him

lots of liquids to drink Mom: Liquids, right.

Doctor: Give him these tablets, one in the morning and one in the evening

for three days. Mom: Okay. Is that all?

Doctor: No, Alberto should rest a lot. Go to bed early and have a rest in the afternoon. Don't let him run around or his cough will get worse

Mom: Thank you, Doctor.

**Doctor:** You'll feel better soon, Alberto.

Alberto: Thank you.

Answers: Stay home for three days. Keep him inside and give him lots of liquids to drink. Give him these tablets. Go to bed early and have a rest in the afternoon. Don't let him run around.

> Go English! You may explain to children that imperative is a verb form that is used to give orders, instructions, advice, encouragement, etc. It's formed by using the infinitive form of the verb (without adding to). You don't need a subject. To tell someone not to do something, just add the word Don't before the verb, for example, don't worry.

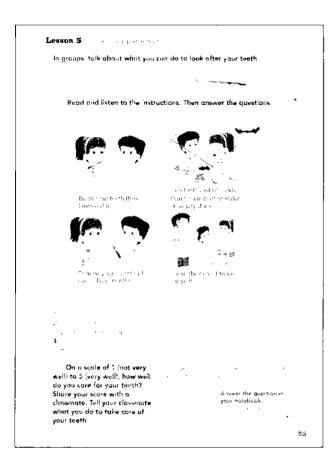
#### 3 Work in groups. Say which instructions you should follow and which you shouldn't when you have a cold.

You might ask children what they can do to feel better when they have a cold. Explain that each group should come up with two or three ideas and invite them to write them on the board. After they have a list with several suggestions, ask them to take time to discuss in their groups whether they could add additional instructions. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

#### Answer: Answers may vary.

## 4 Work in pairs.

It is suggested having children take out what they did in step 1. After they read their notes from step 1, have children write notes about the healthy habit. Then, children can share their work with another group and talk about the habit they worked on.



#### In groups, talk about what you can do to look after your teeth.

Encourage children to brainstorm things they can do to look after their teeth. You might want to write their ideas on the board in the form of a graphic organizer, classifying them into dental care actions and dental care tools.

#### Answers: Answers may vary.

#### 2 (21) Read and listen to the instructions. Then answer the questions.

Refer children to the Picture Dictionary on page 90 of the Activity Book.

You might give children time to look at the pictures and guide them to describe what they see. Encourage them to speak in English, as much as possible. It could be a good idea to write key vocabulary words on the board for children to use.

After children have listened to and read the instructions on the poster, invite them to read the questions. Explain that by doing this, they already know what information to look for. Invite children to choose the everyday activity they would like to write about. You may check answers, explaining that this helps them see if they understood correctly.

This might be a good time to consider and talk about how text and graphics are combined to create a poster.

### ◀ Track 21)

How to Take Care of Your Teeth Brush your teeth three times a day. Don't eat a lot of candy. Don't drink a lot of sodas or sugary drinks. Change your toothbrush every three months Visit the dentist twice a year Your teeth are important. Look after them:

Answers: 1 Three times a day. 2 A lot of candy. 3 A lot of sodas or sugary drinks. 4 Every three months. 5 Twice a year.

3 🜌 On a scale of 1 (not very well) to 5 (very well), how well do you care for your teeth? Share your score with a classmate. Tell your classmate what you do to take care of your teeth.

Invite children to draw a line to represent the scale 1 to 5 and exhort them to mark how well they care for their teeth.

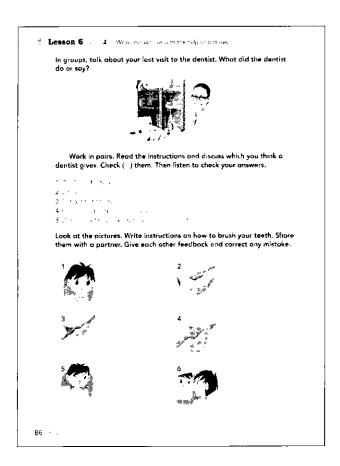
You may talk about how some creatures (dinosaurs, sharks, etc.) continually grow new teeth. Humans, on the other hand, have two sets (baby teeth and permanent teeth). Working in pairs, invite children to show their scale and share how well they take care of their teeth, based on the recommendations on the poster. Remind them that they can give their classmate instructions on how to take better care of their teeth. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

#### Answers: Answers may vary.

Invite children to visit the link at home and talk about what recommendations they find out about staving healthy next class.

#### Help children answer the question in their notebooks.

You may help children by writing an instruction on the board (you may use one from the handwashing poster on page 82). Write it several times and erase a different word in each. Ask them if they can understand the instruction without that word.



#### 1 In groups, talk about your last visit to the dentist. What did the dentist do or say?

Elicit what we can do with our teeth (talk, smile, laugh, chew food, etc.). Invite different volunteers to share an experience that happened during their last visit to the dentist. This is also a good opportunity to allow some children to talk about their new teeth. Elicit the first instruction the dentist gives. You could explain that dentists have special chairs that move up and down and special tools that are noisy. Assign groups and encourage children to talk about their experiences. You could monitor and help with vocabulary.

#### Answers: Answers may vary.

#### **2** (22). Work in pairs. Read the instructions and discuss which you think a dentist gives. Check (1) them. Then listen to check your answers.

Organize children to get into pairs. After children read the instructions, invite them to discuss which ones they think are given by a dentist. You may explain them that, by doing this, they already know what information to listen for. After listening, invite children to check answers. You could explain that this helps them see if they understood correctly.

#### Track 22)

Dentist: Hello, Claudia What's the matter?

Claudia: My tooth hurts

Dentist: Open your mouth. Let me have a look.

Claudia: Ah...

Dentist: Oh, yes. There's a cavity in this tooth. It's not a very big one. I'll fill

it. You'll need an injection

Dentist: There Done. Now, don't eat for two hours. Your I:p is asleep. So

don't bite it. How often do you eat candy. Claudia?

Claudia: Like candy

Dentist: Don't eat too many candy bars. Remember candy is bad for your teeth. That's why you had a cavity. Brush your teeth three times a day

and don't forget to come and see me in six months

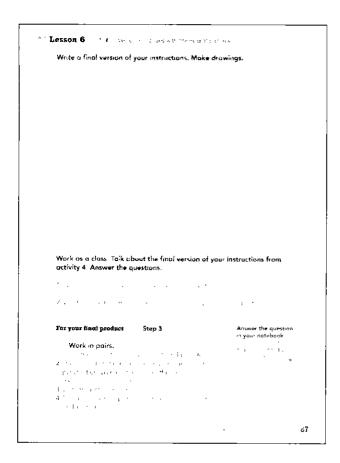
#### **Answers:** 1 4 5

3 Look at the pictures. Write instructions on how to brush your teeth. Share them with a partner. Give each other feedback and correct any mistake. Keep in mind that children will need additional vocabulary to complete this activity. You could advise children to use the strategies presented on page 83 to find the words they want to use to write instructions. In addition, you could exhort them to discuss the instructions in pairs before they write them down. Suggest that they use the pictures as a guide when they plan their instructions. This is also a good time to support their use of effective strategies to understand words they do not know. It is suggested that you walk around and monitor providing help when needed. It could be useful to give children enough time to write their instructions. Take into account that they need to do this activity individually.

**Answers: 1** Put toothpaste on the toothbrush. 2 Brush your teeth with strokes that go up and down. 3 Brush your back teeth in a circular way. 4 Brush your tongue. 5 Rinse your mouth. 6 Smile!

## partition of the later than the property of th

Print or photocopy the What Happened? Reader flashcards to help children practice giving healthcare instructions. Consider creating a role-play activity for children to review this.



#### 4 Write a final version of your instructions. Make drawings.

Since children already worked with one classmate when planning the instructions, suggest that they work with a different one for this activity. You may recommend children that when giving feedback, they should also give their classmate a compliment; if necessary, take time to go over some sample compliments. Take into consideration that they may need time to read and give feedback, and then rewrite a clean version. Suggest that they use clear handwriting in their final version. This could be a good opportunity for children to improve their learning process.

Answers: Answers may vary.

#### 5 Work as a class. Talk about the final version of your instructions from activity 4. Answer the questions.

It could be a good idea to organize a turn-taking activity for children to speak in an orderly way. This would help you keep class control and you could make sure everyone has a turn to participate.

Answers: Answers may vary.

#### **6** Work in pairs.

You might go over the instructions before starting. Make clear that you will stop periodically to give feedback. Remind children that one of the objectives of this unit is to learn more about healthy habits. Encourage each pair to select something they can do to be healthy and then, individually, write the instructions. You could set a time limit if you prefer to. Encourage children to share the instructions they wrote. You may monitor to be sure that everyone is participating and give them enough time to do the activity.

You might ask them to check their classmate's instructions and give feedback. Remind them to always say something positive.

When they are ready to prepare the poster, make sure they have all the materials they need. Go over the parts of the posters in unit 7: title, artwork, and instructions. Invite them to divide their construction paper into four to six sections and find the appropriate balance between the pictures and text. You could set a time limit if you prefer.

Monitor to make sure that everyone is participating and give them enough time to do the activity. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

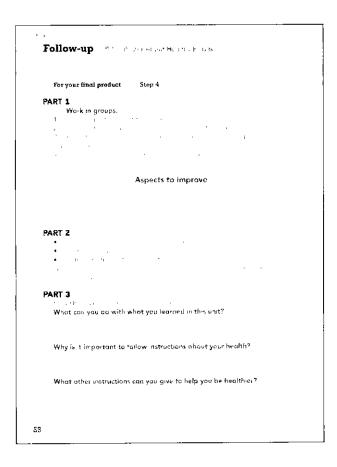
Answers: Answers may vary.

#### Help children answer the question in their notebooks.

You may use this question to initiate a discussion about how children can improve their English-language comprehension. Explain that languages are not only constituted by words but they also involve images, gestures, and other nonverbal elements.

Answers: Answers may vary.





# Part 1 Socializing

#### Work in groups.

Assign different wall spaces to the pairs that prepared the posters. Alternatively, have them take turns coming to the front. Have pairs get together and take turns giving each other instructions to help them be healthier. Ecourage children to reflect whether they could follow the instructions. This is a good time to encourage children to think of possible places to post their poster around their community depending on the people who could find those instructions useful. 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 children complete the checklist on page 79, you could have a feedback session and elicit what they did well and what they need to work on. Help children recognize their strengths and to improve any gap they may still have. This could be a good

opportunity to provide assistance to those children that need it.

#### Answers: Answers may vary.

#### **Part 3** Make it yours

You might ask three children to read one question each. You may pair up children so they can discuss the answers to the questions. You could set a time limit for them to discuss and write the answers on their books. Once they finish, you might invite some children to share their conclusions with the class. Correct pronunciation if needed.

#### 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.

## **Progress Tracker**

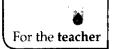
# # 35 H **Progress Tracker** In this unit you learned ... 1 ... what to do when you're not feeling well. What do you do when you are feeling sick? 2 ... to follow instructions to keep yourself healthy. What do you do to be healthy? 3 ... about healthy habits. What are your healthy habits? ... expressions to give instructions. Give examples of some expressions used when giving instruction. ... to write instructions. Write instructions for something you do when you are sick. 89

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.

## Assessment Instrument



#### **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	** ** **		, 1	valuati	on Scale	2
				Ü				
1								
2								
3								
4								
5								
6			<u></u>					
7	A11 44							
8				-				
9								
10								

Instructions:						
*Ke	*Key:					
A:						
B:						
C:						
D:						
E:						

# Unit 8 Activity Book pages 91 to 102

Social learning environment: Recreational and Literary

Communicative activity: Understanding oneself and others

Social practice of the language: Read legends from different cultures to compare similarities

and differences.

Final product: Illustrated diary entry

Lesson  1 to 2	Pages	Achievement Explore children's legends.	Read to students a legend from another country and compare it with a Mexican legend. Encourage them to tell similarities and differences between both legends, so they will be able to:  • activate previous knowledge to guess the content;  • follow a reading out loud;  • compare the structure of legends;
3	114	Participate in the reading of legends.	<ul> <li>examine the function of graphic and textual elements.</li> <li>Express personal experiences and emotions related to the content of a legend.</li> <li>Help students connect their previous knowledge with the new information on the text, for example, show them how to connect personal experiences with certain information from the legend, so they will be able to:</li> <li>create images based on what they listen to;</li> <li>organize the sequence of events of a legend;</li> <li>use various strategies to define new words and expressions;</li> <li>classify types of characters (main and secondary characters) based on their actions;</li> <li>compare the characteristics of the narrator's speech with the characteristics of the characters' speech;</li> <li>compare the composition of expressions in present tense (I am Lord) with expressions in past tense (The night was cold and nobody was outside, etc.).</li> </ul>
4 to 5	115 to 118	Compare the elements of written legends.	Show and model to students how to compare connections between the text and personal experiences, between the text and other texts, and between the text and the outside world, so they will be able to:  • choose an aspect to compare (characters, setting, actions, etc.);  • establish comparisons based on the characteristics of characters, settings, objects, etc.;  • express similarities and differences out loud ( <i>This character does the same as / The most important difference between and is</i> , etc.);  • dictate and write the similarities and differences of an aspect of a legend;  • connect the similarities and differences to make a description;  • check spelling (of adjectives, connectors, etc.) and punctuation (period, colon, etc.);  • adjust graphic and typographical resources in the description;  • produce and add images to illustrate a comparison.

# Unit Opener





In this unit you are going to publish an illustrated diary entry.

What is your favorite legend?



Environment: Recipot anal ana Literary

Social practice of the language: Nead Legends from different ou turns to compare rum lanties apáin.Herences

Communicative activity: Understanding onese fand Stries

o this continue will common ...

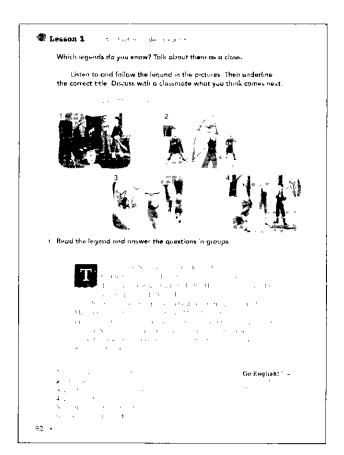
- . . explare imidien's lagands.
- participate in the reading of legends
- . compare the elements of written egands.

Write you freigh the unit, forms back to this page and check (\*) the things , ou learned

91

There are several elements in this page you might want to explore. You may explore the question and the photograph with the children encouraging them to discuss whether it is interesting to listen to stories and legends in the classroom. For the environment you may ask children what they think it is about and how they think the activities

of this lesson will be linked to it. And for the social practice and the communicative activity you could encourage them to reflect why stories and legends are interesting. Guide them so that all children are able to participate providing suggestions; acknowledge their contributions and knowledge.



# 1 Which legends do you know? Talk about them as a class.

This is an opportunity to build on children's prior knowledge. You might ask what legends they are familiar with. Invite them to explain their answers. You may invite children to write the titles of the legends they know on the board. Then invite the rest of the class to raise their hands if they are familiar with it. Encourage children to speak in English as much as they can, and help them to develop this skill.

#### Answers: Answers may vary.

# **2** (23) Listen to and follow the legend in the pictures. Then underline the correct title. Discuss with a classmate what you think comes next.

You might draw children's attention to the illustrations. You could explain that they are going to listen to an old English legend. You may also point to each picture as the story progresses. You might want to give them some background about who Robin Hood is since the legend is based on Robin of Locksley, who used to help the needy. You might want to pre-teach vocabulary. Remind them to listen for words they already know. You may go over the pictures again, eliciting in more depth what children can describe in each one. At this point,

you could invite children to listen to the audio again, and then choose the appropriate title for it. Check the answer. Invite children to work with the person next to them and make predictions on what they think will happen next as a good reading comprehension strategy.

# Track 23)

The Sheriff of Nottingham nated Robin Hood. He had a plan to arrest his enemy. He announced an archery competition. The prize was a silver arrow. "Ropin Hood will come and I will arrest him." he told his soldiers. The archers stood together on a field outside the city walls. Robin Hood arrived with some of his Merry Men. Robin was an excellent archer and of course he won the competition! Room went to get his prize. The sheriff and his men tried to arrest Robin, but Robin was too quick He took theis liver arrow and escaped with his men back into Sherwood Forest.

#### Answer: 2 Robin Hood and the Silver Arrow

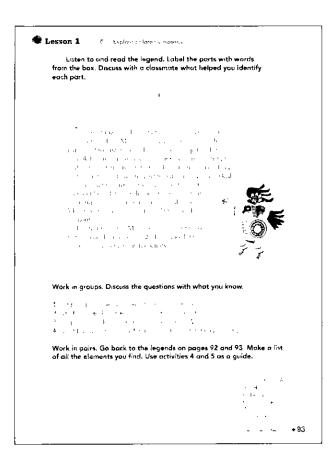
# 3 Read the legend and answer the questions in groups.

You could explain that this lesson will be about the elements of a story or a legend. Invite children to read the legend of Robin Hood and the Silver Arrow. After they read it, you might suggest they write a list of people, places, and events on the board. Invite children to get into groups of four and encourage them to answer the questions. It is suggested making sure they understand the questions. You might want to put them together in pairs to complete the activity and share their answers. It could be helpful to monitor and help with vocabulary. Invite them to check answers as a class.

You might want to go over the question words and encourage children to think about which questions relate to the characters, the events, and the place. Remind them that a plot is the sequence of events, and that there is a problem and a solution.

Answers: 1 Robin Hood 2 The Sheriff of Nottingham, the Merry Men 3 To arrest Robin Hood at the archery competition 4 A silver arrow 5 The Merry Men 6 In Sherwood Forest

Go English! You could discuss with children what they think the characteristics of a main character are. Invite them to mention any other tale of heroes they may know. You could ask them if you were the main character of a story, what would you like to do2



4 (24) Listen to and read the legend. Label the parts with words from the box. Discuss with a classmate what helped you identify each part. Refer children to the Picture Dictionary on page 102 of the Activity Book.

This is a good opportunity to point out that *Robin* Hood and the Silver Arrow is an English legend, and The Legend of Tenochtitlán is a Mexican legend. You could explain that they are exploring children's legends from different cultures. You may ask children if they think this legend is based on facts. Point out that it probably began with a real event and was told and re-told from generation to generation, and each time it was re-told, something changed or something was exaggerated or glorified, but legends still have an element of truth in them. You may ask children why this legend is important in our culture. You might also want to explore other Mexican legends children might know. You could explain how specific the aspects of the illustrations of legends are related to the story. Then check the parts of the page as a class.

# Track 24)

A long time ago, the god of the Sun, Huitzilopochtli ordered the Mexica people to move from the barren plains and to find a good place to live. The god told them to look for an eagle on a cactus, eating a snake.

Four brave and dedicated priests led the ocople on their journey. They carried a statue of Huitzilopochtli with them. They walked and walked for many years. Then, one day on the shores of Lake Texcoco, the priests saw something amazing. There, on an island in the middle of the lake, was an eagle on a cactus holding a snake in its mouth! The first thing the Mexicas built was a temple to their god. That was in 1325. This place later became the great city of Tenochtitlán

#### Answers: title text picture

# **5** Work in groups. Discuss the questions with what you know.

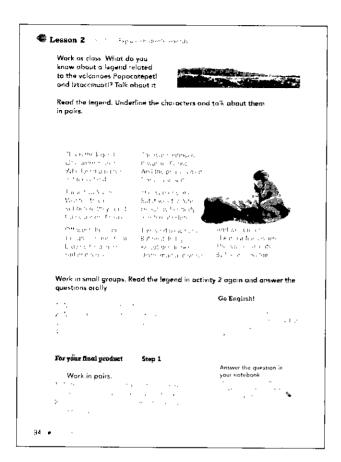
It may be helpful to point out that in this activity, children are going to identify the elements of legends. Review the elements title, author, characters, setting, and plot. You might ask children to work in pairs; assign each pair one of the legends and encourage them to identify the elements. Then invite two pairs that have reviewed different legends to join and share and discuss their findings. Point out that legends were not written by a single individual, since they are based on oral traditions. Divide the class into groups of three and encourage them to discuss the questions. Elicit answers and check as a class.

Answers: 1 No, because it's part historical and part fictional. 2 They are often brave heroes. 3 No. because they come from an oral tradition. 4 The main character faces difficulties.

6 Work in pairs. Go back to the legends on pages 92 and 93. Make a list of all the elements you find. Use activities 4 and 5 as a guide. For this activity you could pair up children who have not worked together recently. You might want to write their ideas on the board in the form of a graphic organizer. Remind children that legends are based on reality. You may tell children some additional elements of legends. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: title characters setting plot problems based on real-life events based on oral traditions important for the country's culture

Encourage children to read "Robin Hood." It is recommended for you to make sure they understand the story. It is a good idea to create a graphic organizer showing the elements of the legend. Ask them to discuss whether they think the story is based on facts. You could point out that this is an adaptation of a story based on oral traditions.



# 1 Work as a class. What do you know about a legend related to the volcanoes Popocatépetl and Iztaccihuatl? Talk about it.

Invite children to work in pairs, share their ideas, and answer the question. Then suggest that they compare their answers with another pair.

Answers: Answers may vary.

# 2 Read the legend. Underline the characters and talk about them in pairs.

Refer children to the Picture Dictionary on page 102 of the Activity Book.

It may be helpful to read the legend out loud for children to listen to the pronunciation. Exhort them to ask any questions they may have related to vocabulary. Put them together in pairs so they can tell each other about the characters and the plot. You may ask children why they think this legend is important.

Answers: Answers may vary.

# 3 Work in small groups. Read the legend in activity 2 again and answer the questions orally. You may start by organizing the children into groups of four so they can discuss the questions.

Remind them that using a variety of strategies will increase their ability to learn new words. Before they do the activity, you may review how they can use context clues to understand the meaning of a word. Encourage them to locate the word, or one that has similar meaning, in the text. Tell the real names of the mountains and invite volunteers to tell you if they have seen or visited the two volcanoes.

Answers: I a princess and a warrior who loved each other 2 They wanted to get married. 3 she died 4 Answers may vary.

Go English! You could explain to children that an oral tradition is the most widespread mode of human communication. In the past, it was the only means of communication available. It's a dynamic way for storing and transmting knowledge and ideas.

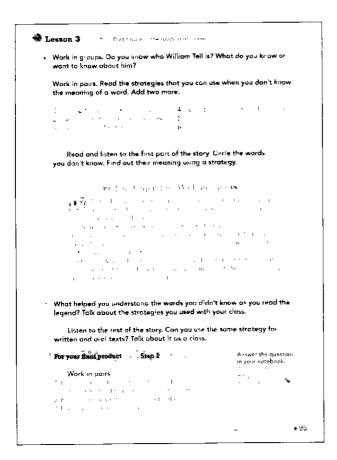
# 4 📂 Work in pairs.

Invite children to write a checklist with all the elements in a legend. Remind them that legends do not always have an author, they are semi-true, and are important for the culture in which it was originated. You may exhort children to look up more information about the different elements. Help them write out their list as a checklist with boxes to check. 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 share their thoughts as a class explaining why they prefer one legend over the other.



1 Work in groups. Do you know who William Tell is? What do you know or want to know about him? Invite groups to make predictions about the story.

#### Answers: Answers may vary.

2 Work in pairs. Read the strategies that you can use when you don't know the meaning of a word. Add two more.

Invite children to get into pairs. Remind them how dictionaries and pictures are helpful.

#### Answers: Answers may vary.

3 (25) Read and listen to the first part of the story. Circle the words you don't know. Find out their meaning using a strategy.

Refer children to the Picture Dictionary on page 102 of the Activity Book.

Ask children to choose five words so as to use strategies from activity 2 to find the meaning of the words.

# **◀** Track **25**);

Part 1. William Tell lived in a small town in the mountains. He lived in the early 14th century. He was an expert with the crossbow. He was tall and strong and very brave.

The mayor of the town, Gessler, was a tyrant. He wanted everyond in the town to obey nim. Gessler put his hat on a pole in the middle of the town square. "I order every man who passes to bow to my hat!" he preclaimed. And the townspeople bowed to the hat.

One gay, William Tell crossed the square with his son. He didn't bow to the nat. Gessler was furious. He thought of a cruel punishment, "Shoot an arrow at an apple on your son's head!" he said.

#### Answer: Answers may vary.

4 What helped you understand the words you didn't know as you read the legend? Talk about the strategies you used with your class.

Encourage children to share the meanings and the different strategies they used.

# Answer: Answers may vary.

5 (26). Listen to the rest of the story. Can you use the same strategy for written and oral texts? Talk about it as a class.

Elicit from volunteers the strategies they used to understand words.

# Track 26)

Part 2. Mayor Gessler, his guards, and William Tell and his son were in the town square. Gessler's guards tied the little boy to a tree Gessler placed an apple on the little boy's head. "I will kill your son if you do not shoot," he said. William Tell took two arrows. He but one in his crossbow. He aimed the arrow very carefully and he shot through the apple. "Why did you take out two arrows?" asked Gessler: "If I'd hurt my son with the first arrow," said William Tell, "this one was for you." Gossler was angry. He told his guards to arrest Tel'. After several adventures, Tell escaped. He started a rebellion against tyranny. And so Switzerland became free.

#### Answer: Answers may vary.

# **5** A Work in pairs.

Exhort children to choose two legends and check the elements against the checklist they created. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

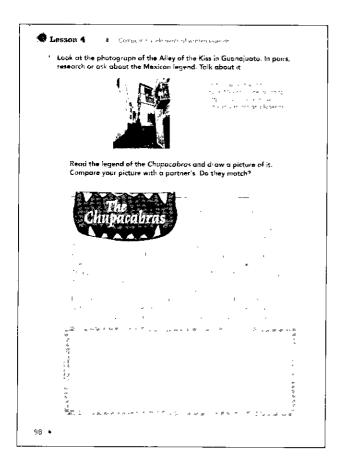
Answers: Answers may vary.

# Help children answer the question in their notebooks.

Invite children to work in pairs to discuss the strategy that worked the best for them.



#### Lesson 4 Unit 8 **Activity Book page 96**



# 1 Look at the photograph of the Alley of the Kiss in Guanajuato. In pairs, research or ask about the Mexican legend. Talk about it.

Elicit whether children have heard the legend of the Alley of the Kiss. Invite volunteers to mention some things about it, and then suggest that children do some research about it in order to have more information.

# Answers: Answers may vary.

Encourage children to visit this link at home. It is a great oportunity for them to get to know more about mexican folklore. Suggest that they pick one legend among all and narrate it next class.



# 2 Read the legend of the Chupacabras and draw a picture of it. Compare your picture with a partner's. Do they match?

Refer children to the Picture Dictionary on page 102 of the Activity Book.

You may give children some time to list the characteristics of the Chupacabras and then make a drawing of it. Organize children to work in pairs as you prefer. Invite them to share their pictures and see if they are similar or different. You can use this

activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

# Answers: Answers may vary.

# · Maria Andrea (Andrea Andrea Andre

Print or photocopy the *How Arthur Became King* handout to provide extra practice on comparing written legends.

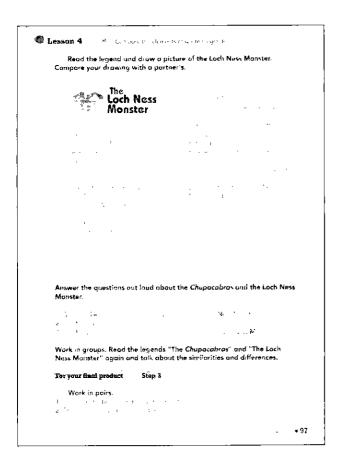
# 

It may be a good idea to propose children to create a puppet show about one of the legends they have read and listened to.

Exhort children to choose one of the legends in groups of five, to draw and cut out the legend's characters, and to use their pens and pencils to hold their drawings with some tape.

It is suggested allowing a frame of time for them to plan the movements the characters will make and to decide on a narrator to tell the legend as the rest of the group represents it with their puppets.

Invite each group to come to the front of the classroom and represent the legend they chose as the rest of the class watches respectfully. You may set up a show of hands to vote on the best represented legend.



# **3** Read the legend and draw a picture of the Loch Ness Monster. Compare your drawing with a classmate's.

You may allow children sufficient time to list the characteristics of the Loch Ness Monster and invite them to make a drawing of it. Divide the class into pairs; encourage them to share their pictures and see if they are similar or different. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

#### Answers: Answers may vary.

# **4** Answer the questions out loud about the *Chupacabras* and the Loch Ness Monster.

You could assign children one of the texts and explain that they will be answering the questions about it. You may exhort children to ask any questions they may have and clarify any of their doubts. If you consider it appropriate, you could set a frame of time for children to talk about their answers and when they are ready. You may check the answers as a class.

Answers: 1 The Chupacabras: in 1995, in Puerto Rico. The Loch Ness Monster: in 565 AD, in the Loch Ness, Scotland. 2 Chupacabras: it is a

dog-like creature and has the face of a lizard. It has greenish-gray skin and spikes over its head and back. It usually walks on four legs, but it can also stand up and hop on its back legs like a kangaroo. It has terrible fangs and long sharp claws. Loch Ness Monster: it looks like a prehistoric monster, a bit like a water dinosaur. It is 12 meters long. It has a very long neck and a small head. It has a large body, and four legs with webbed feet. It has dark gray skin. 3 Chupacabras: report it on the Chupacabras website. Loch Ness Monster: take a photograph and post it on the Official Loch Ness Monster Website.

**5** Work in groups. Read the legends "The Chupacabras" and "The Loch Ness Monster" again and talk about the similarities and differences. Invite children to work in groups of four. You may explain to children that they already have information about the two monsters in activity 4 and now they are going to use this information to describe their similarities and differences. You may guide them to complete a graphic organizer with the information to help them. It is suggested monitoring making sure everyone is participating and provide them with enough time to do the activity.

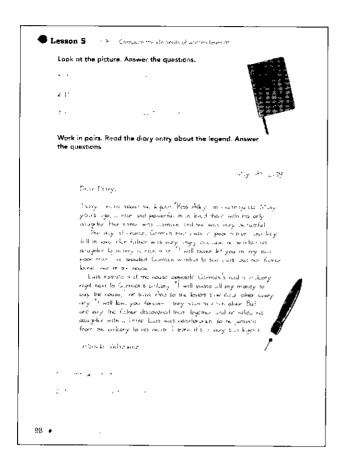
Answers: Answers may vary.

and the state of t

# 6 A Work in pairs.

Encourage children to make a graphic organizer. You may want to elicit from them which graphic organizer could be the most appropriate for this activity. Invite them to say why this resource helps them organize their thoughts. Suggest that each pair select one legend. You may explain that this only works if they reach an agreement; they must select one legend. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.



1 Look at the picture. Answer the questions. Encourage children to think why people keep diaries or journals; write some answers from volunteers on the board. If you consider it suitable, you may set a frame of time you consider sufficient to read the questions and write the answers.

Answers: 1 People use diaries to write down personal memories and events. 2 Answers may vary. 3 Answers may vary.

# 2 Work in pairs. Read the diary entry about the legend. Answer the questions.

Invite children to get into pairs. It is advisable to perform a pre-reading session since this activity may help children with potentially difficult vocabulary related to this particular legend. You might want to begin by reviewing cognates and move on to introduce different concepts. It might be useful to monitor children while they read in order to provide assistance. You could elicit the title, the main characters, the setting, and the plot. Then invite children to answer the questions.

Answers: 1 A diary entry 2 When you want to remember an event in your life

# 

Print or photocopy the Robin Hood Reader flashcards to help children practice the comparison of differences and similarities in legends from different

Consider introducing a basis to compare the legends of Robin Hood and the Kiss Alley. You could start with the setting, for example.

# A STATE OF THE STA

This might be a good moment to point out to children the characteristics of a diary entry by showing them on the sample on page 98.

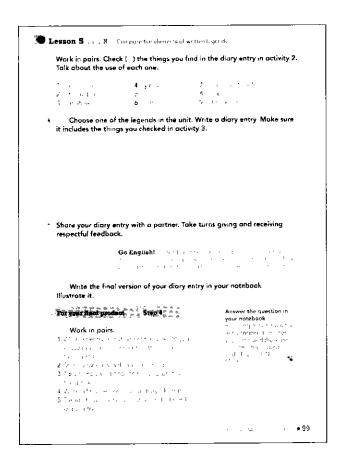
You could also explain the benefits of writing a diary, including the emotional aspect (since some children could find this especially useful), and how it can become part of their daily routine.

# 

You could provide extra practice on verbs in past with a Hot Potato game. You could use a small ball to toss or you could use an eraser or a ball made out of a recycled sheet of paper.

You could tell children to circle the verbs on the diary entry on this page or you could write them on the board in infinitive. Explain that to play the game, they are going to toss the ball to a classmate and say a verb in infinitive for the other to say it in the past. You might want to pre-teach the pronunciation rules for -ed endings. Play the game until you can see children have learned the past of verbs well.





# 3 Work in pairs. Check (✓) the things you find in the diary entry in activity 2. Talk about the use of

Organize children to work in pairs. You may review the items in the list. Invite children to find examples of the items listed. Suggest working in pairs and encourage them to discuss why each item was used (or not). You may explain that quotation marks show when a person is speaking. Remind children that quotation marks always come in pairs, at the beginning and at the end of the quoted words or phrases.

Answers: 1 Quotations. To show when people are talking 2 Introduction. This establishes the setting 3 Signature. It has a signature, but it is not always necessary 4 Opinion. Because it is the writer's opinion in a personal diary 8 Date. It helps as a reference

# 4 Choose one of the legends in the unit. Write a diary entry. Make sure it includes the things you checked in activity 3.

Suggest that children use the checklist in activity 3. Remind them that a diary entry is personal, so they should express their opinions using I think ... You may want to explain that they are going to use this diary entry to choose one of the legends in the

unit and write about it. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

#### Answers: Answers may vary.

# **5** Share your diary entry with a partner. Take turns giving and receiving respectful feedback. Encourage children to share their diary entry. Invite them to read their partner's writing and give feedback. Suggest that they ask any questions, to compliment their classmate on their good work, and to provide a respectful suggestion, if any.

Go English! You could talk with children about being respectful and kind. You could also invite them to recognize the work and effort of others.

# 6 🜌 Write the final version of your diary entry in your notebook. Illustrate it.

Encourage children to rewrite their diary entry, incorporating the feedback they received from their classmate, and then illustrate it. 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.

Organize children to work in pairs and write their diary entry. Remind them to write the events in order and include a personal opinion. Ask children to read their classmates' writing and give feedback. They may ask questions to have a better understanding and give kind suggestions. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

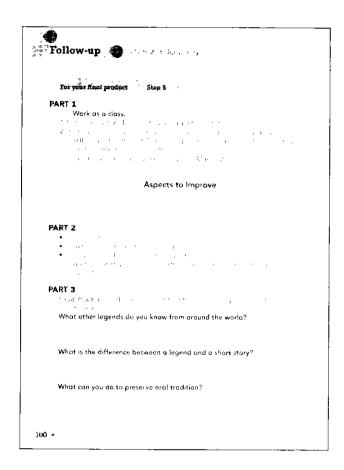
Answers: Answers may vary.

# Help children answer the question in their notebooks.

Invite children to brainstorm the elements they should take into consideration when comparing legends before they answer the question.



# Follow-up Illustrated Diary Entry



# Part 1 Socializing 1 Work as a class.

You may want to assign different wall spaces or sheets of paper to each pair to display their posters.

Alternatively, you could also invite them to take turns to come to the front and exhibit their work. Encourage children to compare and contrast the legends they read in the unit with the legends displayed in the diary entries and to think who might enjoy them. Encourage children to reflect whether they could follow the instructions.

It might be a good idea to guide the children so they take a fresh look at displays, this time assessing what they can improve as a class. 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 children complete the checklist, you could have a feedback session and elicit what they did well and what they need to work on. It is recommended to help children recognize their strengths and reinforce any gaps they may have. This might be a good opportunity to provide assistance to those children that need it.

#### Answers: Answers may vary.

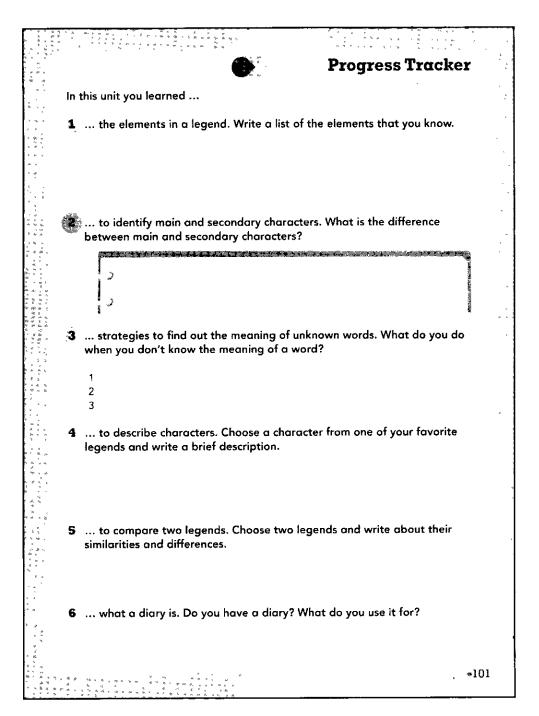
# Part 3 Make it yours

You might ask three children to read one question each. You may pair up children so they can discuss the answers to the questions. If you consider it suitable, set a time limit for them to discuss and write the answers on their books. Once they finish, you might invite some children to share their conclusions with the class. You could correct pronunciation if needed.

#### 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.



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.

# Assessment Instrument

# **Peer Evaluation Rubric**

A peer evaluation rubric is used to assess the team members' collaboration and performance on a given task or project. The children can also use it to evaluate their own performance within the team.

Attribute:

# Instructions:

- 1 Have children write the names of their classmates in the numbered boxes.
- 2 Ask them to assign each member of their group a value (by using the key) for each listed aspect.
- 3 Write your observations about the children's assessments.

**Exercise 3** = Not at all 1 = Poor 2 = Fair 3 = Very Good 4 = Excellent

出出時里	自由持續		自由其的
		_	

# Unit 9 Activity Book pages 103 to 114

Social learning environment: Academic and Educational

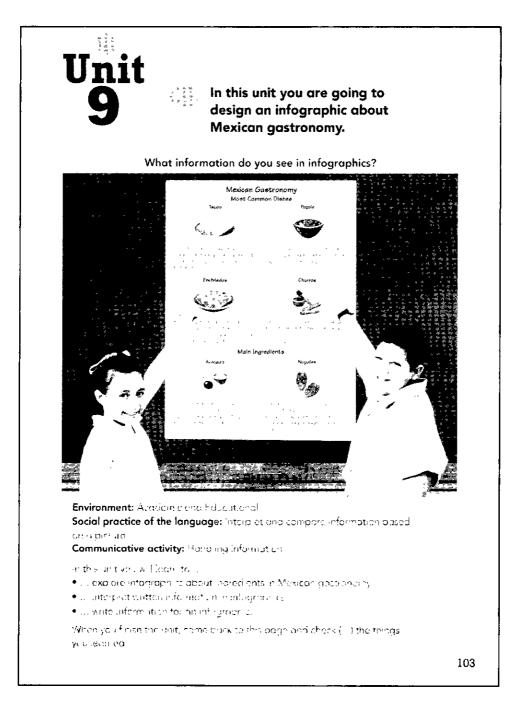
Communicative activity: Handling information

Social practice of the language: Interpret and compare information based on a picture.

Final product: Infographic about Mexican gastronomy

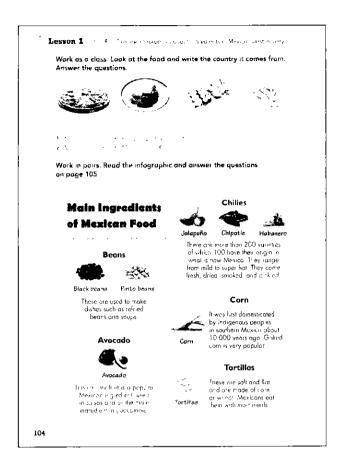
Leseon	∫l'ages	Achievement	Teaching Guidaunes
1	124 to 125	Explore infographics about ingredients in Mexican gastronomy.	Share with the students your preferences and emotions towards Mexican food, and encourage them to share their preferences. Give them opportunities so they can take advantage of what they already know how to do with illustrated texts in their mother tongue, so they will be able to:  • predict the theme, purpose, and addressee based on graphic and textual elements;  • distinguish the relationship between visual and written information;  • establish patterns of textual organization (general definition, specific characteristics, etc.);  • make questions about new words and expressions to include them in their repertoire.
2 to 3	126 to 129	Interpret written information in infographics.	Locate graphic connectors and the information they link.  Draw your students' attention to the way descriptions are made in the texts they read. Foster the interest for exploring and discovering how language lets us share and spread information with people from a different culture, so they will be able to:  • understand the general idea based on visual and graphic information;  • listen to the reading of textual information and establish a connection between the reading and the visual information;  • classify ways to express present tense (affirmative, negative, singular, plural, present simple, present continuous, etc.);  • compare ways to make descriptions (Mole is a famous staple food in the state of Oaxaca / A famous staple food of Oaxaca is mole, etc.);  • Make questions to verify understanding.
4	130 to 131	Write information for an infographic.	Analyze with the students the function of writing in the organization and dissemination of ideas, so they will be able to:  • define or choose key words (for example, names of dishes and ingredients);  • arrange words in a sentence;  • link words and sentences using connectors (and, then, etc.);  • organize sentences in a paragraph;  • check the use of capital and lower case letters and punctuation (for example, periods, commas, etc.);  • choose a graphic resource to present information: infographic;  • include graphic resources based on descriptions.

# 🐧 Unit Opener



There are several elements in this page you may explore with the children such as the question where you brainstorm some ideas from the children. If needed, explain what an infographic is.

For the environment, you may ask children what they think it is about and how they think the activities of this lesson will be linked to it. And for the social practice, you could ask children to interpret and compare information based on a picture and elicit the words we use in English to compare, also you may teach them the rules we have to follow such as adding *-er* at the end of the adjectives and the word *than*.



1 Work as a class. Look at the food and write the country it comes from. Answer the questions.

You might want to show children a world map and ask them if they have tried food from another country, mention which one, and if they have liked it before they look at the pictures in their books. Let children talk about it and help them translating their ideas into English if necessary. You could elicit their answers and make a graph to see which their favorite food from the group is.

Answers: Italy Mexico Japan US 1 Answers may vary. 2 Answers may vary.

# Work in pairs. Read the infographic and answer the questions on page 105.

Refer children to the Picture Dictionary on page 114 of the Activity Book.

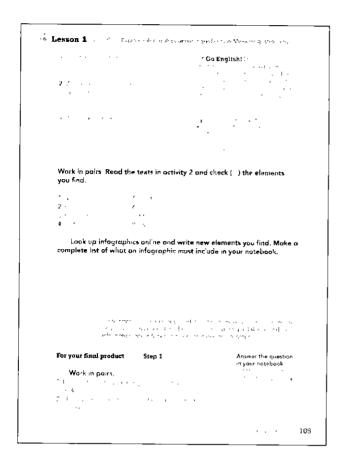
You might want to let children look at the information and the questions first, find cognates, and elicit what the main idea of the infographic is before they start working in pairs.

You might also want to go through the vocabulary words children don't know and help them clarify the meaning by giving them English-Spanish dictionaries. Once children start working in pairs, it could be very helpful if you walk around monitoring and checking that they are sharing their ideas in English. You could perform a session class to clarify any spelling mistakes you've noticed and allow children to correct them.

Answers: 1 The main ingredients of Mexican food 2 In the title and subtitles 3 Answers may vary.

You could talk with children about the cultural importance Mexican food has. Mexican food is recognized all around the world for being tasty and because it combines Spanish and Indigenous gastronomic traditions perfectty. In 2010, it was designated as an Intangible Cultural Heritage by UNESCO.

#### Lesson 1 Unit 9 Activity Book page 105



Go English! The word Huitlachoche comes from the Náhuatl, cuitlatl and chochi. Some people claim that the name comes from the similarity of the huitlacoche to a bird that usually feeds at very low levels above the ground and that sleeps on the manure of cattle.

You may ask children what their favorite Mexican dish is. Ask them for more details, like ingredients, cooking methods, etc. so they can talk about what they like eating. You may also as them who cooks.

# 3 Work in pairs. Read the texts in activity 2 and check (✓) the elements you find.

Invite children to read the texts first. You may explain differences or similarities between each elements. Allow children some time to work in pairs and then compare their answers with another pair. Walk around monitoring and helping if necessary. Remind children to speak in English as much as they can.

Answers: 3 headings 4 pictures 5 captions 7 titles 8 labels

4 R Look up infographics online and write new elements you find. Make a complete list of what an infographic must include in your notebook. It could be helpful if you look up specific webpages with different types of infographics some time ahead and write the webpages you found on the board for children to get the information they need. You could look up and download different types of infographics and show them to the children printed or in a Power Point Presentation for them to look at and get the information they need. You could also use your cell phone to help children with the activity. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: data or information fonts design good organization of the information titles headings pictures labels captions

Invite children to consult this link for them to learn more about Mexican cuisine.

State of the state of the state of



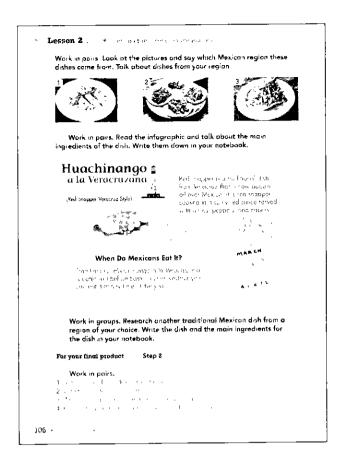
# 5 A Work in pairs.

You might want to show children different materials they can use to make their infographics. If needed, go through the vocabulary words that name those objects in English and allow children to give more ideas. Write all those names on the board and let children work in pairs discussing which materials they want to use. Walk around checking and giving them ideas. You could encourage them to use recycled materials too. 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 brainstorm ideas about what an infographic is. You could use their contributions and provide the specific meaning. Then exhort them to reflect on the question.



# 1 Work in pairs. Look at the pictures and say which Mexican region these dishes come from. Talk about dishes from your region.

Before starting the activity, you might want to show children a map of Mexico and elicit the Mexican food they may know from each state. You could explain to children that the geography and climate of each region influence the way we eat, also the kind of ingredients we can include in our dishes.

#### Answers: Yucatán

# 2 M Work in pairs. Read the infographic and talk about the main ingredients of the dish. Write them down in your notebook.

Refer children to the Picture Dictionary on page 114 of the Activity Book.

Invite children to read the text first and find cognates for them to understand the main idea. You might also want to go through the meaning of the vocabulary words they don't know by giving them English-Spanish dictionaries. Once children understand the text, let them work in pairs and do

the activity. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: red snapper, olives, peppers, and capers

# 3 🗪 Work in groups. Research another traditional Mexican dish from a region of your choice. Write the dish and the main ingredients for the dish in your notebook.

If it's feasible, you could allow children to bring their own tablets or cell phones so they can look for Mexican dishes from different regions by themselves. Or you could invite them to bring from home books or magazines that have traditional Mexican dishes from different regions, so they can do their research there. Suggest that children look up the meaning of the words they don't know in a bilingual dictionary. If the information they find is in Spanish, you could help them translate their ideas into English. You may walk around checking, correcting, and helping. 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.

You might ask children for their favorite Mexican dish and where they tried it for the first time. Write their answers on the board so everyone will be able to see the list of Mexican dishes and choose one. Invite children to discuss with their classmate and choose one traditional Mexican dish from the list. Then encourage them to write a list of characteristics of the dish they chose. If appropriate, you may set a time limit for this activity. Monitor and help them talk in English if needed. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

Remind children to bring magazines or books about Mexican food.



# 1 (27) Listen and number the pictures in the order you hear them. Label the dishes. Check your answers with a partner and say if you like the dishes or not.

You might want to let children look at the pictures and talk about them before they start the activity, so they get familiar with the vocabulary they are going to hear. Remember to play the audio at least three times, the first one for children to listen without answering, the second one to answer. and the third one to check their answers. After playing the audio, invite children to compare their answers with a classmate and correct if necessary. Elicit the answers as a class and write them on the board for all children to check.

# Track 27)

This is a popular dish, especially in September. It is filled with minced meat mixed with fruits and spices. You put a cream and nut sauce on top and then red pomegranate seeds. You don't eat it hot!

This is a typical hot-com drink. People usually have it with tamales. Typical flavors are vanillal strawberry, and chocolate

The base is a fried tortilla. There are many variations, but often on top, ou put refried beans, chicken, chopped lettuce, chion, cheese, and cream. And of course, salsal

Answers: 2 atole 1 Chile en Nogada 3 tostada

2 Read the infographic and answer the questions on page 108. Check your answers with a partner. Refer children to the Picture Dictionary on page 114 of the Activity Book.

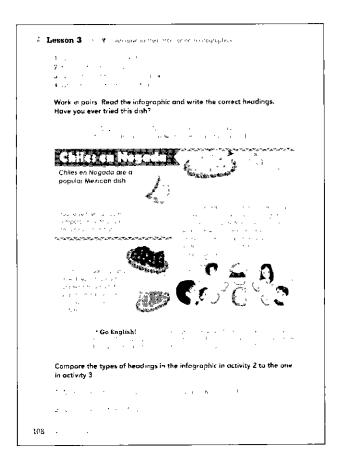
You might want to let children read the text and questions, look for cognates to understand the main idea, and then look up the words they don't know in an English-Spanish dictionary. Once they understand what they have to do, you might want to let them do the activity individually. It could be useful to set a specific time. When they finish, invite them to compare their answers with a classmate. You could walk around monitoring and helping.

**Answers:** 1 They are made of masa or dough. 2 They are wrapped in a corn husk or banana leaf. Then, they are steamed. 3 You add pink-colored sugar to the corn mix. 4 Christmas and Candelaria Day

# 

It could be a good idea to play a memory game if you consider it appropriate. You can invite children to form groups of five and think of a dish each child knows very well and to make a drawing and a short description about it on two pieces of paper. Make sure all the pieces of paper each group uses are the same size and type of paper.

Once all the groups have finished, you could explain that they are going to play a memory game as a class. Mix all the cards and encourage children to play quietly and respectfully.



# **3** Work in pairs. Read the infographic and write the correct headings. Have you ever tried this dish?

Refer children to the Picture Dictionary on page 114 of the Activity Book.

Organize children to work in pairs. You might want to let children read the infographic individually and then elicit what they understood from the text. You might also want to remind children how we ask questions in English using *Wh-* questions, before they have to complete them. You could set a specific time if you consider suitable and let children complete the questions. Invite them to compare their answers with a classmate. Elicit the answers with the class and write them on the board for children to check and correct if necessary. Encourage children to tell you if they have tried this dish before and if so, how was it, if they liked it or not.

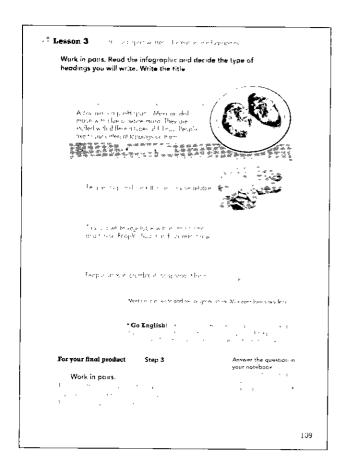
Answers: How are they served? What are the main ingredients? Why are Chiles en Nogada popular in September? To the question: Answers may vary.

Go English! There is another story written by Artemio de Valle-Arizpe that tells there were three young ladies waiting for their boyfriends to return from battlefield. Excited about the news of victory and Independence, but mainly for the long-awaited return, they decided to create a new dish to commemorate such a festive day. Each young lady chose an ingredient whose color was one of the army flag. They didn't want to use any recipe, so they prayed to the Virgen del Rosario and San Pascual Bailón for their help. And this is how the dish known as Chiles en Nogada was created.

# Compare the types of headings in the infographic in activity 2 to the one in activity 3.

You might want to encourage children to look at the headings, find similarities and differences among them, and write their findings in a graphic organizer like a Venn diagram. Once they finish, let them compare their answers with a classmate and also ask them to answer questions 1 and 2 and share their ideas. Encourage them to write their answers in their notebooks. Walk around monitoring, helping, and checking that they are using as much English as they can.

**Answers: 1** The headings in activity 2 are words and phrases and in activity 3, they are questions. 2 To give you an idea of what the text is about and to catch your interest.



5 Work in pairs. Read the infographic and decide the type of headings you will write. Write the title. Refer children to the Picture Dictionary on page 114 of the Activity Book.

You might want to let children read the text and elicit what they understood. You could encourage children to look up the words they don't know in English in an English-Spanish dictionary, especially if they don't know the correct vocabulary words for the pictures shown, which are then going to be used as titles. You could set a specific time for children to do the activity and walk around monitoring and helping. Once children finish, invite them to compare their answers with another pair.

Answers: Suggested answers: What is a Tlacoyo? /Tlacoyo 1 Nopales 2 Onions 3 Cheese

Go English! Suggest that children use general capitalization rules in title case: Do not capitalize articles, prepositions, or conjuctions, unless they are the first word of a title. Capitalize prepositions with five or more letters. A title should not end in periods, but question and exclamation marks can be used if necessary. Always capitalize

the first and the last word in the title. Capitalize important words in the title, those words can be adjectives, adverbs, nouns, pronouns. subordinating conjuctions, or verbs

# 6 aw Work in pairs.

You might want to let children think of a creative way to write the headings of their infographics, using words or questions. Walk around checking that they are using correct grammar and spelling. Point out their mistakes and let them correct them if necessary. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

# Answers: Answers may vary.



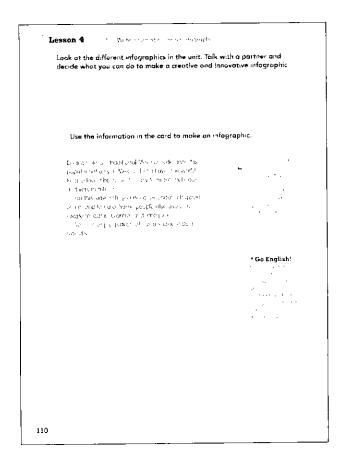
Print or photocopy the Mexican Gastronomy handout to provide extra practice on interpreting and comparing information from an image.

# Help children answer the question in their notebooks.

Invite children to reflect on this question and share their answers as a class.



#### Lesson 4 Unit 9 **Activity Book page 110**



1 Look at the different infographics in the unit. Talk with a partner and decide what you can do to make a creative and innovative infographic.

You might want to let children look at all the infographics in the unit, elicit the elements they include, and the elements children think they could also include to make them more creative before they start the activity. If you consider appropriate, you could set a specific time for children to share their ideas. Ask them to write them in their notebooks so they don't forget them. Once time is over, you may elicit ideas from some of the pairs. Encourage children to use as much English as they can.

Answers: Answers may vary.

# 2 We the information in the card to make an infographic.

Refer children to the Picture Dictionary on page 114 of the Activity Book.

Before starting the activity, you might want to let children read the text, look for cognates, look up words they don't know in an English-Spanish dictionary, and add them to their vocabulary list in their notebooks. Once they understand the text, it will be easier for children to perform the activity. You might also want to encourage children to name the elements they must not forget and also to be

creative when they do their infographic. Once they finish, encourage them to share their work with a classmate. Walk around checking that the spelling and grammar they are using are correct. Point out their mistakes and ask them to correct them if necessary. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

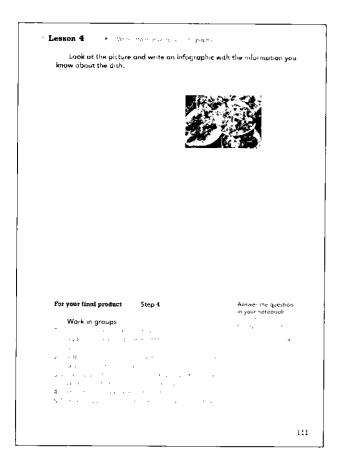
Answers: Answers may vary.

You may ask children if they like to cook. If they do, ask them what is the dish they make better or the one they really want to try to cook.

Answers: Answers may vary.

Print or photocopy the Food in Mexico Reader flashcards to help children gather information about Mexican dishes and food festivals.

> Go English! You may want to explain children why it is important to write on straight lines: it makes reading what they write clearer, cleaner, and more presentable. It could be a good idea to show them how to draw thin pencil lines so that they can erase them once they have finished. Another thing they could do is to place a lined paper below the page so that they can see through the lines below the page; this only works if the surface they are going to write on allows some transparency.



3 M Look at the picture and write an infographic with the information you know about the dish.

You might want to elicit from children all they know about tacos. Write the information they give on the board and let them use it to make their infographic. Encourage them to include all the elements they know an infographic has to include, and also, to be creative. You could set a specific time for children to do the activity if you consider suitable. You may walk around monitoring and checking that the spelling and grammar they are using are correct. It is suggested performing a class session to clarify any mistakes you've noticed and invite children to correct them if necessary. 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 groups.

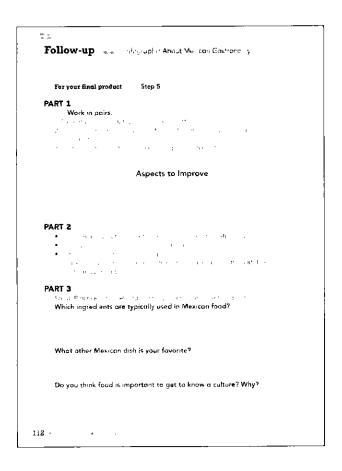
You might want to encourage children to share their infographic once it is finished in a fun way, like doing an activity, for example, asking children to stand up and walk around to the sound of music. When the music stops, you may ask them to share

their infographic with the pair that is next to them. You could repeat it as many times as you wish making sure that each time children are speaking in English or you might want to do a different activity of your choice. The idea is for children to talk about their infographic in an active way because sometimes, when there are oral presentations in front of the class, children tend to lose their attention and start doing other things as they are passively sitting in their desks. If this happens, they are really not learning or doing anything. But if there is a fun activity in which we involve all the children, all will be eager to talk and share. 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 remember the steps they have followed to create their infographic so they can answer the question in their notebook.



# **Part 1** Socializing 1 Work in pairs.

You might want to encourage children to build along with you a self-assessment format with the aspects they consider their infographics should include. That way it will be easier for them to assess their infographic and other infographics. 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 ...

You might want to let children read each sentence and encourage them to say what they did throughout the unit to be able to accomplish those objectives. It's important to help children selfevaluate themselves and make them realize that

they have learned a lot. This motivates them to continue learning.

# Answers: Answers may vary.

# **Part 3** Make it yours

Encourage children to read and answer the questions individually, and then share their answers with a classmate. You may walk around checking grammar and spelling. You may perform a class session to address their mistakes and make any clarifications you consider needed. Invite children to make any necessary corrections. Encourage them to use as much English as they can.

# 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.

# **Progress Tracker**

# **Progress Tracker**

In this unit you learned ...

- 1 ... about Mexican dishes. Which are the most common?
- 2 ... the main ingredients of Mexican food. What are they?
- 3 ... the elements of an infographic. Write them down.
- 4 ... different types of headings. Write two different types of headings.
- 🌉 ... which words are not capitalized in a title. Which are they?
- ... how to design a creative and innovative infographic. Explain how.

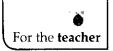
113

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.

# Assessment Instrument



# **Achievements Checklist**

An achievements checklist is a list of goal indicators determined and selected by the teacher in order to evaluate a specific children's learning goal in an activity or competency.

# Instructions:

- 1 Determine and write the achievements to be evaluated in the column provided.
- 2 Write the children's names.
- 3 Check (✓) the appropriate column to evaluate the children's achievements.
- 4 Write your observations (if there are any) in the last column.

		μ	A		A	chievements Checklist
School's name:						
1						
3						
4						
5						
				• • • • • • • • • • • • • • • • • • •	0	
		<u> </u>				
• •		<u> </u>				
			-			

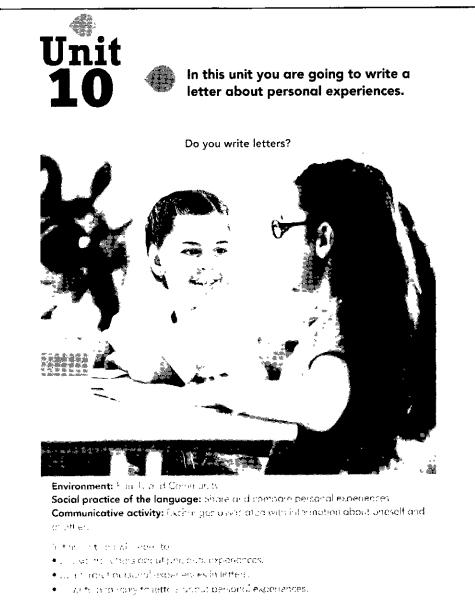
# Unit 10 Activity Book pages 115 to 126

# Social learning environment: Family and Community

Communicative activity: Exchanges associated with information about oneself and of others Social practice of the language: Share and compare personal experiences.

Final product: A letter about personal experiences

Lesson	La Pagas	Actilevement	Give students opportunities to develop, widen, and improve their repertoire of
1 to 2	137 to 139	Explore letters about personal experiences.	<ul> <li>words and expressions and help them recognize its importance when learning a new language, so they will be able to:</li> <li>compare elements in letters and their position (for example, greetings, farewells, etc.);</li> <li>establish differences between writing a letter in their mother tongue and writing a letter in English.</li> </ul>
3 to 4	140 to 142	Interpret personal experiences in letters.	Offer opportunities to explore and interact with different letters, so students become aware of their usefulness. This way, they will be able to:  • use strategies to determine the topic (for example, high frequency words);  • classify letters as spontaneous or as replies to others;  • relate emotions (for example, happiness, sadness, excitement, etc.) conveyed by the events described;  • compare ways to express events in the past tense (for example, specific events, <i>I went to</i> ; events that were developing in the past, <i>I was watching</i> );  • compare letters about experiences with letters about other topics;  • recognize expressions and sentences that show personal experiences.
5	143 to 144	Write and reply to letters about personal experiences.	Let students share their texts with their classmates and help them understand the advantages of offering and receiving feedback in order to improve them, so they will be able to:  • select the addressees and events they want to narrate;  • define the sequence in which the expressions will be narrated;  • include greetings (Dear aunt Zara. Katy) and opening statements (I hope you're well / How is it going?);  • write sentences that describe personal experiences;  • specify events using facts about what happened and the emotions they conveyed (Everybody felt happy / When I arrived at the school, there was a big sign outside) in order to broaden their expressions;  • use connectors (and, then, etc.) and punctuation marks (comma, period, etc.) so that the letter shows progression;  • choose appropriate endings and pertinent farewell statements according to the addressee (Keep in touch, Lots of love, All the best, etc.);  • propose replies to letters about personal experiences that show interest in keeping communication (Ann, thank you for your letter. I want to know about, etc.);  • write recipient data, subject, and return address;  • check punctuation (for example, the use of colon).



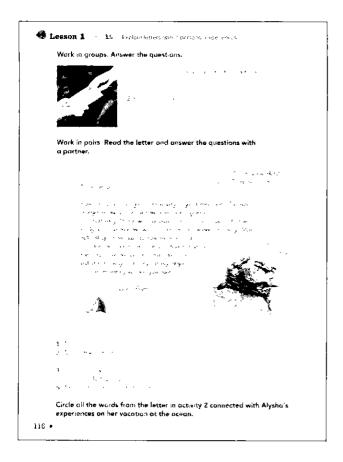
 $\psi_{i} \Rightarrow \psi_{i}$  . Note that get trained back to this base and thenk ( ...) the things  $x = \{x_1, \dots, x_n^{(k)}\}$ 

115

There are several elements in this page you might want to explore with the children such as the question, along with the photograph. Encourage children to discuss whether and when they write letters. You may guide them so that all children participate by providing suggestions; acknowledge their contributions and knowledge. Encourage them to reflect why we use letters to write about different

topics and express feelings. When you are checking the environment with children, you may ask them what they think it will be about and how they think the activities of this lesson will be linked to it. And for the social practice, you could invite children to share and compare personal experiences.

# 🚯 Lesson 1 Unit 10 Activity Book page 116



1 Work in groups. Answer the questions. Refer children to the Picture Dictionary on page 126 of the Activity Book.

This is an opportunity to build on children's prior knowledge. You might ask them if they have sent or received a letter or a postcard to start a class discussion. If they have received correspondence, elicit who sent it and how it made them feel; and if they have sent letters, elicit who they wrote it to, what information they wrote on the envelope, and how they sent it. It is a good idea to explain that letters are enclosed in an envelope and postcards are mailed without an envelope, they have a picture on one side and a space to write a short message on the other. Encourage children to list other types of correspondence and reasons to write.

# Answers: Answers may vary.

# 2 Work in pairs. Read the letter and answer the questions with a partner.

Refer children to the Picture Dictionary on page 126 of the Activity Book.

Draw children's attention to the letter. Working as a class, invite children to mention some characteristics they may observe, like the date, the greeting, and the farewell, among others.

To help children improve their listening and speaking skills, you could read out loud the text once, and then invite children to repeat after you each sentence. Then exhort children to find the answers to the questions. Go over the questions, making sure they understand. You may clarify that, at this point, they only need to have a general idea about the topic. Check answers. You might want to go over the greeting, the farewell, and the format of the address. Encourage children to write out their own home address in the generally accepted format.

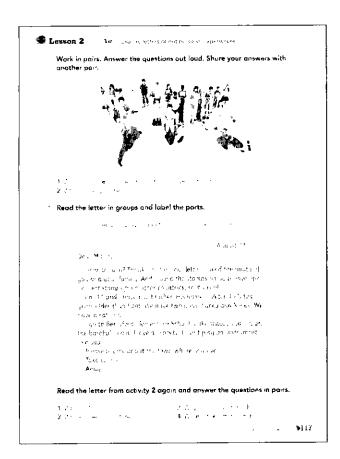
Answers: 1 To Grace 2 From Alysha 3 Yes 4 Because Alysha writes in an affective way. 5 At the Ocean View Hotel 6 On September 28th

# **3** Circle all the words from the letter in activity 2 connected with Alysha's experiences on her vacation at the ocean.

You may elicit from children what the letter is about. Exhort them to share any doubts they may have. After they have circled the words, you may perform an activity using the vocabulary. For example, you could write the words on the board along with others you might elicit from the children that they need to know. Then invite them to imagine they're having a great time at the beach, so they want to share their experiences with their best friend through a letter. Remind children the characteristics a letter should have. You may suggest to children that they should use Alysha's letter as a guide, but not to copy it.

Suggested answers: hotel, beach, pool, sandcastle, waves, sun, crab, rocks

# Lesson 2 Unit 10 Activity Book page 117



# 1 Work in pairs. Answer the questions out loud. Share your answers with another pair.

Once children have answered the questions in pairs, it is suggested introducing the concept of pen pals referring to someone who you regularly write friendly letters to but have never met. It is a good way of having friends all around the world.

Invite them to brainstorm, in pairs, what they might want to learn about a pen pal, for example, where they live, who they live with, what they like to eat, what they like to do, etc. You could talk with children about the risk this activity involves, so they have to be careful when starting it, like not sharing too much personal information or photos immediately; they could write about hobbies and preferences, share photos of landscapes or things, etc.

#### Answers: Answers may vary.

# 

Print or photocopy the Letters handout to provide extra practice on letter format and parts.

# **2** Read the letter in groups and label the parts. Refer children to the Picture Dictionary on page 126 of the Activity Book.

Besides just showing the parts of the letter, this could be a good chance to explain to children how each part of a letter should be written and what its function is. You could explain each part while showing them where each is, or by asking them to point where in the letter each part is as you mention and explain it. The date is written at the top right corner of the letter, the greeting might be written after a Dear and a comma; the body is the central part of the letter because it carries the message; it is a good idea to point out that the body of the letter is very important because it is where you communicate your thoughts, questions, feelings, ideas, etc. It might be written in a chronological order or in a sequence. The goodbye expression is usually short, like *love*, *take care*, etc., and finally, the farewell closes the letter. You may also explain that depending on the person you're writing to, letters are divided as formal and informal. Elicit from children if the letter in their books is formal or informal and ask them why.

Answers: date: August 11th receiver: Dear Mario, greeting: How are you? body: text farewell: Take care, sender: Andy

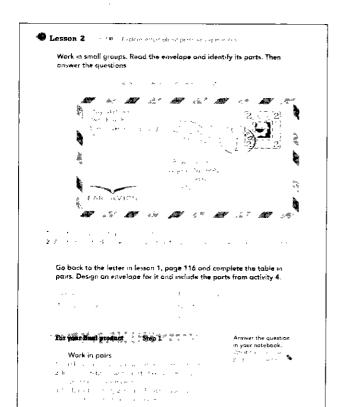
# 3 Read the letter from activity 2 again and answer the questions in pairs.

Invite children to get into pairs. You could read the letter out loud along with children and invite them to ask any questions they may have. Once you have clarified their doubts,

you may elicit from children what kind of matters Andy is sharing with Mario. You could ask what they would like to write about to a pen pal.

Answers: 1 The receiver 2 At Berryford Elementary School 3 Because they're pen pals who live in different countries and want to know more about each other 4 It is about Andy's hobbies, preferences, likes, and daily life

# **Lesson 2** Unit **10** Activity Book page 118



4 Work in small groups. Read the envelope and identify its parts. Then answer the questions.

Invite children to get into groups and analyze the information on the envelope and elicit the order in which it is written. You could ask them to point at each part in the envelope, as you mention and explain it. The sender is the person who sends the letter. The receiver is the person to whom the letter is addressed to and who receives it. The address is the place where the receiver may be reached. The stamp is a small gummed label issued by postal authorities that must be pasted to the envelope as evidence that postal charges have been paid. Allow some time for children to answer the questions.

Answers: sender: Mary Williams

118 -

receiver: Raquel García address: 1145 Park Road, Santa Monica FL 30309 US and Insurgentes Sur 1886 Col. Florida CDMX, 01030 stamp: top right corner of the envelope To the questions: Answers may vary.

5 Go back to the letter in lesson 1, page 116 and complete the table in pairs. Design an envelope for it and include the parts from activity 4.

Encourage children to work in pairs and complete the table with information from the letter. Based on the information seen so far, you could elicit

from children what the function of each part is. It is suggested clarifying any doubts children may have. At the end of this activity, suggest children design an envelope similar to the one in activity 4. Remind them to include the sender, the receiver, the addresses of each one, and the stamp.

Answers: 1 Alysha 2 Grace 3 Ocean View Hotel 4 September 28th 5 How are you? 6 See you soon. Love, Alysha.

# 6 🗯 Work in pairs.

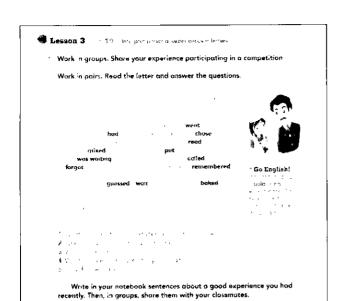
Organize children to work in pairs as you prefer. Exhort them to select one of the topics. You could give an example for children to know what a key word might be. You could provide help with vocabulary and spelling. Remember that visual elements can help trigger new ideas, so you might suggest using a semantic map with the main idea in the center and add other 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.

It is a good idea to review the parts of the letter with children using the samples on their Activity Books. You could use a strategy to memorize them such as an acronym.

# Lesson 3 Unit 10 Activity Book page 119



# 1 Work in groups. Share your experience participating in a competition.

For your final product ... Step 2 % . . .

Work in pairs

Invite children to share their experience exhorting them to transmit the emotions they felt according to the events they're describing (nervousness, excitement, joy, hope, sadness, etc.).

..... . 119

Answers: Answers may vary.

# 2 Work in pairs. Read the letter and answer the questions.

Refer children to the Picture Dictionary on page 126 of the Activity Book.

As children read the letter in pairs, encourage them to see that each paragraph is written following a chronological sequence. Invite them to pay special attention to the words written in bold and elicit the verb tense. You may explain that we usually use the past tense to narrate events in a letter and we often include our feelings.

Answers: 1 They are sisters. 2 A week before Alma wrote the letter, at school 3 She chose a chocolate cake recipe. 4 She was waiting for the cake to be ready. 5 She feels excited and happy. Go English! You could briefly introduce children to the four past tense forms in English: past simple (I played), progressive (I was playing), perfect (I had played), and perfect progressive (I had been playing). You could also explain one of their uses. For example, past tense is used to talk about something that happened once in the past.

# 3 📺 Write in your notebook sentences about a good experience you had recently. Then, in groups, share them with your classmates.

Invite volunteers to share a good experience out loud. Then exhort children to work individually and write several sentences of their own about recent experiences. They can share their sentences by reading to each other out loud or by exchanging the written sentences. You could monitor and help with vocabulary. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

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.

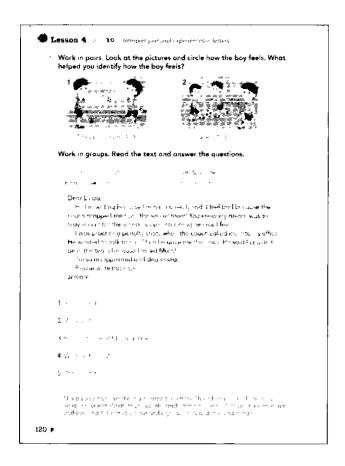
# The property of the second second second

# 4 m Work in pairs.

You could remind children to use the topic they chose, as well as the information they've learnt so far. Invite them to set the date, the content of their narration, and who they will address it to. 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 Activity Book page 120



# 1 Work in pairs. Look at the pictures and circle how the boy feels. What helped you identify how the boy feels?

Organize children to work in pairs as you prefer. You could invite them to look at each picture and to analyze them. Then exhort them to discuss, in pairs, how the boy may feel and what helped them identify his mood. Ask pairs to brainstorm ideas about why he feels that way and invite them to share them as a class.

# Answers: 1 happy 2 sad To the question: Answers may vary.

# 

It would be a good idea if you ask children about the way they were able to identify how the boy feels. They might answer it was because of the smile in the first picture and the frown in the second picture.

You could introduce the concept of body language and act out some feelings or attitudes for children to guess. You could write the adjectives on the board and explain their meanings in their mother tongue before you act them out.

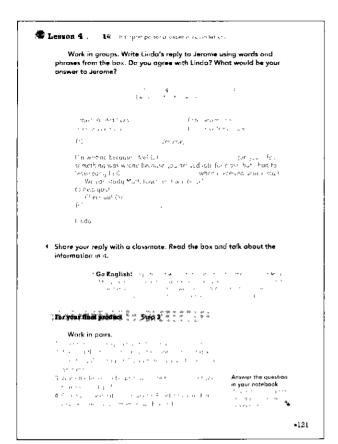
# 2 Work in groups. Read the text and answer the auestions.

Invite children to read the text and get together in small groups to answer the questions. You may check that everyone understands the questions. You could give them some time to share their answers with another group. You may check answers as a class and invite volunteers to share what they do when they feel disappointed or depressed.

Answers: 1 No, it's not. 2 It is an e-mail. 3 A letter is a message that you write on a piece of paper and sent through a postal service. An e-mail is a system for sending a written message from one computer to another 4 It is about Jerome's experience. The coach dropped him from the soccer team for failing Math and now he feels sad, disappointed, and depressed. 5 Jerome

This could be a good opportunity to point out the differences between a letter and an e-mail (for example, street address vs. e-mail address) as well as some similarities (for example, both have greetings, dates, farewells, etc.). You might want to remind children that even though e-mails tell you who the sender is, it is important and polite to sign them with our own names. Invite them to create an e-mail account if they don't have one yet. For some other cases, children may not have the opportunity to access the Internet; in those cases, you could organize a classroom mail box for them to exchange mail

# **Lesson 4** Unit **10** Activity Book page 121



# 3 work in groups. Write Linda's reply to Jerome using words and phrases from the box. Do you agree with Linda? What would be your answer to Jerome?

Organize children to work in pairs and, after they finish completing Linda's response to Jerome's e-mail, invite them to compare their answers with another pair. You may point out the fact that, in the first e-mail, Jerome was feeling disappointed after the coach talked to him. Then invite children to tell you how they think Jerome's feelings changed after he talked with Linda and she offered to study Math together. Elicit from children if they would do the same as Linda (offer help) or if they would give a different response. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answer: 1 Dear 2 sad 3 was helping my grandfather 4 happy 5 Please write back soon. 6 Lots of love To the question: Answers may vary.

# 4 Share your reply with a classmate. Read the box and talk about the information in it.

You could put two pairs together and invite them to share their e-mail replies. Check answers. Invite children to read the box and think about empathy and when they are empathic.

Go English! Invite children to answer the questions and share their thoughts as a class. You could explain children that being empathetic is to be able to understand how someone feels because you can imagine what it is to be in the place of that person. This can help someone to develop good relationships and promote trust and honesty.



# 5 Work in pairs.

Encourage children to add notes about their feelings to the sentences they wrote in step 2. Suggest that they share their text with a classmate reading it out loud. Allow them enough time to do this. Encourage them to talk to each other about their feelings about each other's texts. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

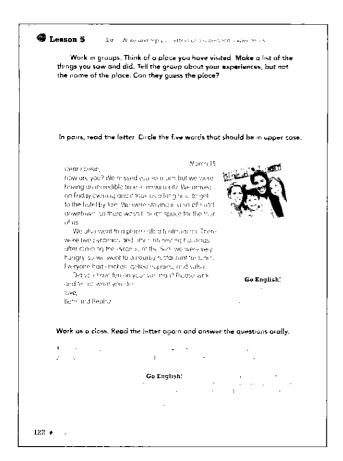
# Help children answer the question in their notebooks.

Invite children to reflect on the question and share their thoughts as a class. You may also remind them that it is important to listen respectfully to other's personal experiences.

# 

Print or photocopy the *Black Beauty* flashcards to provide extra practice on personal experiences, vocabulary, and expressions.

# Lesson 5 Unit 10 Activity Book page 122



1 M Work in groups. Think of a place you have visited. Make a list of the things you saw and did. Tell the group about your experiences, but not the name of the place. Can they guess the place? You might ask children to think of a place they have visited or a place they would like to visit. Suggest that they make a list of three things they saw or did when they were there, or that they would like to see and do. You may put them together in small groups and invite them to take turns telling each other about their experiences without mentioning the name of the place. Then their classmates should try to guess the place. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

# **2** In pairs, read the letter. Circle the five words that should be in upper case.

You might explain to children that in this activity they are going to revise a letter written by Beto and Beatriz. Organize the class to work in pairs as you prefer and encourage them to read the letter, find the words that have not been capitalized, and correct them. You might want to point out that the beginnings of sentences, names of places, and

words after periods, are capitalized. If you consider suitable, set a time limit for children to mark the corrections. Check answers as a class.

Answers: How Mexico City Teotihuacán Love

Go English! You might use this question to invite children to brainstorm the capitalization rules they know. Encourage them to write them on the board to share with the class. Elicit whether some of the rules are different from the rules in their mother tongue.

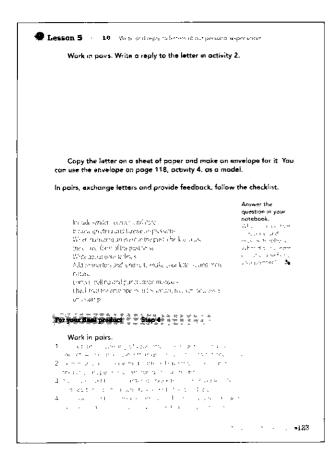
# 3 Work as a class. Read the letter again and answer the questions orally.

Tell children they may need to read the letter again in order to answer the questions. Elicit answers from children and check as a class.

Answers: Answers may vary.

**Go English!** A conjunction is a word that joins words, groups, phrases, and sentences. Words like and and so, are part of coordinating conjunctions. There're seven of them: for, and, nor, but, or, yet, and so. You could tell children that they can remember them using the acronym FANBOYS.

# **Lesson 5** Unit **10** Activity Book page 123



# 4 Mork in pairs. Write a reply to the letter in activity 2.

Organize children to work in pairs. Explain to children that they are going to write a reply to the letter from Beto and Beatriz. You may draw a semantic map on the board and write vacation in the center; then have children, as a whole class, suggest some ideas. After one or two minutes, suggest that they take a few ideas and write the reply to the letter. It could be useful to remind children what the parts of a letter are. You may elicit other things they have seen in this unit and invite them to incorporate them into their letter. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

#### Answers: Answers may vary.

# 5 **M** Copy the letter on a sheet of paper and make an envelope for it. You can use the envelope on page 118, activity 4, as a model.

Invite children to go back to page 118 and use the envelope as a guide to create one with information of their own and from Beto and Beatriz' letter. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.

# 6 In pairs, exchange letters and provide feedback, follow the checklist.

Revising is an important part of the writing process. You may explain the revision process; you might want to model how to do it with a sample letter. You could draw their attention to the checklist and allow them time to read each other's letters and provide feedback. Encourage them to make the corresponding corrections.

Answers: Answers may vary.

# Help children answer the question in their notebooks.

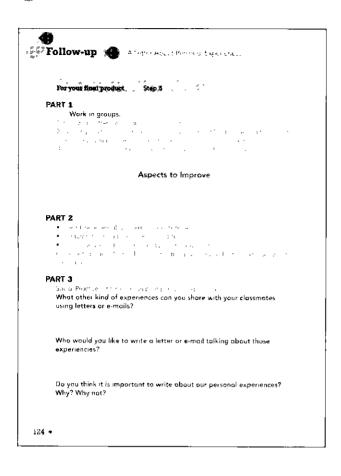
You might use this question to initiate a discussion about the importance of feedback. It could be a good idea to explain that feedback is an opportunity to learn how to make something better.



# 7 Work in pairs.

Encourage children to go over their letter from step 3 and check capitalization and spelling. Remind them that correct capitalization, punctuation, and spelling make writing easy to read. Suggest that they join ideas using the connectors and and so. You could also suggest that they exchange letters with a partner. Encourage children to check the spelling, grammar, and punctuation of their partner's letter. Then ask the original writer to make the corresponding corrections. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Answers may vary.



# **Part 1** Socializing 1 Work in groups.

Divide the class into groups as you prefer and invite them to exchange their letters. Invite children to reply to the letters and then read their replies out loud in their groups. Each group should vote for its best experience and reply. As a class, make a list of aspects to improve, for example, spelling of words with double letters, past tense of irregular verbs, etc. You may write the list on the board and suggest to children that they write it in their notebooks. Encourage children to send their letters to a friend or relative and explain to them how do it. 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 children complete the checklist on page 115, you could have a feedback session and elicit what they did well and what they need to work on. Help children recognize their strengths and to improve

any gaps they may still have. This might be a good opportunity to provide assistance to those children that need it.

#### Answers: Answers may vary.

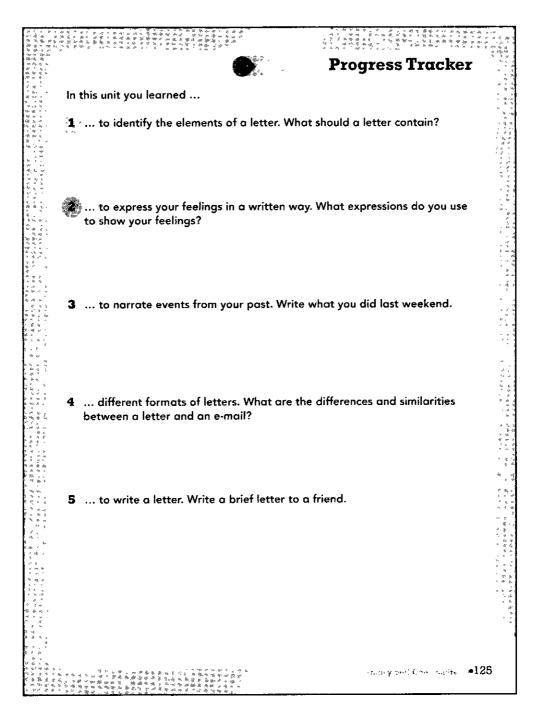
# Part 3 Make it yours

Encourage children to read and answer the questions individually, and then share their answers with a classmate. Walk around checking grammar and spelling. You could perform a class session to clarify any mistakes you have observed. Encourage them to use as much English as they can.

#### 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.

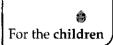


This Progress Tracker will give children the opportunity to reflect on what they have learned throughout the unit. By doing so, they will feel involved in their learning process, which will encourage them to take responsibility for their learning journey. Therefore, it is important that this purpose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

# Assessment Instrument



# **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 (1) the Yes / No columns according to their personal learning experience.

Studient Self-Brainsetion Chart	Yes (* )	1 100 1
		<u>.</u>
		<u>-</u>

# How to Use the Class CD

# **Table of Contents**

Table of Contents			
01 Walkthrough	Chapter 8 "Robin Hood"		
or wanter	Flashcard l		
01 Read me	Flashcard 2		
02 Introduction	Flashcard 3		
03 Tracklist	Summary		
04 Table of Contents	•		
VI lable of commone	Chapter 9 "Food in Mexico"		
02 Additional Resources	Flashcard 1		
	Flashcard 2		
01 Flashcards	Flashcard 3		
0.1.140.1104.00	Summary		
Chapter I "Do You Need Some Help?"	•		
Flashcard 1	Chapter 10 "Black Beauty"		
Flashcard 2	Flashcard l		
Flashcard 3	Flashcard 2		
Summary	Flashcard 3		
,	Summary		
Chapter 2 "It's a Wild, Wild World!"	02 Handouts		
Flashcard 1			
Flashcard 2	Handout 1		
Flashcard 3	Classroom Language		
Summary			
,	Handout 2		
Chapter 3 "The Devoted Friend"	Unit 1 Asking for and Offering Help		
Flashcard l	•		
Flashcard 2	Handout 3		
Flashcard 3	Unit 2 Endangered Species		
Summary			
	Handout 4		
Chapter 4 "Rip Van Winkle"	Unit 3 Problems		
Flashcard l			
Flashcard 2	Handout 5		
Flashcard 3	Unit 4 What Do These People Do Every Day?		
Summary			
	Handout 6		
Chapter 5 "Classified Ads Past and Present"	Unit 5 Classified Ads		
Flashcard 1			
Flashcard 2	Handout 7		
Flashcard 3	Unit 6 Tell the Story		
Summary			
	Handout 8		
Chapter 6 "Treasure Island"	Unit 7 What is the Problem?		
Flashcard l			
Flashcard 2	Handout 9		
Flashcard 3	Unit 8 How Arthur Became King		
Summary	** 1		
	Handout 10		
Chapter 7 "What Happened?"	Unit 9 Mexican Gastronomy		
Flashcard 1	II-malaut 11		
Flashcard 2	Handout 11		
Flashcard 3	Unit 10 Letters		

03 Class Audio Tracks

Summary

# Introduction

Welcome to *Go English! Class CD4*. 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! 4 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 fourth 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:

- Insert the CD on the disc tray of your computer or on an external CD reader connected to it.
- 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 CD4 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

Minden, Cecilia, Kate Roth, *How to Write a Letter* (US: Cherry Lake Publishing, 2011)

Moss, Molly, The Funny Face Book: First Day of School. A Childrens' Rhyming Picture Book About a Boy's First Day at a New School and How His Fear and Sadness Turned Into Happiness (US: Speedy Publishing LLC, 2013)

Stead, Tony, How Can We Help in Our Community? (US: Capstone Classroom, 2014)

#### Recreational and Literary

Friedman, Betty and Jason Fruchter, Daniel Tries a New Food (New York: 2015)

McAllister, Angela. Illustrated by Christopher Corr, A Year Full of Stories. 52 Folk Tales and Legends from Around the World (UK: Quarto Knows, 2016)

Sims, Lesley, *Usborne One Hundred Illustrated Stories* (UK: Usborne Publishing Ltd, 2012)

# Academic and Educational

Berry, Joy, Every Kid's Guide to Nutrition and Health Care (US: Watkins Publishing House, LLC, 2013)

Boyer, Crispin, *National Geographic Kids Why? Over 1,111*Answers to Everything (US: National Geographic Children's Books, 2015)

McDaniel, Jan, Zesty and Colorful Cuisine: The Food of Mexico (Mexico: Leading the Southern Hemisphere) (US: Mason Crest, 2014)

#### Online References

The websites suggested provide further opportunities for exposure to literature in a format that is friendly for children.

#### Family and Community

https://charliepage.com/four-steps-to-writing a-great-classified-ad/ A site with steps to make a classified ad.

#### Recreational and Literary

https://superbrainybeans.com/english/myths-and-legends/ A site with myths and legends for children.

#### Academic and Educational

https://learnenglishkids.britishcouncil.org/es/games/animal-maker A game to create a fantastic animal.

# 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

Gillihan, Seth J., Cognitive Behavioral Therapy Made Simple: 10 Strategies for Managing Anxiety, Depression, Anger, Panic, and Worry (US: Althea Press, 2018)

Lamb, Sandra, How to Write It: A Complete Guide to Everything You'll Ever Write (US: Ten Speed Press, 2011)

#### Recreational and Literary

Hamilton Wright, Mabie. Folk Tales Every Child Should Know (New York: CreateSpace Independent Publishing Platform, 2010)

Richardson, Jan, The Next Step Forward in Guided Reading.

An Assess-Decide-Guide Framework for Supporting Every
Reader (New York: Scholastics Teaching Resources, 2016)

#### Academic and Educational

Herrell, Adrienne, Michael L. Jordan, 50 Strategies for Teaching English Language Learners (US: Pearson 2015)

Tausend, Marilyn, Ricardo Muñoz Zurita, photographer Ignacio Urquiza, *La Cocina Mexicana: Many Cultures*, *One Cuisine* (USA: University of California 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

http://www.teachkidshow.com/teach-your-child-to-ask-for-help/ A site with a guide to teach children ask for help.

#### Recreational and Literary

http://beautyandthebeaststorytellers.com/Handouts/ whychildren.pdf An article about the importance of giving children the opportunity to tell stories.

https://www.scholastic.com/parents/books-and-reading/ raise-a-reader-blog/5-cool-ways-to-get-your-kidstelling-stories.html Tips to get children telling a story.

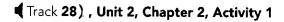
#### Academic and Educational

https://esllibrary.com/welcome A site with printable and photocopiable activities.

http://www.discoveryeducation.com/ A site with resources for EUT

http://www.childfun.com/themes/people/health-andhvgiene/ Health and hygiene activities for children.

# Reader's Book Audio Script



The cacomistle is a mammal that lives in wet and tropical forests of Mexico. It is grey and brown and it has a fluffy tail with black bands. The name cacomistle comes from Nahuatl and means "half cat" or "half mountain lion." They eat a wide variety of foods depending on what they can find or hunt, their diet consists mainly of fruits, insects, and small reptiles and rodents. They are small animals, their size ranges from 38 to 45 centimeters and they weigh about 700 grams to 1 kilogram. They can survive 7 years in the wild and in captivity they can live up to 23 years.

# ■ Track 29), Unit 7, Chapter 7, Activity 1

Boy: I'm not feeling very well. I think I have a fever... I have a headache, I have goosebumps and my forehead feels very hot.

**Mom:** Hi Clarissa, I'm sorry I can't pick you up from school I had to leave the job today The air conditioning was very cold all week ... Now I have a cough and I feel very bad.

3
Teacher: Listen children! Our Physical Education class is canceled for today. I know you wanted to do a lot of exercise today, but I just sprained my ankle and I need to go to the doctor.

# ◀ Track 30); , Unit 8, Chapter 8, Activity 1

Prince John was a mean and skinny man with a pointy black beard. He made the people pay very high taxes because he wanted to get rich. King Richard was a good ruler and when he came home from war. He discovered what his brother was doing and he put him in jail immediately. Will Scarlet, was a handsome and brave man, and he became friends with Robin Hood. Little John, was tall and strong and joined Will and Robin to plan attacks on rich people to give money to the poor.

# **Tracklist**

ildek.	tij Contents Filitij	Component
> Uni	it 1	
1	Copyright	
2	Lesson 1, Activity 2	Activity Book
3	Lesson 3, Activity 2	Activity Book
4	Lesson 4, Activity 3	Activity Book
> Un:	it 2	
5	Lesson 3, Activities 3 and 4	Activity Book
> Un:	it 3	
6	Lesson 1, Activity 3	Activity Book
7	Lesson 2, Activity 2	Activity Book
8	Lesson 3, Activities 1 and 2	Activity Book
> Un	it 4	
9	Lesson 1, Activity 2	Activity Book
10	Lesson 2, Activity 2	Activity Book
11	Lesson 3, Activities 2 and 3	Activity Book
12	Lesson 5, Activities 1 and 2	Activity Book
> Un	it 5	
13	Lesson 2, Activity 1	Activity Book
14	Lesson 3, Activity 2	Activity Book
15	Lesson 4, Activities 2 and 3	Activity Book

Twick	i : +1	de Contentalit			
> Uni	it 6	- 0 m			
16	Lesson 1, Activities 4 and 5	Activity Book			
17	Lesson 3, Activitiy 2	Activity Book			
18	Lesson 5, Activities 2 and 3	Activity Book			
> Un:	it 7				
19	Lesson 1, Activity 2	Activity Book			
20	Lesson 4, Activity 2	Activity Book			
21	Lesson 5, Activity 2	Activity Book			
22	Lesson 6, Activity 2	Activity Book			
> Un	it 8				
23	Lesson 1, Activity 2	Activity Book			
24	Lesson 1, Activity 4	Activity Book			
25	Lesson 3, Activity 3	Activity Book			
26	Lesson 3, Activity 5	Activity Book			
> Un	it 9				
27	Lesson 3, Activity 1	Activity Book			
> Reader Tracks					
28	Chapter 2, Activity 1	Reader			
29	Chapter 7, Activity 1	Reader			
30	Chapter 8, Activity 1	Reader			

# Distribución gratuita. Prohibida su venta English!









