

Diana Jones

GO

English!
Teacher's Guide

5



Ciclo 3

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.

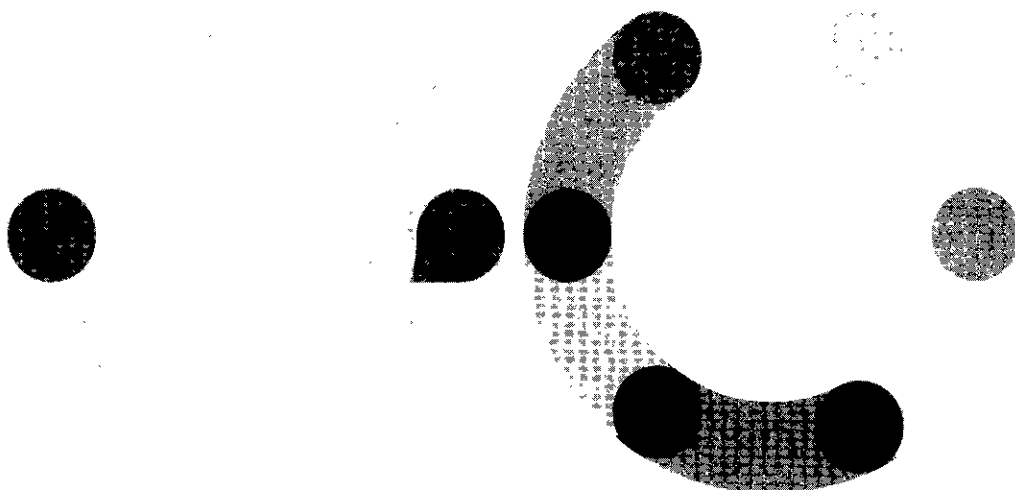
Los materiales educativos que conforman el paquete didáctico le ayudarán a que los(as) estudiantes de esta asignatura logren familiarizarse, conocer, comprender y comunicarse en Inglés como lengua extranjera.

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.

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Diana Jones



Teacher's Guide

5

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Go English! Teacher's Guide 5

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Scope and Sequence



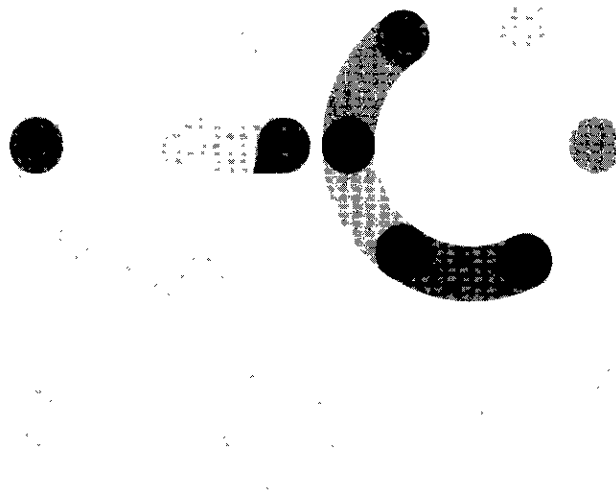
			Communicative Activity
1	Family and Community	Exchange expressions to organize get-togethers.	Exchanges associated with specific purposes
2	Academic and Educational	Register information about a topic to write a quiz.	Handling of information
3	Recreational and Literary	Accept or refuse requests in a role-play.	Recreational expression
4	Family and Community	Exchange information to get around a place.	Exchanges associated with the environment
5	Recreational and Literary	Tell short interesting stories.	Literary expression



Achievement			
<ul style="list-style-type: none"> • Explore and listen to expressions to organize get-togethers. • Interpret expressions used by speakers. • Assume the role of speaker in an exchange. 	Conversation to Organize a Get-Together	<ul style="list-style-type: none"> • Talking about activities • Calling to agree on get-togethers • <i>Wh-</i> questions to agree on get-togethers • Introducing oneself and others 	<i>Would you like to ...?, That sounds great! I'll be there! See you ..., I have to check. Sorry, I can't because ..., Maybe, I'd love to, etc.</i>
<ul style="list-style-type: none"> • Explore quizzes with a variety of questions. • Read quizzes with a variety of questions. • Research and interpret information about a topic. • Write questions about a topic. 	Quiz	<ul style="list-style-type: none"> • Questions to write a quiz • Parts of a quiz • <i>Yes / No</i> questions • <i>Wh-</i> questions 	<i>Sources: encyclopedia, library, Internet, etc.; score, answer key, graphic organizer, proofreading, etc.</i>
<ul style="list-style-type: none"> • Listen to and explore expressions to accept or refuse requests. • Understand expressions used to accept or refuse requests. • Exchange expressions to accept or refuse requests. 	Role-play to Accept or Refuse a Request	<ul style="list-style-type: none"> • Questions to make requests • Ways of accepting requests • Ways to refuse politely 	<i>Could you ...?, Can you ...?, Would you mind ...? Yes, I can. Yes, I will. I'll do it. Yes, sure. No problem! I'm sorry, I can't because ...</i>
<ul style="list-style-type: none"> • Explore directions. • Describe the surroundings as a reference point to get around. • Understand directions to get around from one place to another. • Offer directions to get around. • Write directions to get to a place. 	Quick Guide to Get Around	<ul style="list-style-type: none"> • Asking for directions • Giving directions 	<i>Could you tell me how to get to the ...?, Where are you exactly? Walk along, turn left / right, it's next to ..., it's near ...</i>
<ul style="list-style-type: none"> • Explore funny personal anecdotes. • Analyze the elements used to tell an oral anecdote. • Share a personal anecdote. 	Recorded Anecdote	<ul style="list-style-type: none"> • Structure of anecdotes • Time phrases • Simple past, past continuous, and past perfect continuous • Adverbs • Tones of voice and body language 	<i>Characters, setting, beginning, climax, ending, in the middle of the night ..., about 10 minutes later ..., When I was a child ..., mumbling, whispering, monotonously, etc.</i>

Unit	Environment	Social Practice of the Language	Communicative Activity
6	Academic and Educational	Follow information in an illustrated guide to solve a problem.	Interpret and follow instructions
7	Family and Community	Describe and compare appearance and abilities of people of different ages.	Exchange information about oneself and others
8	Recreational and Literary	Read a travelogue to discover natural aspects and cultural expressions.	Understanding oneself and others
9	Academic and Educational	Gather information about a topic to design museum labels and have an exhibition.	Research and selection of information
10	Family and Community	Exchange opinions about news in audio format.	Exchanges associated with the media

Achievement	Product	Language	Vocabulary
<ul style="list-style-type: none"> • Explore brief illustrated guides. • Interpret information to follow steps. • Write instructions. 	Illustrated Guide to Solve a Problem	<ul style="list-style-type: none"> • Sequencing words • Imperative verbs • Imperative sentences 	<i>First, second, then, next, finally</i>
<ul style="list-style-type: none"> • Explore and listen to descriptions of the physical appearance of people you know. • Understand descriptions. • Describe one's own physical appearance. 	Growth Timeline	<ul style="list-style-type: none"> • Describing physical appearance • Abilities • General information and specific details 	<i>Tall, short, chubby, can/could + verb, pre-teen, child, toddler, when, but</i>
<ul style="list-style-type: none"> • Explore travelogues. • Do a guided reading. • Identify and express similar and different natural and cultural aspects between Mexico and other countries. • Write sentences with descriptions and comparisons. 	Comparative Chart	<ul style="list-style-type: none"> • Descriptive sentences • Cognates • Travelogues • Natural aspects • Cultural expressions 	<i>Delicious, fantastic, beautiful; natural aspects: canyon, river, etc.; cultural expressions: dancing, museum, parade, festival</i>
<ul style="list-style-type: none"> • Explore museum labels. • Research information about a topic using different texts. • Analyze informative texts. • Register information. • Share information in museum labels. 	Museum Labels	<ul style="list-style-type: none"> • Passive voice to present exhibits • Rephrasing main ideas 	<i>Verb to be + verb in past participle, sources of information, materials (ivory, bronze, iron, rubber, etc.)</i>
<ul style="list-style-type: none"> • Explore and listen to news linked to family and everyday contexts. • Understand news in audio format. • Exchange opinions. 	Exchanging Opinions About Recent News	<ul style="list-style-type: none"> • Types of news • Wh- questions to ask about basic information • Ways of saying the same with different words • Opinions and clarifications • Reported speech 	<i>What happened ...?, When did it happen ...?, Where did it happen ...?, Who ...?, How did it happen ...? A fire / the blaze, I agree / disagree, I'm sorry, I don't understand.</i>



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! 5 is about recognizing general sense and some main ideas from different oral and written texts from nearby, known and relevant contexts (basic information about oneself and one's family, school, shopping, places of interest, occupations, etc.). Children participate in some transactions using verbal and nonverbal strategies in very simple and direct exchanges of information about known and common matters of personal interest. They interpret and decipher information. They describe in simple terms some aspects of one's environment, as well as matters related to one's personal needs. They relate with language and culture through games and several ludic and literary activities.

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

The core of every unit is the final product, in which children will be working on from the beginning. There are several product steps along each unit that aim to provide children with the necessary background to build the product step by step. Therefore, the content of activities is closely related to each step.

Each unit consists of a different number of pages, given that the nature of each social practice is different.

Therefore, when finishing *Go English! 5*, 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.

How Contents Are Organized

The units in the Activity Book are organized according to the complexity of skills required from the children. For example, Unit 1 starts with a Family and Community environment where the social practice (Exchanges suggestions to organize get-togethers) might be a smooth start for students to communicate confidently with their peers. This first unit is followed by an Academic and Educational unit (Register information about a topic to write a quiz) where students have to handle information. Then, it is followed by a Recreational and Literary unit where students have to accept or refuse requests in a role-play, and so on. By the end of the book, students are prompted to more complex skills and language abilities like reading a travelogue to discover natural aspects, gather information about a topic to design museum labels (research and select information) and exchange opinions about news. As explained before, the order and relation between the blocks and the learning environments (*Family and Community, Recreational and Literary, and Academic and Educational*) was suggested according to the degree of complexity of strategies, language awareness, and skills children need to fulfill the social practices. Nevertheless, this suggested organization of contents, the amount of sessions it will take you to complete the social practices, and the implementation of the approach, depend on your class' needs. Please feel free to modify them accordingly. Regardless of this progression, every unit presents students with a clear process of building activities towards a final product and provides them with the necessary models to do so.

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 Glossary at the end of the unit. Children will look for the highlighted word and look it up in that section.



This icon indicates an intermediate evaluation or checkpoint. Children will find these activities in strategic points and will reflect on the knowledge they have acquired.

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



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

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

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

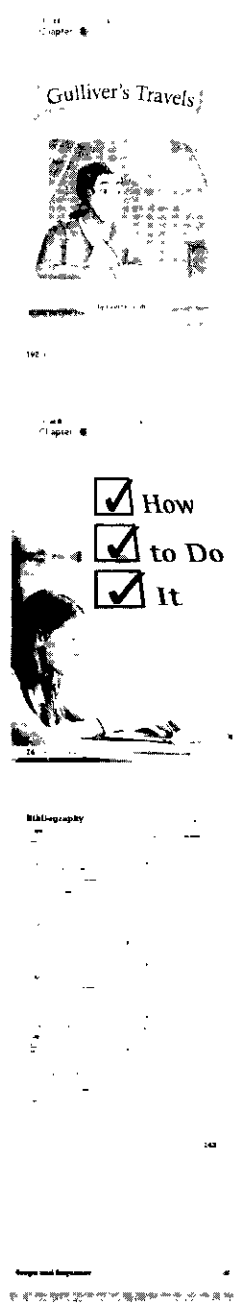
To find more polite expressions to use in request go to: <http://edutics.mx/5XQ>



This is the IT box. In it, children will find suggestions of websites or on the use of technology in the classroom and the IT skills and strategies needed to approach them.

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

This is the Reflect box. It includes critical thinking questions for children to reflect on various topics like social awareness, interculturality, skills, and strategies. This guides provides notes on how to approach the questions too.



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.

Bibliography: This section offers a list of reference materials for children to expand their knowledge on the chapters.

Teacher's Guide

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

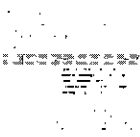
To guide the teacher through the unit, there are a series of features that you will have to be familiar with to make the most out of them:

Sections

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 1 Activity Book
pages 1 to 17



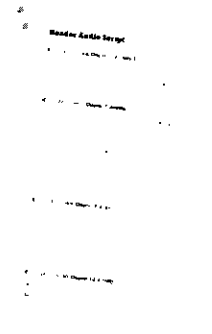
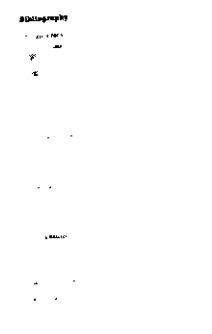
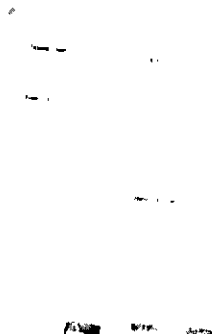
Unit planners: These pages allow you to see the complete unit—including the Activity Book pages covered and teaching guidelines that might be helpful for you to know and put into practice in the classroom.

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 147 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 and teacher to research and expand their knowledge on the topics seen in *Go English!* 5.

Reader 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.



Features

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:

In order to help children improve their listening and comprehension skills, you could have them take turns describing a lot of the anecdote in their own words. One volunteer could paraphrase the beginning, another the climax, and finally someone else the ending.

You could ask the children some questions about the organization of the text, for example, whether it compares two places, whether it describes a sequence of events, in a specific place, or gives instructions on how to do things.

These boxes provide additional activities to be carried out in the classroom in case it is necessary for you to extend the class, and provide different options to certain children or groups.

Error correction can sometimes have the effect of making children feel discouraged; in addition, it can interrupt the flow of the class.

You might want to divide the class into smaller groups and suggest that they each make a list of time



Print or photocopy the *Activities for the Reader* flashcards to help children exchange expressions to organize get-togethers.

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




During activity 10 it could be a good moment to discuss cultural differences regarding accepting requests. Ask children about their own culture and how difficult or easy it is to say "no" to authority figures (parents, teachers, adults).

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

Ask children to bring colored pencils or markers.

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.
-  Pay attention and provide feedback at these intermediate assessment activities.

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 you can see in detail on page 147.

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 unit, 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 checkpoint  activities, the Follow-up page, and the Progress Tracker.

Assessment Instruments

The Teacher's Guide Assessment Instruments in each unit will help you keep record of the children's progress and global outcomes of their 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.



Glossary Usage

In *Go English! 5*, children are exposed multiple times to different texts and vocabulary. The aim of presenting vocabulary in a wide variety of texts is for children to learn vocabulary in context before they can fully understand it. Learning new words in context in an active processing strategy that helps children connect new meanings to words they already have knowledge of. Nevertheless, this process might take time. That is the reason there are different glossaries in the Activity Book and Reader. These have a double aim in the process of learning: firstly, they help students that need extra support or are not very familiar with the meaning of words in English; and secondly, they are presented in a monolingual dictionary-like format (showing verbs in base form and singular nouns, for example) to help children get familiar with dictionary usage. While some children may have access to monolingual and bilingual dictionaries, others don't; that is the reason glossaries are important in both books. For all children learning a new language, being a good dictionary user is an important skill.

Literacy

Developing Reading Skills

Go English! 5 focuses on developing children's ability to read texts, understand them, and respond to their meaning. Children will be involved in reading different types of texts and stories. Simple activities such as frequent readings and class discussions about this variety of texts can help raise children's awareness of the foreign language.

By the time they are in fifth grade, children can recognize a number of English words by sight. At the same time, they might have trouble recognizing some unfamiliar words they find in books. This is the most common problem for readers in a foreign language. Help children by teaching them strategies like prediction or inference.

Text comprehension and enjoyment, the main goals of reading, are 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, and to relate to the characters' and the stories' emotions.

Introduce the context of the text by exploring the images in the Reader and Activity Book; children are actively engaged in developing an awareness of and an interest in language. Look for opportunities to link children's own experiences to the stories or informative texts. Use pictures and objects to develop background knowledge that children will need to comprehend the texts. Help children learn to recognize words that occur frequently in the stories. Look for references that may need to be explicitly explained.



Each time you start a new chapter in the Reader, show them the different elements, such as the table of contents, the chapter header or title, and guide them to figure out how the text is organized. Pause and use simple sentences and the keywords to check that they understand. Ask questions that engage children, such as, *What would you do if you were in this situation?*, *How do you think he or she felt?*

The first time that the group reads a fiction or non-fiction text, read it out loud, modeling fluent reading with proper inflection, pauses, and tone while children follow along in their Readers, silently. Pause and point to pictures, ask children to point to pictures, use pauses and add dramatic effect, 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 your questions. Discuss the ways punctuation represents features of oral language, for example, pausing a little bit at the end of a sentence 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 classmate. Children can also work with a classmate, 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 aloud, focus on reading with appropriate volume and clarity, how words and groups of words go together, 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 third 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! 5 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 17

Social learning environment: Family and Community

Communicative activity: Exchanges associated with specific purposes

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

Final product: Conversation to organize a get-together

Pages	Achievements	Teaching Guidelines
20 to 21	Explore and listen to expressions to organize get-togethers.	Help your students become aware of the purpose of listening (for example, to get or to value information), as well as the moments when this happens during the exchange (at the beginning, development, or towards the end).
22 to 24	Interpret expressions used by speakers.	Offer students examples of usual contexts and opportunities to get acquainted with the structure and format of exchanges.
24 to 26	Assume the role of speaker in an exchange.	Establish the conditions so students can freely express their exchanges and promote reflection.

Unit 1



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



Environment: Family and Community

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

Communicative activity: Exchanges associated with specific purposes

In this unit you will learn to ...

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

Where are you now?

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

wait in a queue

work together

play a game

visit a friend

invite a friend

plan a party



This is the beginning of the school year, you may use it as an opportunity to introduce yourself and create a welcoming and supportive environment. It's important to keep in mind how important it is to set class rules and have children become familiar with the book they will be working with this school year. Use the Meet your Book activity on pages 4 to 6 to help children explore their textbook. This will help them have a more positive attitude towards learning. Make sure you build rapport with them and check their understanding. Remind them that you expect them to be polite and respectful to each other.

To help children use English, you could establish regular classroom routines that focus on a particular paragraph in the Reader, on language practice, or on a short teaching tip.

You may want children to brainstorm events and discuss when and where they organize get-togethers. You could explain that the final product is a conversation where they invite a friend somewhere and they either accept or refuse it politely. Walk them through the expected achievements which include exploring and interpreting expressions used when they want to get together with friends, and participating in oral exchanges.

Finally, in order for you to know where they are starting, have them do the activity in the *Where are you now?* section.

Unit 1 Explore and listen to expressions to organize get-togethers.

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

1

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

2

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

3

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

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

I like dancing.

I like playing soccer.

Reflect. How do you organize with others? What are the activities? Are you doing any sports? Flying a kite, swimming, playing board games, watching a movie, etc?

Opening

1 **2**) Refer children to the Glossary on page 17 of the Activity Book as it could be helpful to go over some of the vocabulary in the conversations, according to what you noticed in the unit opener activity. You could first play the audio for them to identify the topic, a second time for them to answer the activity, and a third time for them to check answers.

Track 2)

Conversation 1

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

Conversation 2

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

Conversation 3

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

Answers: Volleyball practice, walking home, birthday party, volleyball game.

Development

2 An essential element of a get-together is the activity for which you are organizing it. Therefore, children need to be aware of the great variety of activities they could organize a get-together for, including those they like to do with others. Walk around supervising children's conversations.

Answers: A picnic near a river / at the beach, a visit to the aquarium / zoo / photo gallery, practice an ecological activity.

Reflect. To reflect on the many regions in their country and the children living in them could lead children in your group to imagine new activities and to consequently change the one they have just chosen.

Unit 1 Explore and listen to expressions to organize get-togethers

For your final product Step 1

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

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

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

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

- | | | |
|---|---|-----------------------------|
| Would you like to come? | Do you want to attend Maria's party? | Are you coming? |
| Why don't we study together after school? | Are we still walking home together on Wednesday and Thursday? | How about we have a picnic? |

write previously on the board the samples you have here and review them with the group. Then, let children solve the activity independently. When they finish, ask for volunteers to write on the board the expressions they circled with colors in their books.

Answers: Expressions that start conversations, circled in red: Hello, Hi. Expressions that end conversations, circled in blue: See you there. Thanks. Bye!

5 As simple as it seems, this activity requires memory and concentration from children and, at the same time, helps them learn new expressions in question form to make an invitation. Refer children to the Glossary on page 17 of the Activity Book to know the meaning of some words. You could walk around and monitor the activity.

Answers: Questions crossed out: Would you like to come?, Are you coming?, Are we still walking home together on Wednesday and Thursday?



Take advantage of the Class CD to let children listen to the conversations of this activity once and again, repeating specially the parts where questions are told. This way, children can get familiar with intonation, tone, and volume of this kind of expressions.

Answers: I like visiting museums because I learn new things.

3 Explain to children that the final product is to have a conversation to organize a get-together. Allow three minutes for them to read the Reflect box on page 8 of their Activity Book. Immediately after, elicit different regions of the country: mountain, coast, forest, desert, city, and have them reflect on children their age living there: *What do they do? What do they like doing? How climate affects their activities?* Then organize children in pairs and have them answer the activity. Supervise and promote respect to other's opinions. You can use this activity as portfolio evidence. Have children work on a piece of paper, if necessary.

Go English! Let children know the basic components of a conversation to organize a get-together: expressions to start it (*Hi, How are you?, Nice to see you, Hello, etc.*) and to end it (*It's been good seeing you, Bye, Hope to see you again soon, See you, etc.*), as well as questions to invite someone to an activity (*Are you free this weekend? Do you want to come to? Are you doing anything next Saturday? How about we have a picnic?* etc.)

4 As children don't have in their books the sample expressions mentioned in the Go English box,



Unit 1 Interpret expressions used by speakers

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

Activity to do in a get-together:	Expressions to start the conversation:	Expressions to make the invitation to a get-together:	Expressions used to end the conversation:
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Circle the options that best describe your performance.

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

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

10 • English as a Second Language

6 This is a good moment for you to know who in your class has an advanced understanding of English. First, read instructions out loud to make sure children understand what they have to do. Then ask if anyone knows similar expressions to that in the table headings. Elicit expressions for each column so children can get familiar with them. Then have them answer the activity.

Answers: Line 2 of the table: A picnic / How you've been? / How about we have a picnic? / Great! Line 3 of the table: A chess contest / How do you do? / Why don't we participate? / I'll let you know. Bye!

7 * Have students discuss and circle the options in pairs. Encourage them to reflect on the reasons why they cannot do the activities for which their answer was negative. Invite them to join a partner who can do that activity so that they give each other tips to improve their performance.

Unit 1 Interpret expressions used by speakers

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

Go English! Listen to the conversations and identify the speaker's mood. Use the following questions to guide your interpretation. Write your answers in your notebook.

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

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

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

Max: It's nice to meet you, Fabian.

Fabian: Do you like to play sports? I like to join the math club and play on the volleyball team.

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

Fabian: We have a club to join the math club? We get together on Tuesdays at 4:00 for two hours. I'd love you to join.

Max: That sounds great.

Fabian: Do you want to eat lunch together after school today?

Max: Sure!

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

Max: I'll be here. I thank!

Fabian: See you at lunch!

Max: Bye.

What do you think the speaker's mood is? Write your answer in your notebook. Use the following questions to guide your interpretation. Write your answers in your notebook.

1. What do you think the speaker's mood is? Write your answer in your notebook. Use the following questions to guide your interpretation. Write your answers in your notebook.

Alan: Okay. Cool. Well, see you around.
Jorge: Okay. Bye.

Conversation 2

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

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

Fabian: Do you like to play sports?

We have a soccer team and a great volleyball team.

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

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

Max: That sounds great!

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

Max: Sure!

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

Max: I'll be here. Thanks!

Fabian: See you at lunch!

Max: Bye!

9 Refer children to the Glossary on page 17 of the Activity Book to clarify the meaning of some words. Have them do the activity individually and check answers in pairs. Encourage them to discuss strategies to identify speakers, the topic of a conversation, and expressions to make invitations.

Answers: Would you like to join the math club? Do you want to eat lunch together with us today?

R Give children time to work on the activity. As soon as they finish, encourage them to share what they would answer if they were Luisa's friends.

If Internet is available, invite children to confirm what the ITC box says: look for *buddy benches* on the web to see how many results they get.

Go English! Define *mood* as the way someone is feeling, e.g., happy, sad, or angry. Then extend the concept to a conversation, which mood can be defined by the tone, volume, and velocity of the speaker's voice as formal, funny, respectful, enthusiastic, etc.

8 (3) When playing the audio, remember that listening is, for some students, the most challenging skill and they need to feel confident to express they need to listen again, so make sure you tell them to be honest and tell you whenever they need to listen more times. Monitor the activity and promote respect.

Answers: Conversation 1: 1 Hi, I'm Alan. / I'm Jorge 2 Rude. The speaker isn't interested in what the listener said. 3 Well, see you around. Conversation 2: 1 Hi. My name is Fabian. This is Ken and this is Alex / I'm Max 2 Kind. The speaker shows friendly to the listener, inviting him to share activities with him and his friends. 3 I'll be your buddy this week. I'll show you where. See you at lunch!

Track 3)

Conversation 1

Alan: Hi! I'm Alan.

Jorge: I'm Jorge.

Alan: This is the classroom. That is the principal's office. That's the gym. I play basketball and badminton there.

Jorge: I love sports.

Unit 1 Interpret expressions used by speakers

Go English! Notice how you feel the difference in the pictures. In the first picture, the girl is happy because she got an invitation. In the second picture, the girl is sad because she didn't get an invitation. In the third picture, the girl is happy because she got an invitation. In the fourth picture, the girl is sad because she didn't get an invitation.

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

- 1. The speaker in the 1st conversation was: a) kind b) not kind
- 2. Yes! But the speaker in the first conversation was very rude because:

Underline the option that describes your progress.

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

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

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



1. How do you think the girl in picture 1 is feeling?
2. What do you think the boy in picture 2 is saying?
3. What do you think the boy in picture 3 is saying?
4. In which situations do you feel like the girl in picture 2?
5. Which invitation make you feel like the boy in picture 4?

but are not able to explain them to someone else; *With difficulty* indicates that help is needed to clarify concepts and even some vocabulary; and *I can't* implies they need to go over the activities again supported by the teacher's explanations and guidance. Remind them to be honest when answering the assessment questions.

12 Draw children's attention to the girls and boys in the pictures. Encourage them to interpret the body language of these boys and girls to predict the cause of their mood. Ask children to compare their guessings to their partner's. Then tell them to answer the questions.

Answers: 1 Happy 2 Yes! I got invited! / I'm so excited! 3 I'm not sure. / I don't know if I can go. 4 When I get an invitation I dislike. / When I don't want to go. 5 When I'm excited about an invitation.

Go English! The best way for children to understand how body language helps them interpret the attitude of a speaker is by seeing and listening to a speaker in action. Organize them to act the conversations of the activities with different gestures and changing the voice tone and intonation, for example.

10 **3** Encourage children to respectfully discuss how they would interpret body language. Monitor the activity and help if necessary. Then play the conversations two or three times to let children interpret speakers' attitudes. Then ask them to discuss the impressions of the

attitudes they got from the speakers. It may be helpful to give examples of polite answers (*Yes, I'd love to / I'm sorry, but I'm playing basketball*) and rude answers (*No / Why? / I don't want to*).

Answers: The attitude of the speaker in the first conversation is discourteous, as it manifests no interest in the new student. The attitude of the speaker in the second conversation is warm, as it expresses courtesy toward the new student.

11 **3** Explain the options to children: *Very well* means they understand and can explain the concepts to their classmates; *I need some help* means they understand the expressions exposed

Unit 1 Assume the role of speaker in an exchange

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

1

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

2

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

3

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

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

Accept an Invitation	Refuse an Invitation	Say You're Not Sure
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Work in pairs. Read the expressions you wrote in the table from activity 14 with the appropriate intonation. Then listen to the conversations again and discuss how similar you sound to them.

Reflect. How do you think you would respond if you were in the situation of each of the speakers in the conversations? Write your responses in your notebook.

13

Emma: Oh, that's too bad. I hope you can come next time.
Alan: Yeah, keep me posted.

Answers: Emma is inviting three friends (Paula, in conversation 1; Jorge, in conversation 2; and Alan in conversation 3) to come to an audition for the school play.

14 Start the activity by reading out loud the conversations. Lower your voice pitch in the expressions that the table indicates, for children to notice them. Then have children follow the instructions to do the activity. You can use this activity as portfolio evidence. Have children work on a piece of paper if necessary.

Answers: Accept an Invitation: Yes, what time? I'll be there / I'd love to. **Refuse an Invitation:** I can't / No, I'm sorry / I'd love to but ... **Say You're Not Sure:** I have to check, Maybe, I'll let you know.

15 This is a good opportunity to encourage children to practice saying the expressions with appropriate intonation and gestures. You may divide the class into pairs. Then explain that after reading the expressions with an appropriate intonation, they have to tell their partners in which situation they would use each. Allow three minutes for children to read the Reflect box on page 13 of their Activity Book. Elicit answers from the class. Remind them to be polite and use a respectful tone when refusing an invitation.

Answers: I think we sounded similar for conversations 1 and 3 but we need to practice conversation 2 again.

Reflect. What this box states is true only in part as for example, raising the tone of our voice can indicate we are angry or excited, and its correct interpretation depends on many other factors, even the mood and attitude of the listener. Let children reflect on this as a class.

13 This activity refers completely to the achievement of assuming the role of a speaker in an exchange, so it is important children notice the various ways in which Emma makes the invitation to her friends and how they accept, refuse, or hesitate when answering. If time allows, ask volunteers to read out loud the conversations.

Track 4)

Conversation 1

Emma: Hi, Paula. It's great to see you. How are you?

Paula: I'm very well, thanks, Emma.

Emma: Paula, you're a great actress.

Would you like to come to auditions for the school play on Friday night at 6:00 in the drama room?

Paula: I'd love to, but I'm going to the movies with Ana and Luisa. It's all planned.

Emma: Bring them along. They should be in the school play too.

Paula: I'll have to check with them. Maybe.

Conversation 2

Emma: Hi, Jorge. Do you want to be in the school play?

Jorge: Yes, Emma I'd like that.

Emma: Can you come to the auditions on Friday night?

Jorge: Yes, I can. What time?

Emma: At 6:00 in the drama room.

Jorge: I'll be there.

Emma: Great. Thanks. Bye!

Conversation 3

Emma: Hi, Alan! Would you like to come to the auditions on Friday night?

Alan: No, I'm sorry, Emma. I can't. I play basketball on Friday nights.

Unit 1 Assume the role of speaker in an exchange

For your final product Step 2

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

Student A (starts the conversation): How are you, Juan?	Student A (invitation to join the activity): Do you want to join us?
Student B: Oh, hello. Normal. I'm fine, and you?	Student B (accepts the invitation): Sure! When is it going to take place?
Student A (mentions the activity for a get-together): I'm organizing a study session to improve our English.	Student A (info on the get-together): This Friday at 6:00, in my house.
Student B: Oh, great!	Student B: Oh, I'll be there. Thank you!
	Student A (ends the conversation): It's been nice talking to you. Bye!

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

Go English! Write in your notebook the expressions used by speakers to take or not take an invitation to participate in an activity. Bring to class a card that says "accept" or "refuse" to indicate if the expression is for accepting or refusing.

14 Open the Reader to Chapter 1. Ask your partner to help you to find the expressions used by speakers to accept or refuse an invitation. Write the necessary information in your notebook.

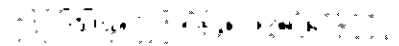
Underline the option that describes your progress.

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

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

Go English! Refer children to the Glossary on page 17 of the Activity Book to clarify the meaning of some words. It might be a good idea to elicit some occasions when it is important to be punctual explaining why. Invite children to reflect on the statements they give when they are late, especially why it reveals integrity (honesty or doing what you say you will do) and politeness or good manners.

R Make sure children understand what they have to do. Once they finish the activity, have them share their answers about the invitations that Luisa makes. You could write their conclusion on the board.



Print or photocopy the *A Lonely Birthday* Reader flashcards to help children exchange expressions to organize get-togethers.

18 Organize a show of hands to identify the students who answered *Very well* to each statement and get them together with the students who answered *I can't* so that they share strategies to improve their performance.

Closure

16 It may be helpful to discuss how they make plans to meet up with friends.

Point out that a written format can help them organize their thoughts. After a few minutes, pair children up to share their answers. Explain to them that they are going to role-play their conversation using the expressions in activity 14. Remind them to ask for the time, day, and place of the meeting. You can use this activity as portfolio evidence.

Answers: Tomás: Hi, Sofi. How are you? Sofi: Fine, and you? Tomás: Do you want to come to the museum with me? Sofi: I'd love to but I think museums are boring. Tomás: The science museum is really fun! Sofi: Well, maybe I go. When are you going? Tomás: Tomorrow morning. Sofi: I'll let you know.

17 Before doing the activity, invite children to look at the pictures in activity 12 and to act out the gestures and to read out loud the expressions they classified in activity 14 so that they are prepared to respond to their classmate's invitation. Monitor offering help, and correcting any grammar, pronunciation, or intonation mistake.



Follow-up Conversation to Organize a Get-together

For your final product Step 3

PART 1

Work in pairs.

- 1 Each role plays your role that you created in your class, taking turns as the speaker and the listener. Ask for feedback.
- 2 As a group, invite children from upper grades and, following previous feedback, role play your conversation. Ask for feedback and take notes to improve your conversation together.

Aspects to Improve

PART 2

Social Practice: Exchange expressions to organize get-togethers.

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

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

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

PART 3

Group work page 7 and tasks on the main page and on page 8. Talk about them in class.

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the most, and how they can further develop their new knowledge and skills outside the classroom.



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



Part 1 Socializing

It might be helpful to give children some time to practice how they will present their conversation. Remind them to use polite language. Then invite children to present their conversation. Suggest that they try their invitations with children from upper grades after having applied the feedback provided by their classmates before. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Part 2 Make it yours

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

Part 3 Now you can ...

Invite children to check the goals they achieved throughout the unit on page 7. Then encourage them to reflect on them and share what they learned, which activities they enjoyed

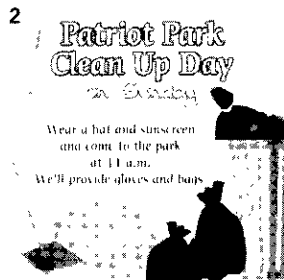
Progress Tracker

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

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



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



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

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

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

16 *Spanish for Kids*

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

Classroom Observation Report

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

Instructions:

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

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

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

Unit 2

Activity Book pages 18 to 30

Social learning environment: Academic and Educational

Communicative activity: Handling of information

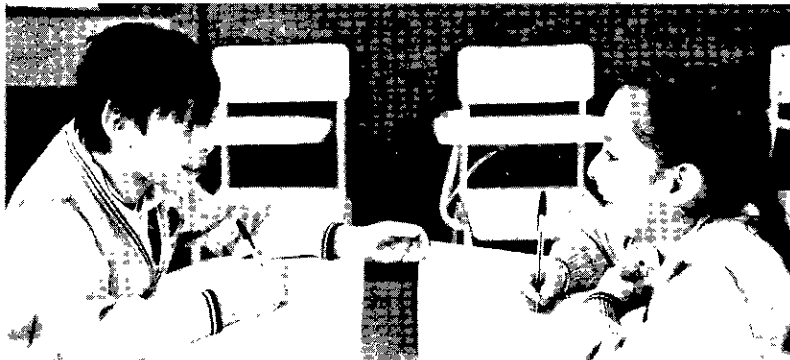
Social practice of the language: Register information about a topic to write a quiz.

Final product: Quiz

Pages	Achievements	Teaching Guidelines
32	Explore and read quizzes with a variety of questions.	Give students opportunities to work with real texts so they can link them to their interests and previous experiences, and constantly elicit feedback, both from you to your students and among themselves. Offer opportunities to anticipate, make connections, generalizations and draw conclusions from explicit information, as well as previous knowledge and experiences, so that with your guidance, students will cooperate in the solution of problems.
33 to 35	Research and interpret information about a topic.	Model for your students how to use different strategies to allow the comprehension of information and how they can share the proposals they will develop.
36 to 40	Write questions about a topic.	Offer models to plan writing (for example, through previous discussion or the elaboration of diagrams), to allow students to face, with more and better tools, the challenge of writing.

Unit 2

In this unit you will write and apply a quiz.



Environment: Academic and Educational

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

Communicative activity: Handling of information

In this unit you will learn to ...

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

Where are you now?

Look at the magazine cover. Answer the questions orally.



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

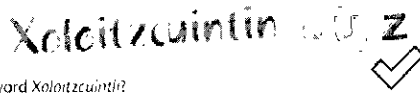
Explore the picture with the children and explain what they will do in this unit. You could explain that the final product is a quiz about a topic of their choice. Walk them through the expected achievements which include exploring quizzes with a variety of questions, researching and interpreting information about a topic (in order to make a quiz), reading (and answering) quizzes with a variety of

questions, and writing questions about a topic (to create a quiz). When you do the activity on the page, it may be helpful to invite children to make predictions about the topic as well as some of the questions. To foster interaction in a wrap up activity, consider encouraging children who have more knowledge about the topic to share it with their classmates in small groups.

Unit 2 Explore quizzes with a variety of questions.
Read quizzes with a variety of questions.

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

1 Questions about a topic



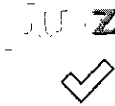
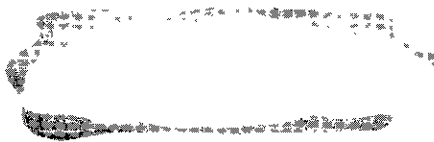
- 1 What is the origin of the word *Xoloitzcuintli*?
- 2 Where do some *Xolos* have hair?
- 3 How old is this type of dog?
- 4 What culture believed that *Xolos* protected homes from bad spirits?
- 5 What special health care do *Xolos* need?

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



2 Reference to show where to check the answers

3 A score about how much I know about the topic



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

4 Answer key

Input: *Xoloitzcuintin* (10/20) by [Name]
Readers: Chapter 2, "Cultural Traditions"
Directions: Students will read the quiz and then identify the correct answers. They will also create their own quiz about a topic of interest.

Reflect. Do you think you can learn more about answering quizzes? What did you learn from the quiz activity? What did you like from the magazine you read?

R Chapter 2 of the Reader is an excellent opportunity for your children to explore more quizzes. It would be better if you let them read on their own and do the quiz so that then there can be a variety of experiences to share.

Print or photocopy the *How Well Do You Know Your Best Friend?* handout to help children explore quizzes with a variety of questions.

Reflect. These questions will allow children realize that quizzes can help them learn in a different way. Children will be more engaged in the idea of creating their own quiz if you emphasize that this can be an opportunity to learn something they are really curious about or consider entertaining.

Opening

1 If necessary, you may refer children to the Glossary on page 30 of the Activity Book.

This activity will allow children to explore the layout of a typical quiz and its components (title, quiz questions, space for answers, answer key, score, and illustrations). Children can then have in mind a model of what they will gradually create throughout the unit. If necessary, you may invite volunteers to explain the meaning of *score* and then to discuss why it shows three different scores.

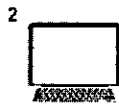
Answers: 1 Real information
2 Summed correct answers give me my score. 3 Yes.

Invite children to work in pairs to answer the questions in the *Xoloitzcuintin Quiz*. Then help them check the answers and see how they score. You might want to call attention to the fact that there is only one correct answer for each question.

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

Unit 2 Research and interpret information about a topic

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



Listen to the conversation and answer the questions in pairs.

1. Where do the children usually find information?
2. Do you also use this information source? Why?

Go English! Encyclopedias and the Internet are good places to find information. You can also try using textbooks of other subjects to ask a friend for information.

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

Strategies to Find Information

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

For your final product Step 1

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

Our topic:

Answers: 1 Encyclopedia and Internet. **2** Answers may vary.

Go English! When no resources are available, other textbooks can help your children. You may want to show some examples of those they have and remind them that you, older siblings, and relatives can many times give them information.

4 Refer children to the Glossary on page 30 of the Activity Book.

Children should be aware that these are all good strategies and they can use them with different research projects.

Answers: Underlined: pictures and titles, index, content menu, keywords

You could explain how to find information in an encyclopedia: choosing the volume by using the spines to find the letter of the topic, then flipping through the volume to find the topic.

For children that are more kinesthetic and learn better through action, you can take students to the library or bring some encyclopedia volumes and ask them to work in teams to look up topics you give them.

5 Make children realize they will work the whole unit with the topic they choose.

Answer: Video games

Development

2 Consider facilitating a good class discussion by mentioning dictionaries, encyclopedias, magazines, books, and Internet, and where they can find these sources: at the school library, the public library, at home, etc.

Answers: I look for information in the school library and on the Internet. Fer finds information in magazines and encyclopedias.

3 Refer children to the Glossary on page 30 of the Activity Book. It is important to stress that the second question has no correct or wrong answer; it is a reflection on what sources they use and the possibility to open up to try other materials.

Track 5)

Girl: Did you know that the Xoloitzcuintle is Mexico's national animal?

Boy: No I didn't.

Librarian: Sh! Please talk quietly in the library!

Both kids: Sorry, Miss Gloria.

Boy: Oh. OK. You check on the Internet. I'll look in the encyclopedia! Hey, Sara! How do I find it in this encyclopedia?

Girl: Find the volume on Mexico.

Boy: OK. L to N. Here it is. This is the one with M.

Girl: Then look in the index at the back.

Boy: How do you spell Xoloitzcuintle?

Girl: It starts with an X!

Boy: I've found it! Page 220! What have you found?

Girl: Hold on. I'm just trying to choose which of these websites on the 'Xoloitzcuintle' to open.

Unit 2 Research and interpret information about a topic

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

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

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

Read and highlight in the text the information indicated.

Find out about:

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

Go English! Highlight or copy the information you need a whole page or a menu or copy it in a card or notebook. Keep it well to learn whenever you need it.

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



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

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

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

Answers: Name: The name comes from two words in Nahuatl: *Xolotl*, the god of lightning and death, and *itzcuintli*, or dog. History: This type of dog is about 3,500 years old. The Aztecs believed that *Xolos* kept their homes safe from bad spirits. *Xolos* were often sacrificed and then buried with their owners so they could guide the soul of their owner to the underworld.

You might want to explain that when searching for information on the Internet, it is important to think about a topic and decide on the specific information you need to know. Propose that they consider using a three-source-rule: confirming the information on three different sites to make sure it is valid.

Go English! Some children do not realize it is difficult to remember all the information they need. You may want to stress highlighting, copying, and making notes are one way to begin registering information they will need later.

6 Finding sources might reveal to some children they chose a topic to which they have no access. It is important you help them find one equally interesting topic so they don't feel frustrated. If necessary, stress that the checklist will ensure the source they are proposing will be adequate for their topic.

If Internet is available and children plan to use it, they may find difficult pages that are not appropriate for their age. Using this technique can help them avoid the problem



Suggest discussing the strategies from activity 6 they used to find the information. Ask them how they used the pictures, indexes, titles, and keywords to find the information.

7 Refer children to the Glossary on page 30 of the Activity Book.

Remind the class that the boy and girl in activity 4 needed to find information about the *Xoloitzcuintli* and point out that now they are going to read a text about this dog and find some specific information. This is a good opportunity to practice finding information when they start working with their own sources.

Unit 2 Research and interpret information about a topic.

For your final product Step 2

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

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

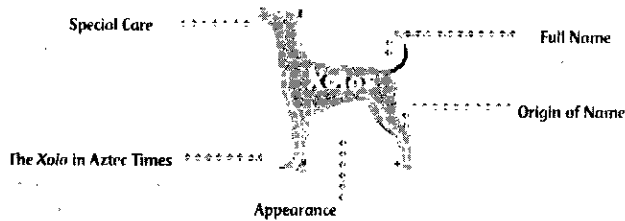
Don't write or highlight on books, especially if they belong to the library. In that case, copy the information on cards or a notebook.

- 3 Complete the statements.

- To know if there is information I need in a text I can
- to gather information from a text I can

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

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



Reflect. Do you use graphic organizers like this to gather information or to read? Can they help you understand better what you learn?

Answers: 1 Look at pictures and titles, read the index or content menu, look for keywords **2** look up information in books, encyclopedias, magazines, the Internet, or ask someone for help

11 Point out that by organizing the information visually, it can be remembered more easily. This way of registering information will also help children learn to categorize information within a topic, which will prove helpful when they organize the questions in their quiz later on in this unit.

Answers: Special care: They need a lot of exercise. Their skin needs to be rubbed with cream to protect it from the sun. **Full name:** Xoloitzcuintli **The Xolo in Aztec times:** They believed that Xolos kept their homes safe from bad spirits. Xolos were often sacrificed and buried with their owners to guide their souls to the underworld. **Origin of name:** It comes from Náhuatl. **Appearance:** Slim dog, with almond shaped eyes, large ears like a bat, and a long neck. **Meaning of Name:** Xolotl, the god of lightning and death, and itzcuintli means dog.

Reflect. These questions will help children realize the usefulness of what they did in activity 11. You may tell them that the point of registering information in an organizer is to separate it in categories and help them understand it better. If you find it helpful, show them examples of common graphic organizers (Venn diagrams, timelines, cluster maps, etc.).

8 This list will help children collect their work from step 1 to begin working with their sources. If necessary, remind them to list only those they will use and not those they discarded.

Answers: Magazines, Internet websites, ask a cousin

9 Since children have to divide their sources to read and register / highlight information, it might be a good time to work on giving fair treatment to others and dividing work accordingly. It is also a great

time to learn to take care of books, particularly if they don't belong to the children. You could invite them to highlight or underline only in photocopies, material they print, or on digital documents. To motivate children unwilling to write, you could let them know information will be easy to handle on separate pieces of paper or note cards. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

10 Help children complete the statements according to what they learned. Invite them to reflect on what they did and provide help if they decide to review the activities indicated.

Unit 2 Research and interpret information about a topic.
Write questions about a topic.

For your final product Step 3

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

Aspect:

Aspect:

My Topic:

Aspect:

Aspect:

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

- | | |
|-----------------------|--|
| What color are Xolos? | Do Xolos bark and bark up? Yes or no? |
| Where do Xolos live? | Where do Xolos come from? |
| What size are Xolos? | Do Xolos bark? |
| Do you own a Xolo? | Are Xolos friendly? |
| How old are Xolos? | How many Xolos are there in the world? |
| Can you train Xolos? | Can you train Xolos? |

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

Go English! When you ask questions that can't be answered with yes and no, English words like *how, how many, where, when, why*. When you ask questions and add specific information, add before words that indicate the information you want. For example, *where* to ask about a place, *when* to ask about time, *how* to ask about a size, and *how many* to ask about an amount.



You may want to collect examples of wrong questions. Write them on the board and explain that each sentence has at least one mistake. You could ask children to suggest suitable corrections in pairs. As an alternative, put up some correct and incorrect examples for the children to differentiate between them.



Error correction can sometimes have the effect of making children feel discouraged; in addition, it can interrupt the flow of the class. Take into consideration the age of the children, whether they are risk-takers or more careful speakers who only say something if they are sure it is correct. You might want to ask children to take a "time out" for corrections (for example, a two-minute slot at the end of an activity).

12 Children will now register the information on their notes and / or highlighted text in an organizer. Consider letting them create a different organizer if they feel more comfortable. The important point is to register the information in a way that improves understanding and separates it in categories for a better visualization and organization.

Answers: My Topic: Video games
Aspects: Types of video games, cost, difficulty, popularity

13 Refer children to the Glossary on page 30 of the Activity Book. This activity will help children reflect on the way questions are structured in English, as a necessary scaffolding step to write their own questions for their quiz.

Answers: 1 4, 6 2 2, 3, 5, 7

Go English! To make the information more visually clear for the children, you could look at random examples of questions in the quizzes of this unit or Chapter 2 of the Reader for children to identify their structure.

Unit 2 Write questions about a topic

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

1. I want to know if Xolos are friendly or not.
2. I want to know the amount of hours Xolos sleep.
3. I want to know the place Xolos live in.
4. I want to know if Xolos like meat or not.

For your final product Step 4

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



Go to <http://edupics.com/HR/> and have fun with your friends answering quizzes about different topics.

14 Circle the option that describes you best.

1. I can tell if a question needs to be answered with general or specific information.
 - a) Very easily
 - b) Sometimes
 - c) It's very difficult for me.
2. I can write questions about a topic.
 - a) Fast and easily
 - b) Slowly
 - c) I need more practice.

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

14 This activity will allow children practice writing questions as they will do in their quiz. Review the meaning of question words and help them prepare their questions. Remind children that *do* is for present, *did* is for past and *am / are / is* are present forms of the verb *to be*.

- Answers:** 1 Are xolos friendly?
 2 How many hours do xolos sleep?
 3 Where do xolos live? 4 Do xolos like meat?

15 Have children write the questions for their quiz now that they have the information visually clear in an organizer and that they have

practiced and reviewed how to write questions. Depending on the level of your class, you could ask them to write at least one question for each aspect in their organizer. If your class is less advanced, let them write the questions they are sure they can make. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

- Answers:** How many types of video games are there? How much do they cost? Are they difficult to play? Which are the most popular video games?

Encourage children to answer quizzes online. Invite them to set up group goals to practice their English at home, e.g., answering three additional quizzes.

16 Have children reflect on their writing questions skills according to their experience in the previous activities. Remind them the goal is to identify what they need to improve, so honesty is important. You may help children with problems by giving them a small text to find information to write questions to do as homework.

17 This activity appeals to children's critical thinking skills as they will discover there is need to organize questions for the good flow of their quizzes, will hear about possible ways to do it, and will evaluate if their own work is organized or not.

Answers: 1 Organize questions by topics and go from general to specific ideas. Organize questions from easy to difficult. 2 Answers may vary.

Track 6)

Silvia: Joaquín, how would you order these questions? The order looks OK to me.

Joaquín: I think it's a bit illogical.

Silvia: Why?

Joaquín: There are two different topics, aren't there?

Silvia: Are there?

Joaquín: Yes, there are questions about galaxies and there are questions about the solar system. I think it would be best to group those questions together—I mean all the questions about galaxies together and the ones about the solar system together.

Silvia: Oh, OK. That's a good idea. I agree.

Joaquín: And I think it's more logical to put the general questions before the more specific questions.

Silvia: What do you mean?

Joaquín: For example, I would put 'What is a galaxy?' before 'Which galaxy do we live in?'

Silvia: Why?

Joaquín: Because the second question is more specific.

Silvia: OK. But what about putting the easier questions first?

Joaquín: Yeah. I suppose that's a good way to order them too.

Unit 2 Write questions about a topic

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



By topic: general to specific

Divide the questions in aspects or topics (as in the sections of the organizer you did in activity 21). In each topic put first the general questions and then the questions about more specific details.

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



From easy to hard

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

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



For your final product Step 5

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



Activity Book page 25

are the most popular video games? How many types of video games are there? How much do they cost?

Teaching tip

It is suggested reminding children of the importance of working with new people. In order for the children to work in more varied pairs and groups, you could let them choose their partners some times, and other times organize them yourself. Yet, it is important to keep pairs and groups unchanged in certain steps for their final product.

18 Children can see in this activity two models to organize the questions they wrote for their quiz. You could tell them they are suggestions and that they should follow the one that is easier or more useful, in their opinion. If your students are more proficient, it might be interesting to explore together with them other ideas they could have about organizing their quiz. If you decide to do so, it is an excellent moment to build up their self-esteem by praising their efforts at proposing ideas.

Answers: I think it is easier to follow the general to specific method. Juan thinks it is easier to follow the other method. We can apply both.



19 Children can now apply the method of their choice to reorganize the questions from their quiz. Encourage students to participate actively and discuss the order so that they both feel comfortable with their final decision. Foster respect for differences in opinion and remind them to find a middle ground when they differ. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: General to specific: Are video games difficult to play? Which

Unit 2 Write questions about a topic


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

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

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

Proofreading your writing

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



Questions

1. I wanted to find out ~~what~~ ~~the~~ ~~best~~ ~~foods~~ ~~from~~ ~~the~~ ~~world~~.
2. What is the ~~best~~ ~~substance~~ ~~from~~ ~~bees~~ ~~make~~?
3. Are ~~tomatoes~~ ~~fruit~~?
4. What ~~do~~ ~~countries~~ ~~make~~?
5. What ~~is~~ ~~it~~ ~~to~~ ~~grow~~ ~~best~~ ~~in~~ ~~the~~ ~~world~~ ~~in~~ ~~the~~ ~~middle~~ ~~of~~ ~~the~~ ~~world~~?
6. A melon ~~contains~~ ~~of~~ ~~potatoes~~ ~~in~~ ~~the~~ ~~middle~~ ~~of~~ ~~the~~ ~~world~~?

Answer Key

Score

0-4 Try again!

5-6 Not bad!

7-8 Excellent!

Reflect. Do you think your class before presenting it. Is it important for you to correct your work before presenting it?

Reflect. These questions are a way for children to realize if they have the good habit of proofreading their work and the importance it might have. If you want to guide them so that they don't think it is a waste of time, you could ask to the class how they would feel if they presented a quiz with mistakes they could've easily corrected if they had proofread first. You could stress that it is a shame not to take care of the final touches after making such a great effort to prepare something



Some children learn better and feel more confident when they create groups of rules or concepts in written form to use as reference. You could encourage children to create a checklist of frequent mistakes and corrections, for example, spelling (tomatoe / tomato), apostrophes (bee's / bees), subject - verb agreement (tress grow / grows), capitalization, punctuation (at the end of each statement or question), question words (who, what, when, etc.). Encourage them to use it each time they proofread their writing.

20 Help children complete the table by reviewing quickly with them the activities they carried out to produce and organize their questions.

21 Refer children to the Glossary on page 30 of the Activity Book.

It's important that you help children understand that we all make mistakes in our first draft or attempt at something and that is why proofreading and editing are necessary to present a work they can be proud of. This activity showcases common mistakes children at this

level make. Correcting them will help them become aware of things they need to look for in their own texts to improve their skills. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

- Answers:** Other mistakes are: **1 Questions Questions 2 where Where 3 what What 4 Missing question mark after countries 5 which Which 6 Answer Key Answer Key**

Unit 2 Write questions about a topic

For your final product Step 6

Work in pairs. Proofread your quiz from step 4 using the checklist from activity 21. Mark all the mistakes.

Correct the mistakes and write a final version. Illustrate it and add other elements like the model in activity 1, page 19.

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

24 Encourage children to reflect on what they learned about writing quizzes to write down their lists. After the children have finished their lists, you could, as a class, share the lists and decide which are the most important things to make a quiz.

Answers: Check spelling, capitalization, and punctuation

➤ Closure

22 Children are now ready to look for missing questions marks, spelling mistakes and wrong capitalization in their quizzes. It wouldn't hurt to provide a dictionary or clarify the spelling of a word they are not sure of. If there is time, children could write the answer key to their quiz, as in the model quizzes in the unit. The checklist from the previous activity might be helpful at this point, so you may recommend they follow it. You could propose that the answer key should be included

either on another piece of paper or on the back of the quiz. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

23 Children can now write their final version of their quizzes and be more certain their work is the best they could do. As an alternative, they could exchange quizzes with another pair and make suggestions. To finish their quizzes, encourage them to bring illustrations or to draw something. If they don't know what to draw, you may remind them to look at the quizzes in the unit and in their Reader to use as models. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Follow-up Quiz

For your final product Step 7

PART 1
Work in groups.

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

Aspects to Improve

PART 2
 Social Practice: Register information about a topic to write a quiz.
How did you learn to register information in this unit?

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

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

PART 3
 Go back to page 18 and check off the things you learned in this unit. Talk about them as a class.

28

on page 18. Then encourage them to reflect on them and share what they learned, which activities they enjoyed the most, and how they can further develop their new knowledge and skills outside the classroom.

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

Part 1 Socializing

You could encourage children to decide how they will organize the quiz exchange. Whatever they decide, just make sure no one has their own quiz. It might be helpful to point out that each quiz has its own answer key (if you decided children should include it) and they can check their answers against it. If students did not create an answer key, the pair that created the quiz should check it and it could be a good time to foster cooperative learning by letting them share what they know about their topics. At the end of the activity,

organize a class feedback session to discuss what can be improved. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Part 2 Make it yours

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

Part 3 Now you can ...

Invite children to check the goals they achieved throughout the unit

Progress Tracker

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

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

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

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

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

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

1
2

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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 activity, 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.

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.

Achievements Checklist					
School's name: _____			Date: _____		
Teacher's name: _____			Grade: _____		
Unit: _____			Class: _____		
Activity: _____			Competency: _____		
1					
2					
3					
4					
5					

Unit 3

Activity Book pages 31 to 42

Social learning environment: Recreational and Literary

Communicative activity: Recreational expression

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

Final product: Role-play to accept or refuse a request

Pages	Achievements	Teaching Guidelines
46 to 49	Listen to and explore expressions to accept or refuse requests.	Prepare your students to listen to exchanges asking reflective questions such as: <i>Why am I listening?, What is my purpose?, What sort of listening is required: informational, appreciative?</i>
50 to 51	Understand expressions used to accept or refuse requests.	Show your students how you participate in short dialogs to ask for something in different situations. Interact with them.
52 to 53	Exchange expressions to accept or refuse requests.	Promote situations where students can check, widen, and consolidate how they manage themselves in English. Stay flexible and pay attention to the areas they need to consolidate.

Unit 3

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



Environment: Recreational and Literary

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

Communicative activity: Recreational expression

In this unit you will learn to:

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

Where are you now?

Work in pairs or groups.

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

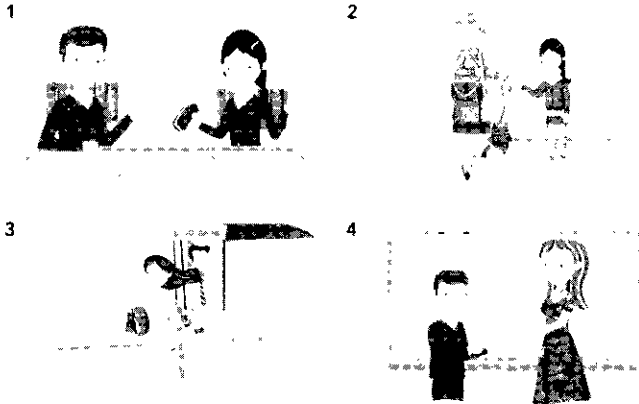
31

You might wish to talk about how we, as social beings, need help in different aspects of our lives and that's why we rely on others for help. Remind them that when we make a request, it is important not to be rude. You may elicit from the children some polite words like *Please* and *Thank you*. Invite them to share, as a class, examples of times when they needed help with something and made a request. It is a good idea for you to acknowledge their participation in the discussion. You could also explain that the final product is a role-play about accepting or refusing

a request. It might be helpful to walk them through the expected achievements which include listening to and exploring expressions to accept or refuse requests, understanding expressions used to accept or refuse requests, and exchanging expressions to accept or refuse requests. The section *Where are you now?* will allow you to assess the starting point of the children and will give you the opportunity to review some concepts, in case you think it is necessary.

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

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



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

I choose picture number

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

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

Reflect. Think about what you need to be polite when you ask for something?

The activity will work better if you get children into teams with classmates who selected a different picture so they can exchange information and feel more confident in their understanding.

Answers: 1 The person who looks like asking for a favor. 2 School supplies, to hold the dog, to answer a question, to hand out papers. 3 Yes. 4 Accepted: 1, 3. Refused: 2, 4 5 Body language. 6 At school: 1, 4. Street: 2, 3.

Reflect. This can be a good moment for children to reflect on when, why, and how they are polite in their native language. They can compare expressions they can use in their own language and in English.

Go English! You might want to point out that *can*, *could*, and *would* are modal verbs (used with another verb in simple form) and we make polite requests as questions.

You may want to clarify that, in school, requests to an adult for permission to do something usually start with *May* instead of *Can*. For example, *May I sharpen my pencil?* You might need to point out that requests with *may* can only be used with the pronoun *I* or *we*.

Opening

1 You may elicit what they think the people in the pictures might be saying so they can understand the purpose of each dialog. The Glossary on page 42 of the Activity Book can help children understand some words from the audio.

Track 7)

Conversation 1

Boy: Can I borrow a red pen, please?
Girl: Oh, sorry. I don't have one.

Conversation 2

Lady: Could you hold Sox for a moment, please? I have to find the address of the veterinarian on my phone.
Girl: Yes, I'll hold him.
Lady: Thank you very much.

Conversation 3

Young man: Can you give me a moment of your time?
Busy woman: No, I'm sorry. I can't because I'm late for a meeting.
Young man: Thanks anyway.

Conversation 4

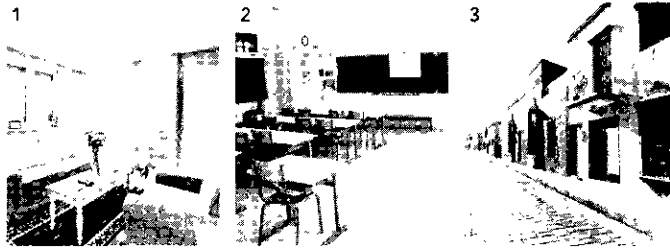
Miss Bravo: Miguel, would you mind handing out these papers for me, please?
Miguel: These papers? Sure.
Miss Bravo: Thank you.

Answers: 1 A red pen. 2 Hold Sox for a moment. 3 A moment of her time. 4 Hand out the papers.

2 You can refer children to the Glossary on page 42 of the Activity Book.

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

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



Go English! Background sounds are an important element to pay attention to when listening to audio. To cause you to guess if people are out for a reason and to meet me the time of the day

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

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

- 1 Are they friendly or unfriendly? What are the signs that make you think so?
- 2 What does Mr. Mendieta request from Alex?
- 3 Does Alex refuse or accept Mr. Mendieta's request? How do you know?
- 4 Is the dialog formal or informal? How do you know?

Go English! To accept a request, you usually say yes, no or let's do this. But you can also say: Yes, I can. Yes, I will. Sure. It's no problem.

Analyzing the language helps them understand how to make requests and accept or refuse them politely.

See track 8 in activity 3.

Answers: 1 Friendly; they greet each other saying "Good morning."
 2 To clean the board. 3 He accepts because he says "Sure." 4 Informal, because they say *can* and not *could* or *would*.

➤ **Go English!** You could go over the positive body language used when accepting a request to do something, for example, nodding or smiling.

➤ **Development**

3 (8) This activity is for children to explore a different situation where requests are made and other expressions they can use later on.

Answers: 2, the teacher (Mr. Mendieta), and the student (Alex).

➤ **Go English!** You could play the audio again and ask children how they guessed the place. Did the background sounds helped or confused them? If possible, you could bring more examples of background sounds for the children to listen to

Track 8)

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

4 (8) You can refer children to the Glossary on page 42 of the Activity Book.

Remind children that the dialog takes place in a classroom and go over the questions. Invite them to listen to the tone of voice and type of language the speakers use, and that it is a little informal.

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

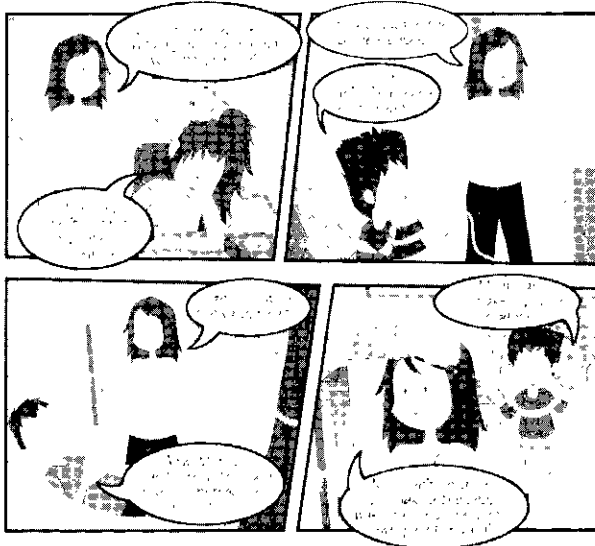
In small groups, talk about different situations where you are asked to do something and you have to accept or refuse. For example: *borrow something, help an adult, do a chore.*

Activity: My room is so messy. Mom asks me to wash the dishes. Reply: Mom asks me to wash the dishes. Mom asks me to wash the dishes.

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

- 1 I can't find zero/one or two/any of the people mentioned in it.
- 2 I can mention zero/one or two/more than two expressions to ask for something.
- 3 I can mention zero/one or two/expressions to accept or refuse a request.

Follow the story and answer the questions on page 35.



It might be a good idea to start a discussion about collaboration within the family. Remember that children rarely want to do their chores voluntarily.

Answers: 1 Mother and children. 2 The mother is requesting their help around the house. 3 The children refuse the requests. 4 Oh, no, I can't because ..., I'm sorry, I can't, I can't sweep the yard because ... 5 Children will answer according to their own experiences.

Track 9

Mom: Good morning, Greta!

Greta: Hi, Mom!

Mom: Would you mind making your bed, please?

Greta: Oh, no. I can't because I'm doing my homework.

Mom: Could you wash the dishes, please?

Mat: I'm sorry. I can't. I'm playing a video game.

Mom: Can you sweep the yard, please?

Javier: Aw, Mom ... I can't sweep the yard because I'm reading a good book.

Mat: Mom, can you make my lunch, please?

Mom: No, I can't because I'm making the bed, washing the dishes, and sweeping the yard!

5 Invite children to think of as many examples as they can. They might use these ideas later on, when they decide on a situation for their role-play in the final product. You can refer them to the Glossary on page 42 of the Activity Book to check for the word *sweep* if necessary.

Answers: Chores at home and school, or favors from friends, for example.

6 It might be necessary to make children realize when they cannot give an example. They can need to go back to activities 1 and 4 to review.

7 You can refer children to the Glossary on page 42 of the Activity Book if necessary.

You might want to go over the relationship of the speakers and the place where it is happening, and then ask a few questions to help children focus on the story. After listening, elicit who is making the requests and whether the children are complying or not with the request. You might also want to discuss the mother's feelings, if she is pleased or displeased. You may elicit how her intonation changes.

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

1. What's the relationship between the speakers?
2. What is the purpose of the dialogue?
3. On the calligrapher's part, 'refuse a patient'?
4. What advice can the doctor give?
5. How would you behave in this situation?

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

- | | |
|---------------|--------------------------|
| 1. A greeting | 4. An acceptance |
| 2. A refusal | 5. A request |
| 3. A question | 6. A request for refusal |

For your final product Step 1

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

Model Dialog:
 "This is my new toy." "Like what?" "Like a thankful response." "Of course!"

Activity 8: In small groups, talk about how easy or hard it is to refuse a request. Share some requests that you think you should refuse.

- | | |
|--|---|
| "I think it's harder to refuse a request than my friend than a my friend." | "We can't refuse to refuse a request from my mom because she'll ask my sister." |
|--|---|

Model Dialog:
 "No, thank you."
 "I'm sorry, I didn't hear you."
 "I'd like to see your new toy."
 "I'd like to see your new toy."
 "I'd like to see your new toy."
 "I'd like to see your new toy."
 "I'd like to see your new toy."
 "I'd like to see your new toy."
 "I'd like to see your new toy."
 "I'd like to see your new toy."

might be at risk. Elicit some requests children should refuse, such as going home with a stranger, cheating on an exam, etc.

Answers: Students will answer according to their own opinions and experiences.

R You could read the text out loud so children listen to your intonation and pronunciation. Allow some time for children to reflect on the question. Then, you could all have a class discussion about what they would do if they were the fisherman.

During activity 10, it could be a good moment to discuss cultural differences regarding accepting requests. Ask children about their own culture and how difficult or easy it is to say *no* to authority figures (parents, teachers, adults). You can also discuss why sometimes it is better to say *no* (for example, when a request puts them in danger). Suggest that children come up with possible ways of dealing with those situations.

8 You might want to review the elements and give examples different from the ones in activity 7. Then you can elicit or mention other possible elements (a phrase to say thank you, a phrase to say sorry, for example). Children will need these elements for their final product.

Answers: 1, 3, 5, 6.

really make decisions. You can ask some questions to guide them: *What situation is it going to be? Are you going to accept or refuse? Are you going to be very formal? Are you going to say goodbye?* When they finish sharing their checklists, encourage them to make changes, reminding them that feedback helps us improve. You can use this activity as portfolio evidence.

Answers: Students will choose from activity 8 all the elements they consider important.

9 You can refer children to the Glossary on page 42 of the Activity Book if they need help understanding the model dialog.

You should encourage children to use their imagination. They should not only copy from activity 8, but

10 You can refer children to the Glossary on page 42 of the Activity Book. Point out that we think it might be rude or impolite to turn down a request, but sometimes our plans, health, values or even our well-being

Unit 3 Understand expressions used to accept or refuse requests.

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

1

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

2

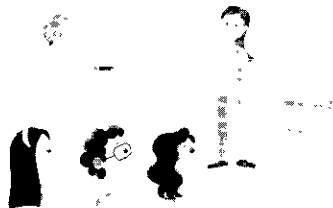
Evan: Hey, Carmen.
 Carmen: Oh, Hi, Evan.
 Evan: Can I ask you a favor? Could you do my homework for me tonight?
 Carmen: Hmm. No, I can't.
 Evan: Really?
 Carmen: No, Evan. I'm sorry. I won't do your homework for you because it isn't right. Do it yourself.
 Evan: Hmm. That's too bad. Bye.
 Carmen: Bye.

3

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

4

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



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

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Dialog 4

Ms. Pérez: Diana, for the class party on Friday, can you bring balloons, please?

Diana: Yes, I can.

Ms. Pérez: Jorge, could you bring some sodas?

Jorge: Yes, sure.

Ms. Pérez: Lorena, would you mind bringing the potato chips?

Lorena: Sure. I'll bring the chips.

Answers: Accept a request: I'll do it. Yes, I can. Yes, sure. Sure. I'll bring the chips. Refuse a request: No, Evan, I'm sorry. I won't do your homework for you because it isn't right. No, recess starts in five minutes.



Reading dialogs out loud can boost children's confidence and provide them with an opportunity to practice the rhythm and intonation when speaking English. Alternatively, when they take turns reading it with another classmate, they can be more independent. Encourage children to work with different classmates.



Print or photocopy the *Can You ... ?* handout for children to practice how to accept or refuse requests politely.

Discuss how they can research other expressions. They can start with the suggested page. Guide them to use other sites if necessary.



11 You can engage children by having them raise their hands when they hear the request. Then encourage them to read the dialogs silently and do the activity in order to differentiate between expressions used when accepting or refusing a request. Children may use the Glossary on page 42 of the Activity Book if necessary. Propose that they read the dialogs to help them keep track of the greetings, farewells, and polite expressions. You might want to point out that *Sure* is used as a synonym of *Yes*.

Track 10)

Dialog 1

Ms. Pérez: Good afternoon, everyone.

Everyone: Good afternoon, Ms. Pérez.

Ms. Pérez: Could someone close the window, please?

Pedro: I'll do it.

Ms. Pérez: Thank you, Pedro.

Dialog 2

Evan: Hey, Carmen.

Carmen: Oh, Hi, Evan.

Evan: Can I ask you a favor? Could you do my homework for me tonight?

Carmen: Umm. No, I can't.

Evan: Really?

Carmen: No, Evan. I'm sorry. I won't do your homework for you because it isn't right. Do it yourself.

Evan: Hmm. That's too bad. Bye.

Carmen: Bye.

Dialog 3

Evan: Can I go to the bathroom?

Ms. Pérez: No, recess starts in five minutes.

Evan: OK.

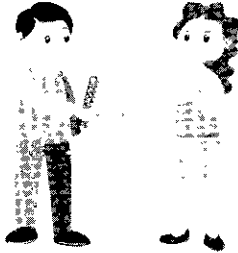
Unit 3 Understand expressions used to accept or refuse requests.

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

1 A: Would you mind picking up the trash?

2 A: May I sit here?

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



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

Open your Reader to Chapter 3, "The Arabian Nights," pages 37 to 42. Discuss in pairs the requests that could have been refused. Write them in a polite way.

For your final product Step 2

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

Accept a Request

Refuse a Request

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

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

Once they have examples, they can select the phrases they will use. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Accept a request: Yes! Sure! Of course! I'll do it. Refuse a request: I can't. Sorry, I can't. I'm sorry, but ...

14 Invite them to do the activity with their books closed. Some children might still have problems with expressions they will need for their role-plays.

You could ask them to go over the dialogs in the unit again and identify the specific phrases and polite expressions in each dialog.

Answers: 1 To greet: Good afternoon, hi, hey, hello, good morning, etc. To say farewell: Bye, see you later, etc.

2 Yes I can, sure, OK, I'll do it, etc.

3 No, I can't, No, I'm sorry but ... etc.

12 Suggest that they look quickly at the four dialogs on the previous page and the expressions they underlined and circled in activity 11. Children might need to use the Glossary on page 42 of the Activity Book. You can ask early finishers to role-play the third dialog.

Go English! Encourage children to reflect on declining requests. Explain that it is not always necessary to give a reason; sometimes what people request is simply not acceptable.

R This time you could have volunteers read the text in turns. Then, as a class, discuss which requests could have been refused politely. Write the class answers on the board as models for children.



13 This might be a good chance for children to check the goal of their role-play, that is, accepting or refusing. Invite them to think about the dialogs they have seen so far. You might need to point out that they can refuse at first and then accept a second petition, with different conditions.

Unit 3 Exchange expressions to accept or refuse requests

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





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

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

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

I think you didn't follow the sequence. You're right. Next time, I need to end the conversation.

This is an excellent opportunity for children to record themselves. Take into account that in this case they need to practice their dialog before they record it. They can use a cell phone or another available recording device. If needed, remind them to request permission to use it. 

17  Remind them to be honest and polite when they give feedback. If some children don't know what to say, you can provide them with phrases so they interact in English. For example: *You need to check the sequence. You didn't sound very polite. I couldn't understand very well because you spoke too fast.*

► Closure

15 You can invite children who chose different dialogs to work together. Invite them to reflect on the differences and the reasons for them. This might help them when they prepare the conversation for their final product.

Answers: All dialogs should be organized according to the purpose of each section, guided by the expressions identified for each case. For example, *Good morning* for greetings, *Can I ask you a favor?* for requests, *I'm sorry* or *Yes, I can* to refuse or accept, *Thanks!* and *bye* to end the conversation politely.

16 Some children might need help with some aspects before they role-play. You can read the questions and clarify what they mean so they feel more prepared. Recommend that they follow the sequence without skipping parts. Remind them to use a correct intonation to sound polite (you can elicit how they would sound in their native language). Finally, you may have to point out that they need to use an appropriate tone and speed for a conversation.

To guide them for proper feedback, you could give examples of things their partners could get wrong like forgetting to greet or not using a polite tone.

Unit 3 Exchange expressions to accept or refuse requests

For your final product Step 3

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

<p>Student A</p> <p>Greeting</p> <p>Request</p> <p>Second request</p> <p>Thank</p>	<p>Student B</p> <p>Greeting</p> <p>Accept or refuse</p> <p>Accept or refuse</p> <p>End conversation</p>
---	---

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

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

18 The aim of this activity is for children to feel prepared when they have their final role-play. This is the moment when they will notice if something is missing, and they will need to agree on things and make corrections. Remember to monitor and act as a mediator when necessary. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Children's dialogs should include all the parts they have identified and worked with, as well as some of the expressions they learned. Allow different expressions if they work well.

19 You might need to review the questions and the answers they used in activity 16. That way, children will understand what they have to do. You may need to remind them to give positive comments as well as suggest aspects to improve.

You may remind children how important it is to give polite feedback. You could explain that feedback is advice you give someone to make their work better, it is not just criticism. Remind them that when they work on a project, they might have to make more than one draft before getting every aspect just right. Help them value hard work and determination.

Follow-up Role-play to Accept or Refuse a Request

For your final product Step 4

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

Aspects to Improve

⌋
 ⌋

PART 2
 Social Practice: Accept or refuse requests in a role-play
From now on, who can you ask for something using what you learned in this unit?

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

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

PART 3
 Go back to page 31 and check () the things you learned in this unit. Talk about them as a class

40

achievements along with the class and then have them check the learning outcomes. Advise them to reflect on those goals and share what they learned, which activities they enjoyed the most, and how they can further develop their new knowledge and skills outside the classroom.

Now you can ...

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. Encourage them to participate and explain their answers when necessary.

Part 1 Socializing

You could encourage children to incorporate the feedback they received in step 3 into their dialog before they act it out in front of the whole class. If possible, invite them to use props or pictures to illustrate their dialog. Advise them to use body language, since this is also important when showing a good attitude towards the other person. At the end of the activity, you may organize a class feedback session to discuss what can be improved. You can use this activity as portfolio evidence. Have

children work on a separate piece of paper, if necessary.

Part 2 Make it yours
 Invite children to answer the three questions individually and then recommend that they share their answers with the rest of the class. This part is intended to make children relate what they have learned with their lives, so besides answering the questions, it will help them notice how this knowledge can be useful outside the classroom.

Part 3 Now you can ...
 Propose that children check the goals they achieved throughout the unit on page 31. You may read the

Progress Tracker

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

1 Write three requests using questions.

2 Write expressions to accept a request.

3 Write two ways of refusing a request.

- 1
- 2

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

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



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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. Make sure they understand all the information on the page.

After they finish answering each activity, 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.

Rubric

Name: _____

Grade: _____ Date: _____

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

Instructions:

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

Criteria	Quality		

Notes:

Unit 4

Activity Book pages 43 to 53

Social learning environment: Family and Community

Communicative activity: Exchanges associated with the environment

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

Final product: Quick guide to get around

Pages	Achievements	Teaching Guidelines
59 to 60	Explore directions. Describe the surroundings as a reference point to get around.	<p>Help your students understand that each situation needs a specific kind of listening or reading, or a combination of both. So, in order to take this decision, it is necessary to consider the reasons to understand the context and purpose of the speaker.</p> <p>Help your students plan what they are going to say using several resources (for example, drawings, photographs, diagrams or notes); offer them constant feedback and encourage them to face challenges.</p>
61 to 63	Understand directions to get around from one place to another.	<p>Model and explain how to remember and record what is listened to, to detail and build listening comprehension. Give your students guidelines that will suggest to them ways to organize and register ideas (for example, <i>draw pictures or write keywords as you listen</i>).</p>
64 to 65	Offer directions to get around. Write directions to get to a place.	<p>Create an environment of respect and appreciation for the effort to communicate in English, as well as a culture of positive feedback. Offer your students enough opportunities to plan, try and practice directions.</p> <p>Support your students so they will develop positive attitudes towards writing and recognize their efforts to write in English to foster their trust and confidence. Help them solve their doubts about how to write directions.</p>

Unit 4

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



Environment: Family and Community

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

Communicative activity: Exchanges associated with the environment

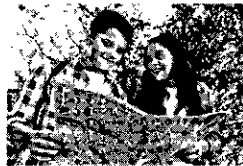
In this unit you will learn to

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

Where are you now?

Work in pairs or groups and answer the questions orally.

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



As a warm-up activity you may introduce the topic of this unit by telling children an anecdote where you had to use a map and ask for directions. It may be about a day you got lost in the city or maybe when you moved home and explored the new neighborhood. This kind of activities help children personalize the topic and gives them confidence to talk about their own experiences. You might remind them that using polite expressions is always useful because

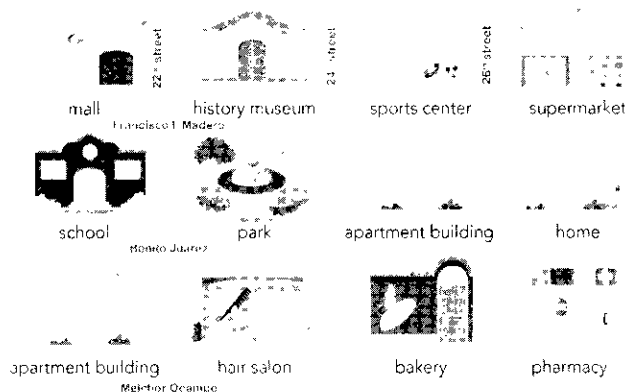
people are more likely to help them if they feel well treated. For this part of the warm-up you might want to organize a brainstorm activity and encourage students to tell the polite expressions they know. Since they will be using polite expressions throughout the unit, it may be useful to make a poster using the expressions they brainstormed and hang it on the wall so they can look for the expressions anytime they need to use them.

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

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



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



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

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

activity and will provide them with the knowledge to complete the next activity. You may also refer them to the Glossary on page 53 if they have more vocabulary questions.

Answers: There is a history museum behind the park, next to the mall. There is an apartment building next to the park and the sports center is behind the apartment building. There is a bakery in front of the apartment building and next to it there is a salon, in front of the park. In front of the mall there is a school and in front of it another apartment building, that is next to the hair salon.



You may pair more advanced students with less advanced ones and have them read the description again to find where the person lives (first apartment building on the right in the middle row).

Opening

1 Brainstorming includes all children and it sets up a collaborative mood among them. It might be a good idea to put someone in charge of writing on the board the students' suggestions. This will allow children to focus on the activity since it may be exciting for them to have their ideas written down. You might want to choose a student who writes legibly and quickly so no idea is left behind. It is recommended to set a time limit for brainstorming activities because they can be exhausting for some students.

The answers the children give will depend on the neighborhood they live in and the activities they usually

do, so it is important to foster an environment of respect and tolerance for their differences.

2 You may refer children to the Glossary on page 53 of the Activity Book.

You might invite children to look at the pictures of places and elicit the ones they are familiar with. This will help them personalize the activity. You may want to review expressions and prepositions to help them complete the activity. Some prepositions they might use are *behind*, *next to*, and *across from*. And some words and expressions they may need are *near*, *there is*, and *there are*. By reviewing this, children will be able to better complete the

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

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



near



across from



next to

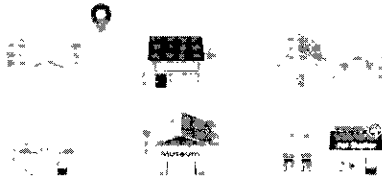


behind

For your final product Step 1

Work in pairs. Choose an area you know in your community (it can be your neighborhood or other part of your town). Then get a map (online or in the library, for example) you would like to include in your Quick Guide to Get Around.

Draw the map yourself, locating some places you often visit.



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

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

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

Draw a rough map of the neighborhood on the board. Invite children to come to the board and point out different places / landmarks using *There is / are*.

Development

4 It can be intimidating for some students to work in pairs or groups. To help these students, you may start with an ice-breaker activity. Some ideas for ice-breaker activities are answering a funny question or a *Would you rather...* question. You can use this activity as portfolio evidence.

5 It is a good idea to promote drawing activities since they help children to develop fine motor skills, visual analysis, hand-eye coordination, and creativity.

6 It may be useful to walk around and monitor, checking whether any children need help. By circulating around the classroom you might help them to stay on track and focus on their descriptions.

7 Self-assessment activities may be difficult for some students. In order to help them evaluate themselves you may set clear objectives to give them a guide on what they need to focus on.

Answers: To say where I live, to use words for location (near, across from, etc.), to say what is around a place I know.

3 It is very helpful to share children's answers by calling on pairs to read them out loud. You may want to point out that this helps them make the connection between written and spoken English.

Answers: You may use *near* to talk about a place that is within a short distance from another place. You may use *across from* to talk about a place that is on the opposite side from another place. You may use *next to* to talk about a place that follows another place. You may use *behind* to talk about a place that is at the back of another place.

Ask children to bring colored pencils or markers.

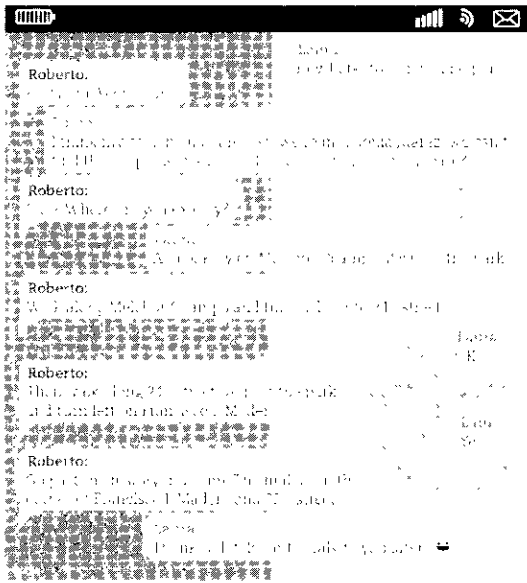
It is important to develop language awareness through the use of visual images, for example, the pictures of the places in the neighborhood. You may also want to check the words *right* and *left* by inviting volunteers to demonstrate the directions using body language.

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

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



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



You might want to point out that in addition to street names, Roberto uses landmarks and places in the neighborhood or community. Encourage children to consider whether they give directions using only street names, only landmarks and specific places, or a combination of both.

Suggest that children work in pairs to make a list of places mentioned in the conversation. Elicit whether they can find the same places in their neighborhood.

8 You may ask children to share if they know their way around their neighborhood. You could elicit a few nearby places they are familiar with and then ask if they would know what to say if someone asked them for directions. You may want to take into consideration that children may have been warned not to talk to strangers and discuss how to apply this when asking for directions in a strange place. All students will answer differently according to their own experiences.

9 It is a good idea to explain the situation in the conversation. Point out that Laura and her cousin are asking Roberto (on the phone) some questions. Some students may find

it difficult to do speaking activities. A good strategy to help them talk with their classmates is telling them to address their descriptions to their classmates and not to you. Also, you can try to avoid answering their questions and, instead, encourage the rest of the group to try to answer the questions. If they have vocabulary questions, you may refer them to the Glossary on page 53.

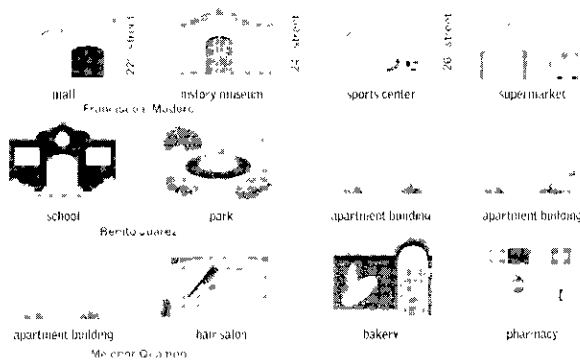
Answers: 1 Walk along Melchor Ocampo and turn right onto 24th street. 2 Walk along 24th street, go past the park, and turn left on Francisco I. Madero. 3 Go past the history museum. The mall is on the corner of Francisco I. Madero and 22nd street.

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



- 1 How does Laura get from the bakery to 24th street?
- 2 How does Laura get from 24th street to the history museum?
- 3 How does Laura get from the history museum to the mall?

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



Reflect. Do you think it's easy to move around your neighborhood? Why? Do you ever get on public transportation where you live?

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

Could you tell me how to get to the hair salon? Of course, walk

11 This activity will help students as a practice to give and understand directions which will be helpful to complete and present their quick guide to get around. To help them practice, you might want to model the activity using a different starting point and a different destination. You may start by asking them: *How do I get from home to the ...?* You may also remind them some useful phrases, like: *go straight, it's across from, turn right / left, it's next to, you'll see it on the right / left, etc.*

Answers: Walk to the corner of 22nd street and turn right. Then go straight for one block and turn left on Benito Juárez street. The hair salon is across from the park.

10 You may invite children to reflect on how they find a place on a map. You might clarify that online maps, depending on the general location, can show landmarks like restaurants, museums, and public buildings besides street names.

Answers: Answers may vary.

To prepare children for the activity, provide them with appropriate physical movements for the directions *Turn right, Turn left, Go straight ahead*, etc. Encourage children to work in small groups and give each other directions.

Reflect. You can make the most of this box by organizing a brainstorming activity. This kind of sessions can lead to great idea-generating sessions, but it may also be chaotic. Especially when working with large groups. To avoid the latter scenario, you might want to use the questions as prompts so students will have clear questions to answer. It is recommended to do this activity when students are more relaxed so they will have the energy to develop critical thinking and start a deeper conversation after brainstorming their answers.

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

For your final product Step 2

Work in pairs. Choose a starting point on your map and trace routes to the important places you located.

You can make some notes on useful expressions you learned to give directions, for example, *walk along*, *turn right*, *turn left*, etc. You may also use the information provided in the link in the IT box.

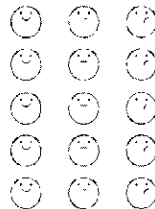
To learn more about giving directions and how to include them in your Quick Guide to Get Around, go to <http://www.edutec.ca/mx/5th>

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

Circle the appropriate face for you next to each sentence.

- Understand the description of a neighborhood
- Describe my surroundings
- Identify streets and places on a map
- Draw a route on a map
- Understand directions

How did I do?



14 It is useful to give children some time to go back to the previous activities and evaluate whether they were able to do them easily or with some difficulty. This will make their self-assessment more enriching.



12 To help students have a better view of their neighborhood, you may invite them to bring a printed map of the satellite view of their neighborhood. You might want to ask them to include in their maps any detail they missed by comparing it with the one they printed.

You can use this activity as portfolio evidence.

13 As they already know phrases to give directions, you might want to further challenge your students by inviting them to look up on the Internet, in books, or other sources, more words to give directions and write them on the board. Then you

may draw a map on the board, trace a route and explain it to them using the new words on the board. Finally, ask some students to explain the route and encourage their classmates to give feedback.

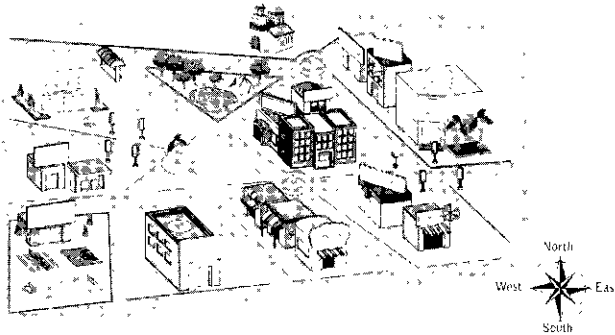
It is a good opportunity to do additional practice in following directions at this website at home or at school, depending on what is available in the children's community. Encourage students to apply new knowledge from the website in their quick guide to get around.



R You may ask children to read the chapter as a class and identify expressions to give directions.

Unit 4 Offer directions to get around. Write directions to get to a place.

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



Oliver: OK. Where are you? How do we get to the Sports Stadium?
 Ann: Let's ask this lady. Excuse me, I'm sorry to bother you, but could you be of any help, of course?
 Lady: Could you tell me the best way to get to the Sports Stadium?
 Oliver: Ah, let me think. Walk south along Wilson Avenue to the corner. Then turn right onto Cedar Street. Go past some apartment buildings and you'll get to a crosswalk. See, straight on and turn left. I'm not sure if the first or the second street, but there's a Bus Station on the right. Walk about 50 meters and the Sports Stadium will be your left. You can't miss it.
 Oliver: Thank you very much. Here I am, goodbye.
 Lady: You're welcome!

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



Go English! When you are asking for directions, you can use phrases like: Excuse me. Could you help me? Excuse me. Could you tell me the way to ...? Thank you very much. I'm sorry to bother you. Thank you very much. Have a nice day.

Print or photocopy the *Excuse Me, How Can I Get to ...?* handout to provide children with more opportunities to follow directions using maps.

16 You may want to tell students that by role-playing offering directions they are rehearsing for a real-world situation. By doing this the activity becomes more meaningful and children are likely to learn more from it.

Go English! You could encourage children to reflect on the phrases for politely asking for directions and identify them in this unit.

15 You can refer children to the Glossary on page 53 of the Activity Book if they have vocabulary questions.

To help students understand the compass rose and the cardinal directions, you might want to go over them regarding the school's local neighborhood. Before using it, suggest that they follow the streets with their fingers to make sure they understand it. Invite them to put their fingers on different streets and then turn right / left. Encourage them to reflect on turns on vertical streets and turns on horizontal streets. Point out that one of the streets changes names after it crosses a main avenue.

Answers: Children's answers will depend on the starting point and destination they choose.

If children need more practice, you can have them select a "mystery location" on the map in activity 2 and allow them some time to plan the directions. You may form mixed-ability pairs and invite them to take turns giving and following the directions to the place each one chose.

To help children with the task of giving directions you could make a glossary for the classroom to remind them of the use of *There is / are* and prepositions of place such as *across from, next to, behind, on the corner, etc.* Remind children to use the glossary whenever necessary.

Unit 4 Offer directions to get around. Write directions to get to a place.

For your final product Step 3

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

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

How do you get to school? How do you get home?
What time should I say?

You can mention an important place that is near

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

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

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

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

20 Being encouraged to think “out of the box” best helps the children to learn the social practice. It prepares them to use the language in different contexts. You may find useful to monitor the activity and provide help if needed.

21 You might want to start the self-assessment session by inviting children to write in their notebooks three things they enjoyed or learned during the class. This will allow you to compare what they think they learned and what you think they learned to find out what they need to work on.

Print or photocopy the *The Way to Fisher Street* Reader Flashcards to review and practice polite ways to ask for and give directions.

➤ Closure

17 If you want to make this activity more challenging you may invite children to write a more detailed description of their directions. To do this you might want to provide them with more directions vocabulary such as *sidewalk, roundabout, highway, crossroad, traffic lights, zebra crossing, exit ramp, lane, freeway, bridge, alley, and tunnel*. You can use this activity as portfolio evidence.

18 This activity helps children become aware of their mistakes and other options provided by peer evaluation. To have a more controlled feedback session, you could brainstorm with the children a checklist of main elements their conversations should have. Invite them to follow the checklist when reviewing their classmates’ conversations to guide directions.

19 Role-playing the situation more than once and asking for and giving directions to other places on their map will help the children gain fluency and practice the key vocabulary and expressions they need to communicate in an effective manner.

Follow-up Quick Guide to Get Around

For your final product Step 4

PART 1
Work in pairs.
 1 Presently use Quick Guide to Get Around to the class.
 2 Role play with your partners as you do in the other class.
 3 Have a class or group check about the work you do. Write it in your notebook.

PART 2
Social Practice Exchange (from unit 1) get around a place
Who could you help with what you learned in this unit?

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

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

PART 3
 Give the students different questions to answer. From the work on page 33 (workbook) get the students to answer them in their class.

	Great performance	Good performance	Needs improvement
Present my guide to the class	I was able to explain my guide to the class.	It was difficult to present my guide to the class but I did it.	I could not explain my guide to the class.
Role play situations	I was able to role play with my partner.	I could not role play with my partner.	I could not role play with my partner.
Give and receive feedback	I was able to give and receive feedback.	I was not able to give and receive feedback.	I could not give and receive feedback.

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classroom. You could have a feedback session and elicit what they did well and what they need to work on. It is very helpful for children to recognize their limitations in order to overcome them. This is a good opportunity to help them.

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

Part 1 Socializing

As students will present their quick guides to get around, you might want to give them some tips for presenting their work such as rehearsing and using breathing exercises to keep calm and avoid speaking too fast or softly. Remind them that since they are using visual aids they must make sure their maps are legible, colorful, and visually appealing.

Part 2 Make it yours

This part is intended to make children notice what they have learned in this unit and relate it with their lives, so besides answering the questions, help them notice how this knowledge can be useful outside the classroom.

Part 3 Now you can ...

It is suggested that children reflect on their performance throughout the unit and share what they learned, which activities they enjoyed the most, and how they can further develop their new knowledge and skills outside the

Progress Tracker

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

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

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

3 Complete the table.

Expressions to give directions	Places
Turn left	Supermarket
Walk along	Park

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

- | | |
|-------------------------------|-------------------------|
| 1. It's next to the pharmacy. | 4. Walk east two miles. |
| 2. Excuse me. | 5. Yes, that's right! |
| 3. Could you help me? | 6. |

52

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 activity, 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.

Rubric

Name: _____

Grade: _____ Date: _____

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

Instructions:

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

Criteria	Quality		

Notes:

Unit 5

Activity Book pages 54 to 66

Social learning environment: Recreational and Literary

Communicative activity: Literary expression

Social practice of the language: Tell short interesting stories.

Final product: Recorded anecdote

Pages	Achievements	Teaching Guidelines
71 to 72	Explore funny personal anecdotes.	Model and explain how to tell personal and funny anecdotes. Create a nice and empathic environment with the purpose of paying attention to the development of individual and collective behaviors.
73 to 77	Analyze the elements used to tell an oral anecdote.	Promote the acknowledgment and value of expressing a personal experience aloud. Create an environment that provokes in students curiosity to know the content of anecdotes and to enjoy their listening comprehension.
78 to 79	Share a personal anecdote.	Encourage and guide your students so they will be able to, in teams and in a respectful and collaborative environment, practice how to tell a funny anecdote. Recognize the positive aspect of effort and the courage of your students when sharing a personal anecdote.

Unit 5

In this unit you will record an anecdote.



Environment: Recreational and Literary

Social practice of the language: Tell short interesting stories

Communicative activity: Literary expression

in this unit you will learn to:

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

Where are you now?

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

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



NOUN [COUNTABLE]

/ˈænək.dɔt/ A personal story that you tell people about something interesting or funny that happened to you

Explore the picture with the children and clarify that sometimes we share funny or humorous stories about our life. Point out that the children are going to tell an anecdote and record it in some way and that is what they will do at the end of this unit.

Invite children to share if they know someone who loves to tell anecdotes; you might want to give an example of someone who listens to a group of friends talking about their pets and instantly comes up with an anecdote about their cat. It may be helpful to ask children to reflect on why it is important to listen respectfully to other people, for example, by making direct eye contact, letting the other person finish before asking a question, etc. Suggest that

a good listener makes the speaker feel comfortable and confident.

Walk children through the expected achievements which include exploring funny personal anecdotes, analyzing several aspects of how to tell an anecdote, and sharing a personal anecdote. You could ask them to consider that for the final product they are going to record an anecdote.

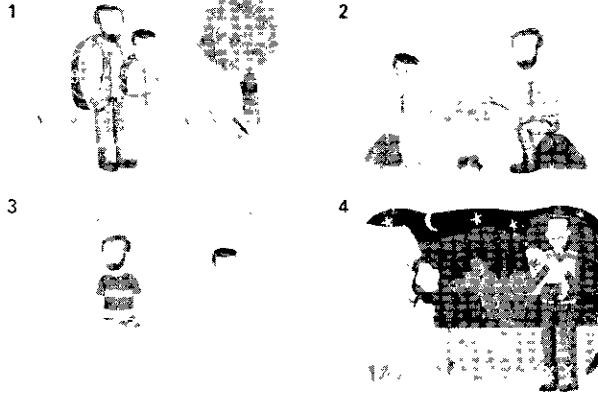
Finally, you might want to have children answer the *Where are you now?* activity by reading the definition of *anecdote* and answering the questions as a class. This will give you a good idea on how they are starting this unit.

Unit 5 Explore funny personal anecdotes.

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

- "The boy who got lost"
- "The boy who got lost"
- "The boy who got lost"
- "The boy who got lost"
- "The boy who got lost"
- "The boy who got lost"

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



For your final product Step 1

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

- Remember to choose an interesting situation for your audience when you think of your anecdote.
- something unusual happened
 - something surprising happened
 - a surprising event
 - a funny mix of misunderstanding

My anecdote

3 Explain to children that they are going to record an anecdote for the final product. Invite them to reflect on the anecdote they listened to and elicit whether it was frightening or funny. You could invite volunteers to read the titles out loud. Help children think about the experiences they can develop and choose one of them for their anecdotes. Encourage them to choose a title for their anecdote and make this decision based on the story behind the title and to choose the one they think is the most interesting one for them. If they don't get inspired by any of these titles, have them make their own proposal.

Answers: I lost my pet, I got lost at the store, my family had a surprise party, someone confused me with another person.

Opening

1 If necessary go back to the unit opener and remind children what an anecdote is. Give them time to think of something funny that happened to them or someone they know and what title they would give that experience. You could invite volunteers to read the titles out loud.

In any text you are teaching, you may prefer to set out a few words that are essential to understanding the meaning of the text and either explain them using definitions that children understand or providing pictures. Try

to relate the words to the children's lives. Consider that children need to develop their ability to use their background knowledge about people, places, situations, and activities.

2 Draw children's attention to the pictures and elicit what the boy and his father are doing in each one. You can encourage them to make predictions about what happened in the anecdote. They can say whatever title they think would fit for this anecdote. They can confirm their ideas with the track in activity 4.

Answers: Strange noises in the camping ground, Camping trip scare, A camping visitor

Unit 5 Explore funny personal anecdotes.

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

- 1 What was the funny anecdote?
- 2 Where did it happen?
- 3 Where did it take place?
- 4 Did you or someone else that happened?
- 5 Why was it funny? Write it in your notebook!

Go English! When you are writing your anecdote, remember to use the 5W's: Who, What, Where, When, Why. This will help you to write a clear and interesting anecdote. Remember to use the past tense.

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



For your final product Step 2

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

- 1 When it happened?
- 2 Where it happened?
- 3 How often?
- 4 What happened?

Go English! It is important to keep in mind their audience, who will be listening their anecdotes. Remind them that anecdotes need interesting elements such as characters, main events, setting, so the audience follow the story closely. Make sure children understand that the place where things happened is called *setting*.

5 You can play the audio again, and explain that this was an anecdote about a problem a boy and his father had when they went camping. Invite children to discuss the question in pairs and share their experience with their classmate. Invite volunteers to share their experiences with the class.

See track 11 in activity 4.

Answers: Answers may vary.

6 Give children time to reflect on an anecdote they want to tell. During this unit they are going to develop further skills to give feedback, so it is important that they work in pairs or small groups whenever is possible. Have them share their answers as a class when they finish.

Answers: Last summer I got lost with my cousins in El Chico, Hidalgo.

Development

4 Go over the questions to elicit what kind of information they need to listen for. Have children work on a separate piece of paper, if necessary.

Track 11

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

In the middle of the night we heard a grunting sound. Was it a bear?

I woke up my dad. He didn't know what to do. He called the park ranger on his cell phone and we waited in fear. "Grr, grr," was all we could hear

and we didn't know at what moment it was going to attack the tent.

About 10 minutes later, the park ranger called to us from outside the tent. We unzipped the opening carefully and slowly we looked out, prepared for anything. There, standing between the campfire and the tent was the park ranger holding a pug dog in his arms and smiling. "This is Peg," he said. "She belongs to the people camping over there. She just wanted to say hello."

My dad and I looked at each other and promised not to tell mom about this when we got home.

Answers: 1 Father and son 2 Last Saturday night 3 A campsite 4 The boy and his father heard a grunting sound and were prepared for the worse but turned out to be a pug dog wanting to say hello.

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

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

1. Analyze the anecdote into its parts.

Always	Sometimes	Never
--------	-----------	-------
2. Identify the climax in an anecdote.

Always	Sometimes	Never
--------	-----------	-------
3. Identify where the anecdote takes place.

Always	Sometimes	Never
--------	-----------	-------
4. Identify what the main events happened in an anecdote.

Always	Sometimes	Never
--------	-----------	-------

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

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

Ending Beginning Climax

1. _____
 I had a great time on my trip to the mountains. My friends and I went hiking, fishing, and camping. We had a great time and it was a very relaxing trip. We had a great time and it was a very relaxing trip. We had a great time and it was a very relaxing trip.
2. _____
 I had a great time on my trip to the mountains. My friends and I went hiking, fishing, and camping. We had a great time and it was a very relaxing trip. We had a great time and it was a very relaxing trip. We had a great time and it was a very relaxing trip.
3. _____
 I had a great time on my trip to the mountains. My friends and I went hiking, fishing, and camping. We had a great time and it was a very relaxing trip. We had a great time and it was a very relaxing trip. We had a great time and it was a very relaxing trip.

Go English! Think about the elements of the anecdote and label the parts. The climax is the most exciting part of a story.

Go English! You could encourage children to reflect on the climax which is the most important or exciting point in a story or situation, especially when this happens near the end.



In order to help children improve their listening and comprehension skills, you could have them take turns describing a little bit of the anecdote in their own words. One volunteer could paraphrase the beginning, another the climax, and finally someone else the ending.

7 Help children reflect on the options and remind them that anecdotes are short stories about particular events. You may monitor the activity and if children have questions or doubts, refer them to the previous pages to review the elements from an anecdote in the Go English box. You can also have them identify these elements with other anecdotes.



You might want to divide the class into small groups and suggest that they each make a list of time phrases to exchange with another group in order to put them on a timeline.

8 If there are any doubts concerning vocabulary you can refer the children to the Glossary on page 66 of the Activity Book. It may be helpful to use something familiar to introduce the concepts written in the box. You could remind them of the illustrations about the camping trip on page 55 as an example to illustrate the different parts. You may encourage children to talk about how useful it can be to break down a story into beginning, climax, and ending to analyze it. Suggest that children share their answers in pairs and give reasons.

Answers: 1 Beginning 2 Climax 3 Ending

Unit 5 Analyze the elements used to tell an oral anecdote

For your final product Step 3

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

2 Climax

1 Beginning

3 Ending



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

Actions in Simple Past

Go English! This uses a colon to mark the end of a phrase. It is used to emphasize the importance of the phrase. Examples: *After that, After a while, After that, After a while, After that, After a while, After that, After a while.*

Answers: First we found, put up, Next we made, In the middle of the night we heard, About 10 minutes later, the park ranger called, unzipped, looked out

Go English! The simple past, past continuous, and past perfect are narrative tenses, often found in stories and anecdotes. The simple past is used to narrate the main events in a story. Explain that anecdotes are used to talk about things that happened in a particular order in the past. Some other phrases they can use are: *Last Saturday, Next, In the middle of the night, Later, Then, etc.*

9 Invite children to look at the plot mountain and ask them if they have seen or used one. If not, explain to them that this type of organizer is used to break down a story. Then elicit the sequence of the plot mountain. Explain that one way to plan an anecdote is to start with the problem and climax. At this point, you could ask children to work individually and think about the climax in their anecdote, which could be the surprising or funny part. Once they have that, they can go back and think about the beginning, where they will introduce the character(s)

and the setting. Finally, they can go to the ending and remember how the story ends. You can use this activity as portfolio evidence. Children can then share their anecdotes with their classmates orally. The point of this activity is for the children to include all the elements in their anecdotes.

10 This activity provides an opportunity to draw children's attention to the past tense and time phrases. In this activity, invite them to talk about the actions in simple past in the anecdote and reflect on how they are used in their mother tongue. You can use this activity as portfolio evidence.

Unit 5 Analyze the elements used to tell an oral anecdote

For your final product Step 4

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

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

It has a beginning
It has a climax
It has an ending

It includes time phrases
The actions are in the correct order

Work in pairs. Look at the pictures and answer the questions.



1 How does she "inject" emotion?

2 What does she do to help you understand the story?

3 How might you use the cues to "keep" the story?

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Print or photocopy the *One Day I Went to ...* handout to give the children more chances of practicing how to tell anecdotes using the proper narrative elements and acoustic characteristics.



11 You could invite children to check their plot mountain first, before writing the anecdote. Suggest that they should focus on appropriate action words and time phrases so their anecdote is told in the correct order. Invite children to work in pairs and read the text to their classmates.

Answers: Children should include sequencing words in their anecdote such as *first, next, then, finally*.

12 The plot mountain can help the children identify the main parts of their anecdote, but it is likely to happen that they forgot the time

phrases. You may monitor this activity and go back to page 58 to review time phrases if necessary.

13 Advise children to reflect on the questions. Encourage them to write some of their ideas on the board to share with the class. Suggest that children talk about why they consider these ideas important.

Answers: 1 By injecting emotions to the story, communicating with my face, showing sadness, excitement, etc. 2 Moving my hands, having eye contact, and acting some actions in the story. 3 Sure, using different pitch or accents help the audience identify each character, as well as the volume, and the quality of the voice help to keep the story alive.

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

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

- A: One night, a couple of years ago, my parents went to the movies and left my younger brother, Luis, and I alone with our older brother, Ricardo.
- B: What happened?
- A: Later in the evening, we got bored and we decided to have a competition. We took large each other to see who could put the most beans up their nose.
- B: Oh, really? What happened next?
- A: Up they went, one, two, three... I pushed another one up there, four. Luis and Ricardo had their black beans, meachests, and I had to stop for the other two. After a while, Luis uses it, tea to make...

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

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

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

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

1 Ouch!
Ouch!

2 The beans
are stuck.



started to cry and he was having trouble breathing. I was scared. Ricardo called mom and dad and they came home right away.

Mom and dad took us by surprise when they got home. They went nuts. "Are you out of your minds?" they yelled. They took us directly to the emergency room. When the doctor came, she used a giant pair of tweezers and slowly pulled the beans out of our noses. "Ouch! Ouch!" We painfully held our noses afterwards.

After that, we were grounded for a week and we never put anything up our noses again.

Answer: Mom and dad took the children to the emergency room; a doctor used tweezers to pull the beans out of their noses. They were grounded for a week.

16 (12) You might want to dramatize some acoustic characteristics using a sentence from a different anecdote: speaking slowly vs. speaking quickly; speaking loudly vs. speaking softly, to make sure children understand each one.

The purpose of this activity is to listen how others tell anecdotes and at the same time this will help children work towards the social practice of the language of telling an anecdote.

See track 12 in activity 15.

Answers: Check: pausing, dramatically, quickly, slowly

➤ Closure

17 Refer children to the Glossary on page 66 of the Activity Book. Children may practice saying the phrases in different ways. Then divide the class into groups of four and say the phrases out loud so children identify how you are saying them.

➤ Go English! Invite children to talk about an experience they have had using their voice to convey different meanings

14 You may read the anecdote out loud to model stress, rhythm, and intonation or you can ask two volunteers to role-play the anecdote for the rest of the class. You could ask the class about the people in the story, the setting, the time it happened and what the problem was. Divide the class into groups of four and invite them to predict what they think happened next. You can refer children to the Glossary on page 66 of the Activity Book. As an alternative activity you can encourage them to reflect on the additional time phrases and highlight them in the anecdote.

Answer: a teenager who gets into trouble

15 (12) Play the rest of the anecdote in order to find out what happened. You may want to explain the word *grounded*. Encourage children to share their predictions in pairs and notice if they are similar to the ending. If not, ask children to tell their classmates what they guessed.

Answers: I was right about my answers. / I was wrong about my answers.

Track 12)

Girl: After a while, our noses started to tingle. Then our noses started to hurt. When we tried to take the beans out of our noses, they wouldn't come out. They had expanded with the moisture up there. The beans were stuck! Luis

Unit 5 Analyze the elements used to tell an oral anecdote

3 *Answers will vary.*



4 *After that, we were
somehow lost.*



Go English! To really enjoy writing and speaking an anecdote, focus on the details. For example, if you had a problem, make sure you have plenty of details to describe the situation.

For your final product Step 5

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

Body language

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

Voice

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

Go English! Think of the mood you want to create. Use your voice and body language to help you tell the story.



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

18 Invite children to check the list. Encourage them to go over an anecdote silently and think of the acoustic elements they want to include for their anecdote. Invite each pair to tell their anecdote out loud. You can tell children to tell their own anecdote or the one they have heard throughout the unit. It might be a good idea to walk around and monitor, checking whether children need help.

Answers: Next, we looked for more firewood but we got lost! We couldn't find our way back to our campsite. [said dramatically]

R You may ask children to get into pairs and discuss which characters they would like to play and what acoustic elements they'll use for their interpretation. Allow them some time to practice what they are going to say. Let them take turns telling the stories for their classmates.



You might want to point out that acoustic elements are important for creating the mood: suspense, surprise, etc. Using a variety of speaking rates is one of the characteristics of a good storyteller. Encourage children to use appropriate volume.

Unit 5 Share a personal anecdote.

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

... I'd get to my dad's car and just thought of my dad and I've got my
... my dad was driving the car, then we found a great spot, then we put up
... our tent, and then we made a fire and had dinner, and finally we told scary stories
... before we went to sleep.

In the middle of the night we heard a grunting sound. [dramatically] This is
a bear! [excitedly] I woke up my dad [excitedly] he didn't know what to do [excitedly].
He called the park ranger, and he came and we waited. The bear [excitedly] it
... was all we could hear, and we didn't know what it was and it was
going to attack the tent. After 10 minutes still the park ranger decided to
... take the tent [excitedly] We were zipped. [excitedly] The
... bear was coming slowly and slowly we looked out prepared for
... anything [excitedly] hands desperately.

The next day [excitedly] before we went to the ranger's tent
... was the park ranger pausing, holding a dog in his
... arms and smiling. This is Fej. [excitedly] She belongs to
... the people who manage the tent. She's a wonder, to stay
... here. My dad and I looked at each other and promised
... not to tell anyone about this when we got home.



For your final product Step 6

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

mark where they are going to include
specific acoustic characteristics in
their outline. Then you may have
them change places to say out loud
their anecdotes to another pair. You
could walk around and monitor,
checking whether any children need
help. You can use this activity as
portfolio evidence. Have children
work on a separate piece of paper, if
necessary.

Answers: Last summer, my cousins and I went camping to El Chico, in Hidalgo. [sound excited] We spent the morning building our campsite but we wanted to walk around. It was getting dark. [dramatically] We looked for more firewood but we got lost! [moving their hands desperately]

19 The purpose of this activity is so the children can identify what body language and changes in speed and tone of voice they can use when they are telling their anecdotes. You can point out that movements and changes while telling stories can help their audience stay interested, especially if the story is long. Refer children to the Glossary on page 66 of the Activity Book.

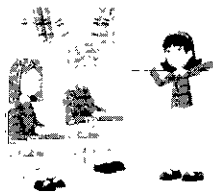
Answers: moving hands, acting the action, dramatically, pausing, slowly, whispering, moving hands, acting the action, pausing

Print or photocopy the *Classic Characters Tell Tales* Reader flashcards so that children can have more examples of how to tell an anecdote.

20 To promote feedback and to help children that don't feel very comfortable, you may invite children to work in pairs, take out their checklist from activity 18, and

Unit 5 Share a personal anecdote

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



One night a couple of years ago.

Go English! Getting good at giving a talk is a really useful skill. Think of ways to tell your classmates about a good and funny anecdote. There are always lots of things you can do to vary your anecdote. For example, you can vary the pace and tone of your story. Maybe you could do it twice to be funny.

Go to <http://www.sixths.com> to see other examples in English.

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

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

22 Allow children time to reflect on the criteria and have them share it with the class and then elicit their thoughts on the importance of kindness when listening others' feedback. You may assign remedial work for children who need to practice more by using the last column in the table.

Answers: Answers may vary.

Give children some simple tips, such as suggesting that they rehearse what they want to say before they start and make sure to keep their story short. It might be very helpful to make the recording while standing up, since this helps them breathe better.

21 While they share their anecdotes, it might be a good moment to remind the children to give positive feedback to improve their speaking skills with their classmates. You can ask them to suggest ways to improve it. Remind them to look for ways to vary the rhythm and tone of their voice. Allow them time to do this.

Answers: Maybe you could slow down when you talk. It would be more interesting if you use more body language.

Go English! Try to encourage children to reflect on ways to give positive comments, like giving reasons why they like the anecdote and asking questions on the reasons why that happened to their partner or the actions they did when the event took place.

Encourage children to do additional practice on how to tell an anecdote in English. You could recommend them to check the website for examples. Remind them that it is important to practice and read about how to improve their storytelling techniques.



Follow-up

Recorded Anecdote

For your final product Step 1

PART 1

Work in pairs.

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

Aspects to Improve

PART 2

Social Practice: Tell the most interesting stories.

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

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

What did you learn to keep an audience interested?

PART 3

Go back to page 54 and check off the things you learned in this unit. Talk about them with a friend.

and share what they learned, which activities they enjoyed the most, and how they can further develop their new knowledge and skills outside the classroom.

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

Part 1 Socializing

Encourage children to use a recording device to record their anecdote. If a recording device is not available they can write down each other's anecdotes. Remind them to use appropriate pauses and other acoustic elements in the recording. You might have children work with another pair and listen to each other's recordings and comment about any changes or suggestions they may need. Be sure to express your appreciation for their participation. If possible, they can make the suggested changes and record the anecdote

again. You can use this activity as portfolio evidence.

Part 2 Make it yours

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

Part 3 Now you can ...

Read the achievements with the class on page 54 of their Activity Books and then have them check the goals they achieved throughout the unit. Then help them to reflect on them



Progress Tracker

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

1 Write the parts of an anecdote.

2 Check the time phrases for the past.

- | | |
|--------------------------|-------------------|
| 1 One night, | 7 After a while. |
| 2 When I was a baby, | 8 Two years ago, |
| 3 A couple of years ago, | 9 Last Christmas, |
| 4 Next, | 10 Yesterday, |
| 5 Later, | 11 This morning, |
| 6 First, | |

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

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

- 1
- 2
- 3
- 4

4 Write three acoustic characteristics to make your anecdote interesting.

- 1
- 2
- 3

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 activity, 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.

Key: 0 = Not at all 1 = Poor 2 = Fair 3 = Very Good 4 = Excellent

Attribute	1	2	3	4
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:

Unit 6

Activity Book pages 67 to 77

Social learning environment: Academic and Educational

Communicative activity: Interpret and follow instructions

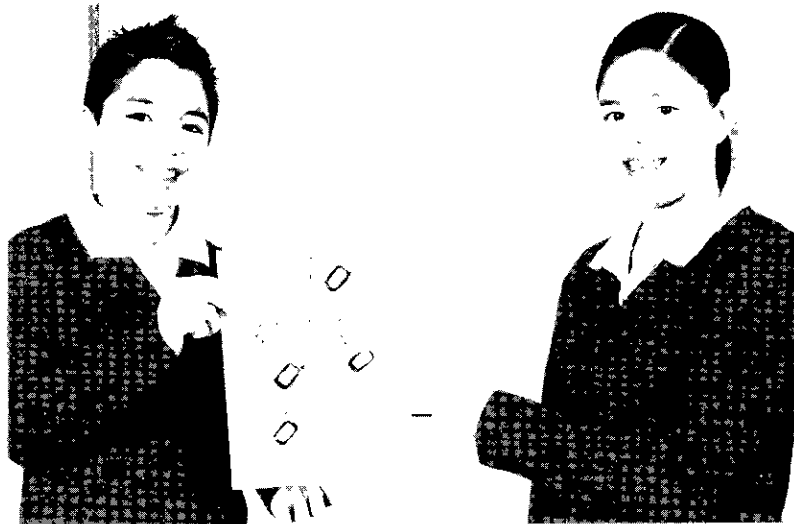
Social practice of the language: Follow information in an illustrated guide to solve a problem.

Final product: Illustrated guide to solve a problem

Pages	Achievements	Teaching Guidelines
85 to 87	Explore brief illustrated guides.	Offer opportunities for your students to discover how to use writing for different purposes (to communicate ideas, share information, challenge the mind, etc.).
87 to 89	Interpret information to follow steps.	Give your students different examples and demonstrate the strategies that you and other readers can apply to use information for following instructions. Promote opportunities to develop such strategies.
89 to 92	Write instructions.	Encourage your students so they can recognize the value of writing to make everyday actions easier. Offer opportunities to plan the writing of texts. Encourage your students to be responsible for polishing and improving their texts and let them share their texts so they may get and give feedback. Focus your attention on your students' attempts to write in English and be flexible with their mistakes.

Unit 6

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



Environment: Academic and Educational

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

Communicative activity: Interpret and follow instructions

In this unit you will learn to ...

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

Where are you now?

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

67

Explore the picture with the children and clarify that sometimes we need to follow a sequence of written instructions. Indicate that the two children are holding up an illustrated guide (or manual) that explains how to solve a problem, and that is what they will do at the end of this unit.

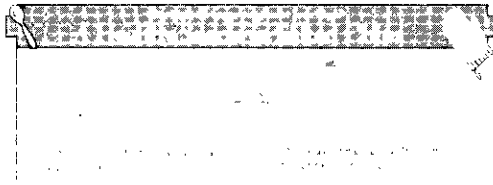
Invite children to mime some examples of a sequence of instructions they follow every day, for example, brushing their teeth, and point out that those instructions are so simple they can be understood without words. Then, with books closed, mime the instructions for applying a tourniquet (see p. 71 of the Activity Book). Point out that now they need words (and pictures) to understand the instructions.

Walk children through the expected achievements which include exploring brief illustrated guides, interpreting information to follow steps, and writing instructions. You could remind them that for the final product they are going to write an illustrated guide to solve a problem.

Finally, for the *Where are you now?* section, you may want to begin by eliciting the different times they have used illustrated guides to solve a problem, such as fixing a faucet, giving an injection, learning to do something, etc. After they answer the activity, you could elicit answers from the class. This will give you a clear idea of where they are starting.

Unit 6 Explore brief illustrated guides

Look at the documents carefully and answer the questions.



How to Apply an Improvised Tourniquet

- 1 What are the two ways to solve a problem?
- 2 What do you think they are for?
- 3 Do you think think of a problem could help you solve a problem? Why?
- 4 Have you or someone in your family tried one of the two methods to solve a problem in the past? Explain.

Go English! Ask your children to think of two problems they might encounter in a lesson, sequence them and draw a simple diagram to show the steps to solve them. After a short time, draw out the sequence of steps and the problem-solving process.

Go to your Project in Chapter 6. Help the children make a book with the text and take it with a classmate and find a way to use the book in the future. Help the children to use the book to find a solution to a problem.

Suggest that children reflect on how reading and writing can help us make or do things to solve problems. It's a good opportunity to have children reflect on how words alone may not be enough, thus the importance of pictures, diagrams, photographs, and other visual means of reinforcing the written text.

R This activity will help children realize that some illustrated guides are helpful to solve problems. Once they finish the activity, encourage them to realize that they must have read and even followed an illustrated guide to solve a problem (because illustrated guides are more common than people think, we find them everywhere in different formats), and have them share a couple of experiences. It would be a good idea to have them share the problem, the steps they followed, and their experience in general.

Opening

1 With books closed, you could ask children what they would do if suddenly they had to face a problem which they have no idea how to solve it. Invite them to reflect if a how-to guide would help them. Then invite them to open their books and direct their attention to the illustrated guides. Divide the class into pairs and suggest that children think about the question and explain their answers to their classmate.

Answers: 1 They include illustrations and brief texts. 2 To show readers how to do something step by step. 3 Yes, because they inform about different topics, and are easy and quick

to follow. 4 Yes, my dad used one of these to assemble our new wooden closet.

Go English! Clarify that illustrated guides are also called handbooks or instruction manuals. Draw children's attention to the components of an illustrated guide. Hold up the Activity Book before they go to activity 2, and point out each of the elements on the page. Take some minutes to explain that not always steps bear numbers or letters to indicate the correct sequence; sometimes, bullets and arrows do that function

Unit 6 Explore brief illustrated guides

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

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

Go English! Look at the steps. Think about the order of the instructions. They are in the imperative form. Example: 'Talk with the head teacher about the problem and get their help.' Do you use this type of verb to give instructions in your own language?

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

For your final product Step 1

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

How to fix the shower faucet.

How to stop bullying.

cooked before, or the steps we follow to learn how to play a new game. Then, have them do the activity.

Answers: A: An illustrated guide helps identify steps. **B:** It can help us learn new words.

To help build the children's self-confidence by providing positive feedback to them on a regular basis, give them a positive message by telling them the things they did right first. Sometimes it can be enough to smile at them or make them feel welcome to class to let them know they are worthwhile and appreciated.

4 Remind children what an illustrated guide is and what it can be useful for. Help them do the activity by providing them with vocabulary for their brainstorming. You can use this activity as portfolio evidence.

Answers: How to fix the shower faucet. How to stop bullying.

Print or photocopy the *How to ...* handout to provide extra practice on following steps.

Development

2 You may refer children to the Glossary on page 77 of the Activity Book to clarify the meaning of some words.

It is very helpful for children to point out the situation: you love commercial potato chips but they are not the best option to your health, so you look for a healthy snack: baked potatoes. But don't know how to make them. Invite them to share whether they or their parents follow recipes when cooking meals.

At the end of the activity, as a review, you could elicit some elements of an illustrated guide: title, numbered steps in logical order or bullets and arrows, short instructions with a picture for each one, and the words to indicate sequence.

Answers: 1 A Healthy Snack vs. Salted Chips. **2** No. **3** Sequencing words, bullets, and arrows. **4** Three. **5** To indicate the direction of something. **6** No. / Yes, but it will take longer to prepare the snack.

Go English! Remind children that the verbs for giving instructions are in the imperative form. Invite them to discuss the differences and similarities between English and their native language when giving instructions.

3 Before children begin the activity, elicit from them what we can do if we aren't sure how to repair something, how to prepare food we've never

Unit 6 Explore brief illustrated guides.
Interpret information to follow steps.

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

Underline the option that describes your progress.

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

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

Read and listen to the first aid class carefully, addressed to solve a life-threatening situation. Pay attention to the steps mentioned to apply a tourniquet.

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

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

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

Next, tighten the tourniquet until the bleeding stops.

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

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

Reflect. How do you think you did? Do you need to go back to any of the activities? Why or why not?

70

Track 13)

Woman: Welcome to our first aid class.

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

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

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

Next, tighten the tourniquet until the bleeding stops.

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

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

Reflect. The purpose of the question is to make children aware of the interpreting and synthesizing work behind the brief texts of an illustrated guide. You may want to let children know the simplest definition of *interpreting*: to explain the meaning of something; and of *synthesizing*: to combine different ideas into a single one.

5 You might want to tell children that they could look up other illustrated guides online or in any other source. If the Internet is not available for them, you could bring some examples, even if they are in their native language.

Answers: Title, numbers / letters / bullets, instructions, pictures, arrows.

6 You may want to explain the options to children. *Easily*: they understand and can explain to their classmates what an illustrated guide is, its elements, and how it helps to solve a problem. *I need some help*: they understand the concepts but are not able to explain them to someone else. *With difficulty*: they need help

to clarify concepts and even some vocabulary. *I can't*: they need to go over the activities again along with the teacher's explanations and guidance.

Remind them to be honest when answering the assessment questions.

Elicit answers or monitor closely what they answered so you have a clear idea of what it is necessary to reinforce.

7 You might want to play the audio first, pausing after each step, and then all the way through, for children to check.

You may refer children to the Glossary on page 77 of the Activity Book to clarify the meaning of some words.

Unit 6 Interpret information to follow steps

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

How to Apply an Improvised Tourniquet

- 1 Tie a strip around the arm or leg a little above the wound. A necktie, bandana, belt, or strap from a backpack will do.
- 2 Place a stick or other strong straight item on the knot.
- 3 Tighten the tourniquet just enough to stop the bleeding.
- 4 Secure the free end of the stick with another piece of material to stop it from unwinding.

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

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

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

9 Give students time to read the guide again. You could take some time to explore once more with them the elements they can identify such as title, numbers, steps, pictures, arrows, etc. Then, after they finish checking answers in pairs, have them check answers as a class.

Answers: 1 First, 2 Second, 3 Then, / Next, 4 Next, / Then, / Finally,

► Closure

8 Refer children to the Glossary on page 77 of the Activity Book to know the meaning of new words.

Before organizing children in pairs, lead them into the activity, to be sure they understand what they have to do. By comparing the first aid class to the illustrated guide, children will see that the latter contains only the essential information and ordered so to, in this case, apply a tourniquet. That and the added pictures make the illustrated guide an invaluable resource to quickly react and solve a problem (somebody bleeding badly).

Answers: 1 The information from the class is long and hard to follow. The information in the illustrated guide is

brief and very easy to follow due to the images. 2 Because not all the steps contribute to a quick reaction. 3 Yes, because it shows how to apply a tourniquet quickly and easily.

► Go English! Children may have noticed that some words are missing in the illustrated guide. These words are sequence connectors (first, second, third, then, next, after that, finally, etc.). Let children know the function of the ones used here: to indicate the order a series of steps has to follow. Children will use sequence connectors in the next activity.

Unit 6 Interpret information to follow steps.
Write instructions.

Circle the options that best describe your performance.

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

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

For your final product Step 2

Work in groups. Take out the problem you chose for your illustrated guide in step 1, activity 4 and decide the number of steps you need.

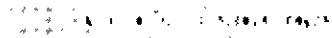
Look up information about the problem you chose and take notes. Then choose the useful information for your illustrated guide.

12 You could suggest some sources where students can look up information: books, magazines, newspapers, other guides, manuals or instructives, or in the Internet, if available. Also, you could remind them that when they take notes, they should choose what they consider important only, otherwise they will end up writing everything down. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary. Remember that they can take notes in complete sentences or just phrases of the important steps for the guide.

10 Have students discuss and answer the assessment options in pairs. Encourage them to reflect on the reasons why they cannot always do the activities for which their answer was *Sometimes* or *Never*. Invite them to join a partner who can do that activity so that they give each other tips to improve their performance. It might be a good idea to walk around and monitor, checking whether they need any help.

11 You could suggest students first try to explain their choice to their group. This could give them an idea of how many steps they need. As they are working, suggest that they keep steps simple. Remind them that sometimes, too much explanation can confuse people.

Answers: I think we need at least 5 or 6 steps.



Print or photocopy the *How to Do It* Reader flashcards to help children follow information in an illustrated guide.

Unit 6 Write instructions

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

Checklist

- | | |
|---|---|
| Include a title | Use sequencing words |
| Decide the number of steps you will include | Make sure you use the correct verb tenses |
| Decide the sequence of the steps | Make sure the steps work |
| Decide how you will present your guide (text with bullet points, numbers, etc.) | Decide on the illustrations |

For your final product Step 3

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

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

Explain to them that sometimes it is hard to start writing, but that drafts are meant to later identify and correct mistakes.

There is some space provided on the page for them to write their draft, but they could use their notebook as well. You can use this activity as portfolio evidence.

Answers: Title: How to Apply a Tourniquet Steps: 4 Instructions:

First, tie a strip around the arm or leg a little above the wound. **Then** place a stick or other strong straight item on the knot. **Next,** tighten the tourniquet just enough to stop the bleeding. **Finally,** secure the free end of the stick with another piece of material to stop it from unwinding.

15 Explain to children that images are an essential part of an illustrated guide, and if they don't get the ideal images in the sources they have, they can even draw what they need. In any case, if the Internet is available in their school, they could find pictures online and copy or print them.

Answers: Images you will use: pictures and arrows

13 Encourage children to work in the same pairs. Then go over the checklist with them. Invite them to open their notebooks and, with the problem to be solved at sight, write the title, then to count the number of steps and make a template to put them in order. Suggest that they decide on the sequencing words for each step. Next, they could decide the order for the steps and write them in the corresponding space using the appropriate form of the verb (imperative).

Invite pairs to share their work with another pair. Remind them to take turns giving positive feedback. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: First, tie a strip around the arm or leg a little above the wound. Then place a stick or other strong straight item on the knot. Next, tighten the tourniquet just enough to stop the bleeding. Finally, secure the free end of the stick with another piece of material to stop it from unwinding.

14 You could direct students' attention to both the checklist in activity 13 and the list of elements for their illustrated guide they made in step 1, activity 5, and have them, in their groups, decide the most important points and start writing their draft.

Unit 6 Write instructions

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

Go English! Remember that it is important that drafts with mistakes be corrected. Focus on missing anything.

Get your workmate to check it. Write a draft on page 74 and let your workmate correct it. Do the activity again, using the corrections.

14 Circle the options that best describe your performance.

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

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



17 Ask volunteers to read a statement each and ask students to paraphrase them to check understanding. Have students do the activity individually and compare answers in pairs. Give students some time to work on the activity. When they finish, you could have them share their answers as a class. As they are sharing them, you could take notes so you know what you need to work on with them. You could ask advanced students to go back to activities 13 to 15 with kids whose answer was *Never* and solve them again. Promote respect during this kind of exchange.

16 You might want to remind students that correcting or having someone else help you correct your work is a great way to improve at anything you do. This applies to everything, from a dancer who records himself or herself to see their flaws and correct them, to a student who asks their classmates for their opinion so he or she can improve his or her job. You can use the final version as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: You need to add more steps. This instruction is not clear. This image could be better.

Go English! Remind students that it is useful to compare your drafts with other complete versions to find out what else you need to add. They can use their Reader or other sources.

R You may ask children to work in pairs. Then, as a class, you could read the chapter together. Point out the pictures of each instruction and ask children to discuss if they properly illustrate the step. Ask them to discuss with their classmate and then elicit some answers out loud.

Follow-up Illustrated Guide to Solve a Problem

For your final product Step 4

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

Aspects to Improve

PART 2
 Social Practice: Follow information in an illustrated guide to solve a problem.
Why is it important to know how to follow information to solve a problem?

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

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

PART 3
 Go back to page 67 and check the jobs that you came to this unit. Talk about them as a class.

75

Part 2 Make it yours
 Invite children to answer the three questions individually and then invite them to share their answers with the rest of the class. This part is intended to make children relate what they have learned with their lives, so besides answering the questions, help them notice how this knowledge can be useful outside the classroom.

Part 3 Now you can ...
 Invite children to check the goals they achieved throughout the unit on page 67. Then encourage them to reflect on them and share what they learned, which activities they enjoyed the most, and how they can further develop their new knowledge and skills outside the classroom.

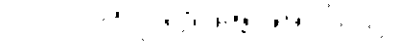


Once they finish the unit, it is suggested having children go to the activities page at the end of their Reader chapter and answer them. For that, they might need to read the chapter again, so it is recommended to give them time. Once they read or remember what the text is about, have them check their 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.

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

Part 1 Socializing

Invite the different groups to put their illustrated guide to solve a problem up on the wall around the classroom. Suggest that each group takes turns explaining their poster to the rest of the class. After they finish explaining, encourage them to walk around and read the different guides, looking at the pictures. Finally, organize a class feedback session to discuss what can be improved. Make sure the feedback is specific and kind. Remind groups to reflect on this feedback. You can use this activity

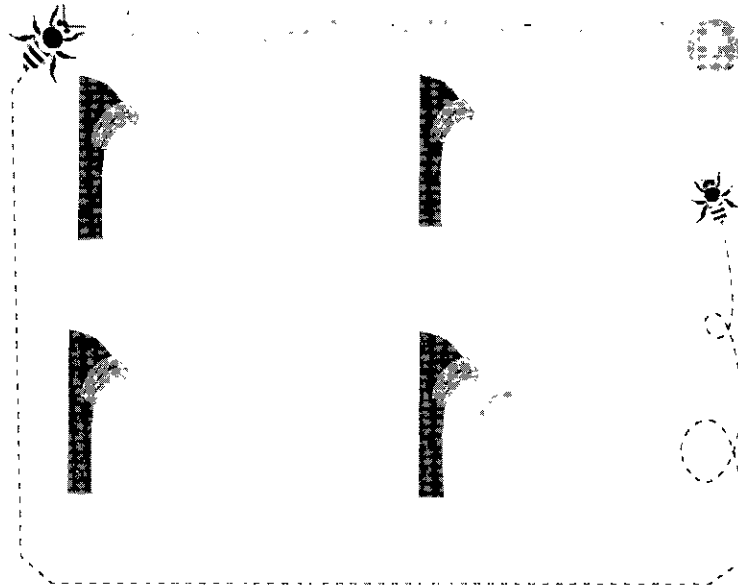


Explain to children that each group can write two feedback notes for each illustrated guide they view during the gallery walk: one note should specify something they like, and the other should ask a question starting with *I wonder ...* Tell them to write the title of the guide on the back of each note. Collect the notes, checking that they are helpful. Then give them to the children that wrote the illustrated guide.

Progress Tracker

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

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



- 2 Share your guide with another pair and take turns giving and receiving feedback.
- 3 Discuss with the other pair what you need to do to improve and write it down.
- 4 Share as a class.

76 *Academic and Educational*

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 activity, 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.

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.

Achievements Checklist					
School's name: _____					
Teacher's name: _____					
Unit: _____					
Activity: _____					
Date: _____					
Grade: _____					
Class: _____					
Competency: _____					
1					
2					
3					
4					
5					

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Unit 7

Activity Book pages 78 to 88

Social learning environment: Family and Community

Communicative activity: Exchange information about oneself and others

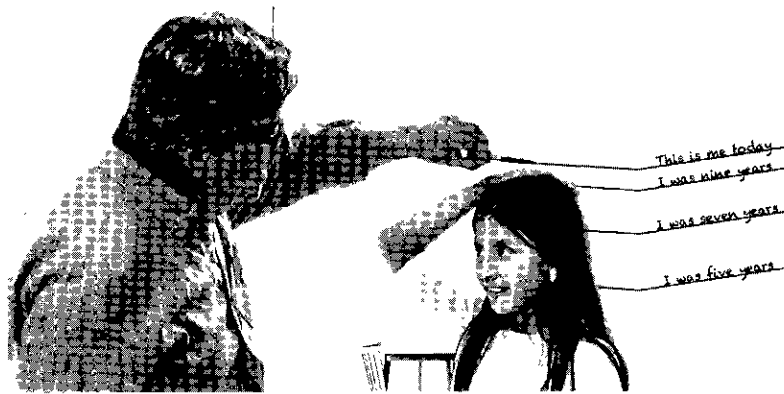
Social practice of the language: Describe and compare appearance and abilities of people of different ages.

Final product: Growth timeline

Pages	Achievements	Teaching Guidelines
97 to 99	Explore and listen to descriptions of the physical appearance of people you know.	Give brief descriptions of well-known people as examples. Use visual aids (photographs, illustrations, etc.) and model for your students how to use them as support for a description.
100 to 101	Understand descriptions.	Make sure your students understand what is expected from them. Model how to listen carefully. Make them feel comfortable.
102 to 103	Describe one's own physical appearance.	Promote a collaborative, participative, and constructive culture within the classroom, where students feel accepted and supported by both you and their peers. You can do it through a graphic resource showing an agreed code of conduct, functions, and responsibilities.

Unit 7

In this unit you will design a growth timeline.



Environment: Family and Community

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

Communicative activity: Exchange information about oneself and others

In this unit you will learn to ...

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

Where are you now?

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

1	2	Dog	Cat
		<p>long nose long ears woof</p>	<p>two eyes two ears four legs mammal</p> <p>short nose pointy ears meow</p>

78

As you explore the picture with the children you could explain that sometimes we need to describe the appearance and abilities of a person (or people). The picture will help you communicate what they are expected to do at the end of the unit.

You might want to encourage them to think about a series of events or activities and put them in order to activate their previous skills. Once they have identified

the growth timeline, you could suggest that they describe the events in the timeline so that it is easier for them to understand that a timeline is a graphic organizer that shows a sequence of events in chronological order.

Talk to children about the expected achievements, which include exploring and listening to descriptions of the physical appearance of people, understanding descriptions, and describing their own physical appearance.

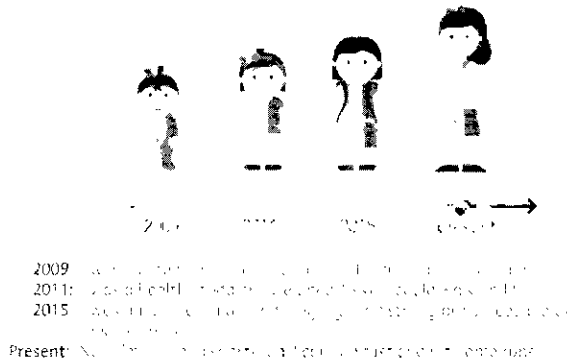
Unit 7 Explore and listen to descriptions of the physical appearance of people you know.

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



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

Isabella's Growth Timeline



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

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

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

Answers: I was also chubby when I was a baby. When I was a toddler, I could walk but I couldn't talk. When I was seven, I could play basketball well. Now, I am 11 and I can run fast.

2 In this activity, children might need to use the Glossary on page 88 of the Activity Book.

In this activity students will become familiar with a model to produce their own Final Product. If they need guidance, you could help them see the timeline represents changes through time and that it starts in the past and ends in the present, so that is why in the summary below all sentences are in past except for the descriptions of the present time.

Answers: The dates, the pictures, the direction of the arrow, and the description indicate changes from past to present.

► Development

3 Children may need to consult the Glossary on page 88 of their Activity Book to understand some words. If students need help, you could tell them they are looking for words that say how Isabella (her body, for example) looked like at different stages. The goal of this activity is to familiarize students with language tools to describe oneself and others.

Answers: Baby: cute, chubby, much Toddler: tall Child: active, well, long, strong Kid: sporty, tall, brown, fair, fast, star

► Opening

1 (14) It may be a good idea to start by suggesting that children make guesses about Isabella's age in each picture in order to activate their background knowledge.

After children see similarities and differences with the girl in the audio, consider having a moment to develop their sense of self-awareness. You could ask some questions to help them conclude that our similarities allow us to relate to people, and our differences are what make us unique.

◀ Track 14)

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

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

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

Now I'm 11 and I'm a sporty kid. I still play baseball. I'm 1 meter 38 centimeters tall. I have brown hair, brown eyes, and fair skin. I can run fast and I can hit home runs. I'm the star pitcher!

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

When I was a toddler, I was one year old, and was chubby and fat. I had dressed myself in a blue dress, and I was five years old.

Now I'm eleven and I'm a sporty kid. I still play baseball. I'm 1.48 m tall. I have brown hair, brown eyes, and fair skin. I love fast food and I can't theme parks. In the star place.

Go English! Find a partner to work with. Take turns describing your physical appearance. Use the words in the box to help you. Write down the words you use. You can use the words in the box to help you.

For your final product Step 1

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

My favorite ages:

Now I am _____ years old

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

It is best to make a list of words. Try to use the words to describe you in the past and the present.

Answers: When I was three years old, my grandparents looked after me. We watched old movies and sang. When I was six, I started primary school and I made a lot of friends. When I was nine years old, I was in third grade and I won the spelling bee competition. Now I am 11 years old.

5 This activity is meant for children to gather what they have heard and seen in previous activities in a meaningful way because this time it is related to themselves. The examples provided are expressions they probably know by now and will help them, but you could provide a model by making a list about your characteristics on the board to benefit your less advanced students. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: Eye and hair color: brown hair, brown eyes Height: I was 90 cm tall when I was three. Now I am, 1.30 m tall. Hair length: Short hair when I was three. Long hair now. Skin color: olive skin

Students will benefit from using online resources to learn descriptive words they need in this unit. Websites with pictures like the one suggested are helpful because they don't use translations.



Go English! You might want to point out that we use describing words or descriptive adjectives to make descriptions of people more detailed. If children require further guidance, put some sentences from the previous activity on the board (*I was chubby* for example, or *I had long legs*) to help them focus better on word order and what the words are describing.

You may want to point out that a timeline is a line with dates that are ordered sequentially. After deciding on the sequence, details and important information can be given for each event. Finally, you may want to indicate that drawings or

pictures help to visually understand the changes or progress the timeline represents.

4 Explain to the children that, for the final product of this unit, they are going to prepare a growth timeline about their own personal development and changes in physical appearance. You might want to emphasize it is important they choose an age where they can remember things about themselves; otherwise, it will be harder for them to describe that stage with real information about themselves.

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

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



Adult

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



Toddler

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



Child

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



Baby

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



Pre-teen

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

Go English! We could use *can't* to talk about abilities. Can you think of another way to talk about abilities in the present? Write an opinion. Looking at pictures, could you give the use of *could* and *couldn't*?

To support children who are visual learners, as a class draw a graphic organizer on the board to classify words they can use to describe someone's character and to describe someone physically. Point out that these describing words go after the verb *to be*. Remind them that we use descriptive phrases after *have*: *I have brown eyes*. Finally, children can be encouraged to participate by sharing abilities they have in the present. You may want to reinforce that these are used with *can* / *can't* and include some under a third category in the graphic organizer.

6 Children can go to the Glossary on page 88 of the Activity Book if they need help with some words.

You might want to explain that a child is between the ages of 10-12, and a teenager is an adolescent between 13 and 19 years old. If students have trouble noticing *can* and *can't* as words to express our positive and negative abilities, you could review activity 3 and show them that *can* and *can't* change to *could* and *couldn't* when we talk about a past time. It is important not to skip the discussion in pairs so that children have the opportunity to relate to the activity personally and share descriptions of themselves and people from their real life.

- Answers:** 1 She can drive. She can cook. She can feed her own dog.
 2 Alan can't walk well. He can color and he can draw. 3 She can't write a story but she can write her name.
 4 Luis can't talk. He can cry. He can see his mom's face. He can't stand up.
 5 He can swim very well.

Go English! You could point out that we use *can* / *can't* to talk about abilities in the present and *could* / *couldn't* to talk about abilities in the past. Draw the children's attention to the infinitive without *to* (or simple form of the verb) after modal verbs.

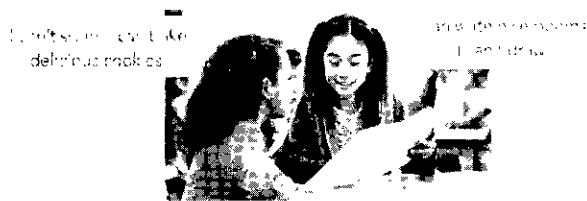
Unit 7 Understand descriptions

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

Abilities		Juana	Appearance	
She can	write in Spanish	She is slim	I am	chubby
She can't	play basketball	She has	big	dark hair

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

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



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

- Age:
- Height:
- Weight:
- Appearance**
- I was
- I was not
- I had
- I didn't have
- Abilities**
- I could
- I couldn't



9 This activity is a good opportunity to foster self-awareness and self-esteem. Doing this activity will allow children to notice how much they have changed and take pride in who they are now. If children need help with some words, you could refer them to the Glossary on page 88 of their Activity Book.

Answers: Appearance: I was smaller. I was chubby. Abilities: I could count to 20. I couldn't add very well.

Print or photocopy the *Design a Timeline* handout to help children practice describing people's physical appearance and abilities.

Ask children to bring photographs of themselves at different life stages for the following activities.

7 This activity allows visual learners to see in a table the model language they can apply to describe themselves and others.

8 After exploring the model in the speech bubbles, you may ask students to close their books during this activity so that they start speaking naturally instead of reading. It is a good idea to monitor without correcting their mistakes so that they feel confident as they communicate. Encourage them to use body language to help them get their ideas through and understand their partner.

Consider the need for additional structure

Consider whether there may be a need to provide additional structure when children are working in pairs and small groups. This could mean that group members are assigned clear roles and responsibilities. Collaborating equally can encourage them to keep in mind the need for fairness. In addition, you could explain the need for using quiet voices and asking for help when they need it.

Unit 7 Understand descriptions.

For your final product Step 2

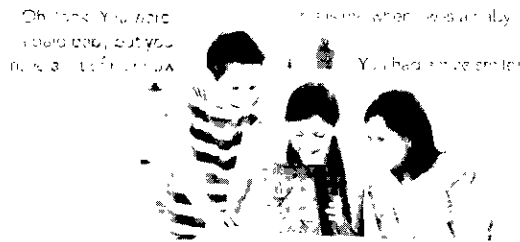
Take notes in your notebook for each age you chose in step 1. Include the ideas you gathered in step 1.

Work with your partner from activities 8 and 9 to complete your scores about descriptions. If you want to improve your score, do again activities 7, 8, and 9 with a partner that wants to practice more.

Score: 1 - I don't see any. 2 - With some mistakes. 3 - With many problems.

Abilities	I think	My partner thinks
Function to describe a person's appearance.		
Express what I feel for others, and respond to what the person says.		
Ask what I can do and what I can't do at different ages.		

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



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

lives. With books closed, invite some volunteers to say why they chose those pictures and encourage them to describe what they were doing when the picture was taken. You could also bring photographs of yourself to show to them.

13 To help your less advanced children, you could encourage them to look at the different descriptions on pages 79, 80, and 81. Suggest that children use them as a guide.

Encourage children to share all the important information about their physical description and abilities. It might be a good idea to walk around and monitor, checking whether they need any help. As you monitor, encourage them to listen attentively to their partners and to be respectful. This is particularly important for shy students. Show an encouraging attitude when shy students share their descriptions so that they feel supported.

10 Children will use the physical characteristics from step 1 and make notes similar to the ones in activity 9 for each age they will include in their timeline. They should include relevant physical characteristics and abilities of each stage. You may want to start a class discussion where students can share what abilities or physical characteristics on their notes have changed more through time. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

11 For this activity, it is important that children work with a partner from previous activities because they will provide peer assessment. Help children complete the table with their self-assessment first, and then with the assessment provided by their partner. Remind them to be objective and fair so that their opinion on their partners' performance is not based on their personal like or dislike for them.

12 Refer children to the Glossary on page 88 on their Activity Book.

To help children feel that their own interests and experiences are valued, suggest that they bring photographs or make drawings of themselves at different stages of their

Unit 7 Describe one's own physical appearance.



1. What is your hair and what is your eye color?
 2. What is your body like?
 3. What is your face like?
 4. What is your height?
 5. What is your weight?
 6. What is your favorite color?
 7. What is your favorite food?
 8. What is your favorite sport?
 9. What is your favorite animal?
 10. What is your favorite place to visit?
 11. What is your favorite thing to do?
 12. What is your favorite thing to eat?
 13. What is your favorite thing to drink?
 14. What is your favorite thing to wear?
 15. What is your favorite thing to use?
 16. What is your favorite thing to see?
 17. What is your favorite thing to hear?
 18. What is your favorite thing to smell?
 19. What is your favorite thing to touch?
 20. What is your favorite thing to taste?

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

1. Do you look as your age? Or are you much younger or older? Why?
2. Do you think you are handsome or beautiful? Why?

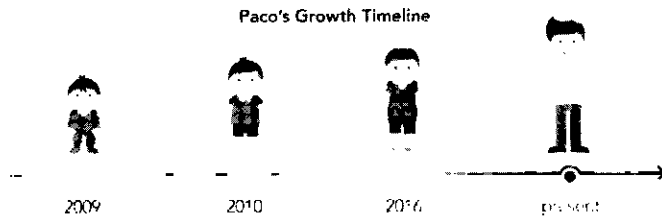
For your final product Step 3

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

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

There are several tools online where you can download timeline formats to make yours. Just type timeline in your favorite search engine. I have found a tip website that has XP.

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



R This activity with the Reader will allow children to explore more descriptions in an entertaining manner. It is important to make time for sharing in order to give an opportunity for children to continue describing others.

14 Children will work with their partners from the previous activity to assess their performance together. Help them identify what they can do better when describing themselves and make a note to set that as a goal when they present their finished timelines to the rest of the class at the end of this unit.

15 Children are now ready to create their own growth timeline. If possible, they can use a format downloaded from Internet, if not, they can draw one. Remind them that they will give an oral presentation using this timeline. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

16 Suggest that children bring different photos from home to share with others who they are and were, and what is and was important for

them. If possible, invite them to print photos from their phone. Drawings are an alternative for photos, and for some children it might be entertaining. If you decide to go on this direction, it is important to let children know you are not expecting perfect drawings and that they should focus on details of their person and surroundings they find relevant.

Children can develop digital skills by learning to use formats and templates they can find online. You could let them know that there are many graphic resources available online for them to use with different purposes

17 Refer children to the Glossary on page 88 of the Activity Book.

You could ask them to listen to Paco with their eyes closed, so they can visualize the presentation more clearly.

Answers: Checked: 1, 2, 3

Track 15)

Paco: Good morning, everyone. I'm going to show you my growth chart and tell you about four stages in my life. Is everyone ready?

This is me in 2009. I was a happy baby. Look! I had small feet. Here you can see my tiny little feet. But that's OK because I couldn't walk anywhere yet but I could stand up. My mom says I was very cute

This is me in 2010 when I was one year old. I was a healthy toddler. I weighed about 12 kilograms and I was 80 centimeters tall. That's about this tall. I had short brown hair. I could barely walk.

When I was 7, I was a happy child. I had a nice smile. I could read and write.

Now, I'm 11 and I'm a good student. I can read whole books and I'm good at math. Oh, also I'm a volleyball player. It helps that I'm tall and I have long arms.

Unit 7 Describe one's own physical appearance

- 1 Speak clearly and confidently.
- 2 Use good eye contact.
- 3 Make an introduction.
- 4 Conclude with a picture.

Go English! *How you present your information, whether you make eye contact, whether you make an introduction, whether you conclude with a picture, etc., are all important aspects of your presentation. Be clear on these.*

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

A good presenter is lively and uses pauses to help the audience to process the information.



A good audience listens attentively, asks questions, and stays attentive to the speaker.

For your final product Step 4

Practice presenting your timeline to your partner. Try to apply the points you learned in activities 17 and 18.

As you listen to your partner, tell them what you think they can improve.

As a class, decide who will be the audience to present your timelines.

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

- 1 Do not be too shy or too nervous when presenting.
- 2 Do not make eye contact. *look at the floor*
- 3 Do not scream. *speak at normal volume*
- 4 Do not conclude with a picture. *end with a question*

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

Go English! If necessary, you could explain that looking at individual people and seeing their reaction to what the speaker is saying helps a presentation become more of a conversation.

Closure

18 As a wrap up for this activity, you may write on the board the conclusions for children to write them in their notebooks. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Answers: How to give a good presentation: be enthusiastic, smile and make eye contact with your audience, use pictures, vary your voice pitch and

use body language. How to be a good audience: be ready to listen, turn off distractions, make eye contact with the speaker, take notes, and ask questions at the end of the presentation.

19 This activity will allow children to practice before their actual presentations. This will help children feel more confident. Since children will provide feedback to their partner, it is also a moment to practice good audience social skills (paying attention, being respectful, etc.).

Print or photocopy the *What Do You Look Like?* Reader flashcards to help children practice the sequencing of life stages. Consider creating a description of someone at different stage in his / her life to review tenses of the verbs.

20 Encourage students to help their partners make a successful presentation to foster empathy and cooperative learning.

21 You could organize a voting session to decide on the audience. It can be to a group of peers, to the whole class or even to a different classroom.

22 This self-assessment activity will help children know if they have grasped the main points on how to present their work. They can always review the activity referred if they are not sure of their answers. It is important that you emphasize that the most important thing is not to learn them by heart, but to be aware of them and to do their best to put them into practice during presentations.

Answers: 1 clearly and make pauses 2 make eye contact 3 speak at normal volume 4 point at

Follow-up Growth Timeline

For your final product Step 5

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

Aspects to Improve

PART 2
Social Practice: Describe and compare appearance and abilities of people of different ages.
Who do you think you would want or need to describe and compare his or her abilities at different ages?

How would you gather the necessary information to do so?

How would you share that information? Why?

PART 3
 Go back to page 78 and check to see if you can answer the questions about them as a class.

86

Part 3 Now you can ...
 It's a good opportunity to let children reflect on their experience throughout the unit and share what they learned, which activities they enjoyed the most, and how they can further develop their new knowledge and skills outside the classroom.

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

Part 1 Socializing

Children will know give their presentation in front of the audience all voted for. It is not easy for all children to speak in public so make sure you are in a visible place, make eye contact and show a supportive attitude with gestures. Finally, suggest that they contemplate what they feel they could've done better after the experience and write it down.

Explain that in order to learn together, they will need to learn to read each

other's nonverbal cues: tone of voice, gestures, facial expressions, etc. Point out that sometimes what we say does not agree with these nonverbal cues, and when we sense irritation or anxiety we are intuiting the other person's feelings. These cues are a key element in learning with others.

Part 2 Make it yours

Children should answer the three questions individually, but it would also be important to let them share their answers with the rest of the class. This part is intended to make children relate what they have learned with their lives, so besides answering the questions, help them notice how this knowledge can be useful outside the classroom.



Progress Tracker

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

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

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

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

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

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

Unit 1 Progress Tracker 87

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

Questionnaire

Questionnaires or Surveys are sets of questions which are intended to examine the degree to which children have experienced learning. It can be used as a diagnostic tool or to receive feedback on the teaching / learning process.

Instructions:

- 1 Determine the goal of using the questionnaire as an evaluation instrument.
- 2 Once you have a goal, write ten questions and have children answer them (orally or written).
- 3 Write your final comments or notes on the result of the questionnaire.

Questions:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Notes:

Unit 8

Activity Book

pages 89 to 100

Social learning environment: Recreational and Literary

Communicative activity: Understanding oneself and others

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

Final product: Comparative chart

Pages	Activities	Teaching Guidelines
109 to 110	Explore travelogues.	Foster your students' trust to help their progress. Encourage them to adopt new learning experiences and to explore alternative ways of taking advantage of the language they already use.
111 to 112	Do a guided reading.	Support your students so they alternate known reading strategies (read something again, identify the structure of a text) with new ones (<i>skimming, scanning</i>), so they may have a wider range of strategies while reading.
113 to 114	Identify and express similar and different natural and cultural aspects between Mexico and other countries.	Provide your students with opportunities in which interaction is a challenge and gains relevance in academic and non-academic environments. Let them develop respect for cultural diversity.
115 to 117	Write sentences with descriptions and comparisons.	Foster opportunities for students to further the discussion to value their preconceived ideas about other cultures and how what they have learned has changed them. Encourage them to experiment with different ways of planning their writing, as well as choosing formats according to their purpose and the addressee. Help them verify the effect that the writing resources have.

Unit 8

In this unit you will design a comparative chart.



Environment: Recreational and Literary

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

Communicative activity: Understanding oneself and others.

In this unit you will learn to ...

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

Where are you now?

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



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

You can explore the pictures with the children and explain that they are going to talk about trips and travel. Point out that it is interesting to compare and contrast different places in Mexico with places in other countries, as each place has unique characteristics. Explain to them that at the end of the unit they will describe the similarities and differences between two places, one in Mexico and another that is located in a different country. Encourage them to brainstorm places found in Mexico, for example, a beach or a museum, and a similar place in another country.

Create multiple opportunities for children to participate throughout this unit. Point out that their contributions and ideas are very valuable for the class. You could explain that answering questions and helping find information is part of this class participation.

Talk to the children about the expected achievements, which include exploring travelogues, doing a guided reading, identifying and expressing natural and cultural aspects that are similar and different between Mexico and other countries, and writing sentences with descriptions and comparisons.

Unit 8 Explore travelogues

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

Write your group's list on a piece of paper.

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

A Visit to the Sumidero Canyon By Javier Delgado



Work in pairs and answer the following questions.

1. What is the author's purpose in writing this text?
2. How do you think the author might use the words *stunning* and *amazing*?

Go English! Think about the text and choose the meaning of the word *stunning* that you think is correct. Write the number of the correct meaning in the space provided.

3 You can elicit some strategies the children already use to infer the meaning of new words, like cognates, or definitions within the text. It could be useful to provide an example from the text, for instance, the word *stunning*, and elicit from the class how they can infer its meaning. Have them read the whole sentence first and then you could ask what word it qualifies and whether they think it has a positive or negative meaning.

Answers: 1 Some parts were easy but some others were difficult. 2 Some words are similar to my language.

Go English! It might be useful to point out that before going to a dictionary we can get an idea of the meaning of a word by studying the sentence in which it appears and the context of the whole text.

You might explain to children that prediction is a strategy that helps readers anticipate something. Point out that as soon as they look at a text, they are using knowledge they already have to make predictions based on the text features, like what it looks like, the title, and pictures. For example, a text can look like a magazine article, a blog, etc.

Opening

1 You could introduce the topic of travel by inviting children to open their Geography books if they need help to say as many places they have been to in Mexico and those they would like to visit. Encourage them to share their travel experiences with the class.

You might want to explain that some people like to visit the same place many times, and others prefer to visit new places. Take a quick survey about the children's own preferences.

Answers: I would like to go to Acapulco because I don't know the sea. We went to Salamanca because my cousin lives there.

2 Refer children to the Glossary on page 101 of the Activity Book.

You might want to point out the word *travelogue* in the rubric and explain that this type of text provides a way to share interesting personal travel experiences; they should inspire other people (the reader) to travel.

Elicit what they can see in the pictures. You could practice prediction by asking them to close their books and then in pairs discuss what kind of information may be included in the text.

Answers: I think it will be about the experience of visiting the Sumidero Canyon.

Unit 8 Explore travelogues.

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

- 1 Who wrote the travelogue?
- 2 Why do you think he wrote it?
- 3 Who do you think will read it?
- 4 What kind of place is he in?
- 5 What did he do on the trip?
- 6 What did he like best?
- 7 Do you want to visit that place? What would he do right now?

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

- 1 A travelogue is a kind of story about travel.
- 2 The writer gave his opinions in the order they appeared.
- 3 The writer wants to travel there.
- 4 The writer describes the place he visited.
- 5 The writer wants to visit the place he visited.
- 6 The writer describes the place he visited.

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

Example: I went to the Grand Canyon. I liked the views from the rim.

For your final product Step 1

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

I want to read about a place in Mexico. I like that city.	I'd like to read about a place in Canada.	What about other?
---	---	-------------------

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

6 You could get the children started by asking them what kind of information a travelogue usually has.

Answers: I recommend visiting Salamanca because the church and the convent are beautiful.

7 Remind to children that, for the final product of this unit, they are going to make a chart comparing two different places. Encourage children to select places they feel curious about. Only if they feel really interested they will enjoy reading travelogues about those places.

8 It might be useful to suggest that children select one place they are familiar with in Mexico. This will make their experience reading the text more enjoyable. Texts about unfamiliar places might represent a challenge for more advanced students.

Development

4 You might want to explain to the children that they are going to read the text again to find specific information to answer the questions. After that, encourage them to underline the words and phrases that ask for key information (write, read, advice, see, like best, want to visit) so they will know what information to look for.

Answers: 1 Javier Delgado
 2 To talk about his experiences.
 3 People who want to go to the Sumidero Canyon. 4 Wear a sun hat, put on sunscreen, take some water.
 5 Crocodiles, white birds, a spider monkey. 6 The views of the canyon,

the cliffs, the rock formations.
7 Answers may vary.

5 Help children further explore the travelogue by going over the statements with them. They will need to explore other travelogues in order to get information for their final product, so you should emphasize the characteristics they will need to look for. When checking answers, you could ask them to support them with information from the text.

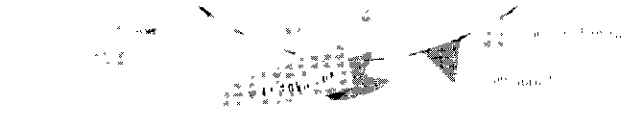
Answers: 1 Agree. 2 Agree.
 3 Disagree. 4 Agree. 5 Disagree.
 6 Agree.

Unit 8 Do a guided reading

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

Go English! Visit <http://www.english.com> or <http://www.english.com/GO> by clicking on 'Travelogues' written by children.

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

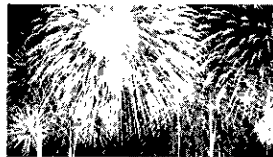


We came to Veracruz to experience the carnival. Veracruz is the most important Mexican city on the Gulf of Mexico. It is a great place to taste the food, to see the costumes, the music and the dance. After a wonderful breakfast we arrived at the Zocalo at around noon. The bands were marching to the playing salsa and hundreds of visitors were dancing. We danced in and we had a wonderful time.



After lunch we were hungry. We stopped for a restaurant and had delicious food and ate some more. Then we walked down to the harbor to watch the boats and it was fantastic. The sea was very blue and beautiful. From one way of the beach it is very beautiful. There was many people everywhere so it was a great time to visit.

In the evening we went to the square and watched the fireworks. It was very beautiful. The fireworks were very loud and bright. We had a great time and enjoyed every minute of it.



mentioned. Invite them to reflect how to find the information easily (for example, by paying attention to the places mentioned in the text).

Answers: Visiting the Zocalo and seeing bands and visitors dancing. Eating delicious seafood and tacos. Watching the big parade. Watching the spectacular firework display.

When introducing the concept of *skimming*, you could explain that it means reading something quickly to find the main idea(s). Explain that they might begin by reading the title (and looking at the pictures) and then the first sentence of each paragraph. This strategy will be essential when they read the travelogues for their final products.

You could ask the children some questions about the organization of the text, for example, whether it compares two places, whether it describes a sequence of events in a specific place, or gives instructions on how to do things.

9 As far as possible, encourage children to look for texts written by real travelers. If you think this activity might represent a challenge, you can prepare some suggestions of texts beforehand. You can use the site suggested in the IT box to get some texts. Children can also use the travelogues in this unit, if no other text is available for them.

Encourage children to look for travelogues online if possible, especially those written by children



Go English! You might need to remind students of previous strategies, such as using key words to find the information they need

10 Refer children to the Glossary on page 101 of the Activity Book if necessary.

You might suggest that children glance at the text quickly and read the title. Then, with their books closed, elicit what they think the travelogue will be about. Make it clear that you are going to give them a set time to skim the text (or read the text quickly) to figure out main activities

Unit 8 Do a guided reading.

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

- 1 Which text is more interesting to you?
- 2 Which activities are related to natural aspects?
- 3 Which activities are related to the culture of each city?
- 4 Which text is more interesting to you? Why?
- 5 Which text is more interesting to you? Why?

Go English! Write a text about the city you selected. Use the ideas in the text you read. You can use the ideas in the text you read to help you write your text. You can use the ideas in the text you read to help you write your text. You can use the ideas in the text you read to help you write your text.

For your final product Step 2

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

Place 1:

Nature

Culture

Place 2:

Nature

Culture

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

- 1 I can mention some natural aspects of a famous place, for example...
- 2 I can mention some cultural aspects of a famous place, for example...

(predicting, skimming, looking for natural and cultural aspects). Some students might need more guidance. You can ask them to work with a partner telling each other what they understand from the texts, so they exchange and get more information.

13 ✖ By having students work in small groups, you can have them peer-evaluate what their classmates say. Ask them to focus on the activities they found reading their own travelogues. If they cannot mention activities, they might need to go back to activity 12.

11 The aim of these questions is to guide students and help them focus on the social practice of the language (read to discover natural aspects and cultural expressions). By this stage, guide them to write simple sentences.

Answers: 1 See answers 2 and 3.
2 Natural activities (in activity 2): taking a boat ride, seeing crocodiles, seeing birds, seeing spider monkeys, taking photos, seeing the views and rock formations. **3** Cultural activities (in activity 10): dancing in the Zócalo, eating delicious seafood and tacos, walking down the Malecón, watching the big parade, watching the firework display. **4** They have bodies of water. **5** One has natural activities and the other has cultural activities.

Go English! It is a good idea to get children to read the Go English! Box before doing activity 11, so they understand clearly what they are looking for

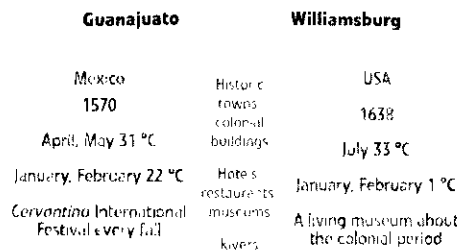
Print or photocopy the *Write a Travelogue* handout to help children explore nature and cultural differences between two countries.

12 Invite students to read the travelogues they selected using the strategies in previous activities

Unit 8 Identify and express similar and different natural and cultural aspects between Mexico and other countries.

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

	Guanajuato	Williamsburg
Country	Mexico	USA
Founded	1570	1638
History	Historic town with colonial buildings	Historic town with colonial buildings
Infrastructure	Hotels, restaurants, museums	Hotels, restaurants, museums
Nature	Green and Pleasant	Green and Pleasant
Weather	April, May 31 °C January, February 22 °C	July 33 °C January, February 1 °C
Culture	Cervantino International Festival every fall	A living museum about the colonial period



1. What are the basic similarities between the two cities?
2. What are the differences?
3. Where do you see the similarities and differences expressed?
4. Which town do you think is better for comparing cultures? Why?
5. What is the main goal of the two cities?
6. What is different?

Go English! First, write your own use of the data. For example: Both places have markets. You can eat delicious food in both cities. Guanajuato has a museum and Williamsburg has... Then, in the next step, write an article and compare the two cities. Their culture festival in Guanajuato... their... Williamsburg... Guanajuato is Mexico and Williamsburg is USA.

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

Answers: 1 The table 2 The Venn diagram 3 The Venn Diagram 4 Answers may vary. 5 Both are historic towns; they have colonial buildings, hotels, restaurants, museums, and a lot of visitors. 6 Guanajuato: in Mexico; founded in 1570; population around 81,000; temperature: April, May 31 °C and January, February 22 °C; culture: Cervantino International Festival every fall Williamsburg: in the USA; founded in 1638; population around 15,000; temperature: July 33 °C and January, February 1 °C; culture: living museum about the colonial period.

Go English! You can invite children to work together creating sentences with words from the box in order to describe and compare Guanajuato and Williamsburg. This will give them practice in a comfortable context and they will feel more confident creating sentences on their own later on.

14 To encourage children to use their prior knowledge, you might want to elicit some places in Mexico that are similar to others in other countries, for example, the Kilauea volcano in Hawaii (Nevado de Colima or any other volcano), to the pyramids in Egypt (Teotihuacan or any other site with pyramids), to the Great Barrier Reef in Australia (Mesoamerican Reef in Cancun), to the Carnival in Rio de Janeiro (Carnival in numerous Mexican cities), etc.

Invite the children to study the table and the diagram carefully and make sure they understand the general ideas. You might want to introduce the concept of natural characteristics: geographic location, weather, temperature,

plant and animal life; and cultural characteristics: language, buildings, sports, food, music, etc. Bring their attention to the headings and invite them to look at the information and discuss it in small groups.

You might want to analyze the Venn diagram by inviting them to discuss how it really showcases the similarities and differences. You might want to indicate that the differences are what make each place unique / special.

An essential part of this activity is to introduce students to the phrases to describe and compare two places that they will need for their final product. You should take some time to guide them to answer the last questions using phrases from the Go English! box. You can use this activity

Unit 8 Identify and express similar and different natural and cultural aspects between Mexico and other countries.

For your final product Step 3

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

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

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

Guanajuato is a historic town and Ottawa is a historic city with a traffic problem, but Ottawa has traffic problems but Guanajuato doesn't.

Check () the option that corresponds to your progress.

Aspect	I can do it	I'm not sure	I can't do it	Go back to ...
Identify natural and cultural aspects				Activity 11
Compare and contrast between places				Activity 11
Use expressions to describe natural aspects				Activity 14

15 This activity gives children one more chance to go back to the texts they are reading and finding useful information for their charts. Remind them they can include other natural and cultural characteristics (such as infrastructure, weather, etc.) if they find that information useful. Guide them so their notes include the same categories for the two places they are reading about, otherwise the charts will not work. You could use this activity as portfolio evidence. Have the children work on a separate sheet of paper if needed. Refer children to the Glossary on page 101 of the Activity Book if necessary.

16 Consider giving less advanced students some time to think and prepare what they are going to say before their conversation. If they struggle, invite them to use the speech bubbles as models for their own interactions.

17 Encourage students to become aware of their progress. You might need to offer special help to those students who check the "I can't do it" column. Guide them when they review previous activities.

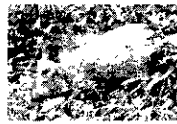
Unit 8 Write sentences with descriptions and comparisons.

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



Playa del Carmen is a beautiful beach town in Mexico. The weather is warm and sunny. There are many palm trees and tropical plants. People like to go swimming, kayaking, and snorkeling. There are also art galleries and shops. The food is delicious. I love the atmosphere here.

Playa del Carmen is a beautiful beach town in Mexico. The weather is warm and sunny. There are many palm trees and tropical plants. People like to go swimming, kayaking, and snorkeling. There are also art galleries and shops. The food is delicious. I love the atmosphere here.



www.pearsoned.com

Falmouth, England



Falmouth is a beautiful coastal town in England. The weather is cool and sunny. There are many shops and galleries. People like to go sailing and windsurfing. The food is delicious. I love the atmosphere here.



Falmouth is a beautiful coastal town in England. The weather is cool and sunny. There are many shops and galleries. People like to go sailing and windsurfing. The food is delicious. I love the atmosphere here.

Reflect. Ask children to think of preconceived notions they have about other countries for example, that they are extremely different from us. Encourage them to find similarities even with the most remote places they are reading about.

Grouping and Collaboration

Take into consideration the configuration of small groups. Remember that the objective is for children to talk to each other and use the skills they are learning. Depending on the assignment, you may want to assign children with different abilities to work together so they learn from each other; at other times, it may be better to group children with similar language proficiency. At times, grouping may be as simple as telling children to work with the person next to them; at other times you might mix them up randomly or even have them select their own group.

Reflect. Invite children to think of preconceived notions they have about other countries for example, that they are extremely different from us. Encourage them to find similarities even with the most remote places they are reading about.

18 Refer children to the Glossary on page 101 of the Activity Book.

The aim of this activity is for children to consolidate all the strategies they have practiced during the unit. If other travelogues are not available for them, you can use these texts for their final product.

Draw children's attention to the pictures in the two travelogues. Point out that Playa del Carmen and Falmouth are both beach towns and invite them to suggest ways in which they are similar. You might want to point out that the climate in England is much cooler than in Mexico because it is much further north. Write their suggestions on the board. Guide them in looking up the places on a map if possible.

After the children do the task, you could have them compare their initial ideas with the information they got from the text.

Answers: 1 Playa del Carmen. Cultural aspects: water sports, swimming, kayaking, snorkeling, art galleries, food: chilaquiles, tacos, fish, *cochinita pibil*. Natural aspects: weather, palm trees, tropical plants, peccaries, parrots 2 Falmouth. Cultural aspects: swimming, kayaking, windsurfing, sailing, castle, art galleries, food: fish and chips, fish pie, cream teas. Natural aspects: weather, dolphins, gray seals, plants.

Unit 8 Write sentences with descriptions and comparisons.

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

	Playa del Carmen	Falmouth
Author		
Country		
Weather		
Food		
Animals		
Vegetation		
Cultural Activities		
Nature Activities		

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



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

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21 This activity will give children the chance to practice writing sentences to describe and compare two places. Depending on their level, they might need more help to create this kind of sentences. If that is the case, consider using the models and changing some words to show them how to do their own sentences; for example: *Guanajuato is a town in Mexico while Ottawa is a town in Canada.*

It is important for children to feel confident in order to communicate effectively in English. The best way to do this is to explain what they did well, praise them for it, and then explain what could be improved.

R You may want children to reread the story. You might ask some volunteers what they think are some natural aspects and cultural expressions of Lilliput. You may write them on the board, so they can compare them with their own community.

Print or photocopy the *Gulliver's Travels* Reader flashcards to help children identify and express natural and cultural aspects in a different context.

19 You may want to explain to children the different concepts that they are going to complete about Playa del Carmen and Falmouth. This activity provides further practice on scanning skills and organization of information. Pairs could get together to compare their charts and complete the information.

Answers: Author: Brian Williams / Berta Sánchez Country: Mexico / England Weather: hot / not very warm Food: chilaquiles, tacos, fish, *cochinita pibil* / fish and chips, fish pie, cream teas Animals: peccaries and parrots / dolphins, gray seals Vegetation: palm trees, tropical plants / plants Cultural Activities: art galleries / castle, art galleries

20 You can focus the children's attention on the diagram and elicit their previous knowledge by asking them what they already analyzed about Venn diagrams. Encourage them to study the example provided and then elicit what kind of information they think the colored, overlapping section includes. Ask the same question about the remaining area in both circles.

Answers: Playa del Carmen: chilaquiles, tacos, fish, *cochinita pibil*; peccaries and parrots; palm trees, tropical plants; snorkeling Falmouth: fish and chips, fish pie, cream teas; castle; windsurfing, sailing Both: art galleries, swimming, kayaking

Unit 8 Write sentences with descriptions and comparisons.

For your final product Step 4

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

I think you can see the information easily on a chart.

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

We can make a big poster with the diagram and a table.

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

Guanajuato

Ottawa

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

Complete the sentences to check what you learned.

1. I can compare information from two different places.
2. I can use a chart to present information.

difficulty in performing some tasks or not, and evaluate their performance before presenting their charts.

➤ Closure

22 Invite children to talk about some advantages and disadvantages of the comparative tables and the Venn diagrams used in this unit and elicit which one they found more helpful. Making a decision based on previous information is an important skill to practice.

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

23 At this point it is important that children work together toward their goal, always respecting previous agreements. Act as mediator if necessary, but allow them to make decisions on their own.

24 Remind them to use the different models throughout the unit as reference whenever they need it. Remind children that they are going to present their chart to their classmates and motivate them to make clear and correct sentences.

25 This activity summarizes the main aspects in this unit and is a good opportunity for the children to reflect whether they encountered

Follow-up Comparative Chart

For your final product Step 5

PART 1
Work in pairs.

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

Aspects to Improve

PART 2
 Social Practice: Read a travelogue to discover natural aspects and cultural expressions.

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

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

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

PART 3
 Go back to page 89 and check off the things you learned in this unit. Talk about them as a class.

99

Part 3 Now you can...

Invite children to check the goals they achieved throughout the unit on page 89. Read the achievements with the class and then have them check the learning outcomes. Then encourage them to reflect on them and share what they learned with the rest of the class, which activities they enjoyed the most, and how they can further develop their new knowledge and skills outside the classroom.

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

Part 1 Socializing

Invite the different pairs to present their table or diagram to the class. You can ask them to paste them on the walls, and invite them to walk around and read the different charts or diagrams. Finally, organize a class feedback session to discuss what can be improved. Make sure the feedback is specific and kind. Encourage groups to reflect on this feedback. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

You may encourage children to establish guidelines for the presentation, for example, the time for each one, allowing up to 4-5 questions, etc. Setting these guidelines gives children a feeling of ownership of the learning process.

Part 2 Make it yours

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

Progress Tracker

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

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

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

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

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

Natural aspects

Cultural aspects

4 Answer the questions.

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

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

Graded Scale

A graded scale is an instrument used to evaluate certain characteristics or aspects of the children's performance. Its purpose is to measure the range of certain aspects in terms of quantity and / or quality.

Instructions:

- 1 Determine a list of criteria or characteristics to be evaluated.
- 2 Determine the kind of evaluation scale you will use: numbers (traditional grading), letters, percentages, etc.
- 3 Evaluate your children and determine their performance level.

Graded Scale		Evaluation Scale				
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Instructions:

*Key:

- A: _____
- B: _____
- C: _____
- D: _____
- E: _____

Unit 9

Activity Book

pages 102 to 113

Social learning environment: Academic and Educational

Communicative activity: Research and selection of information

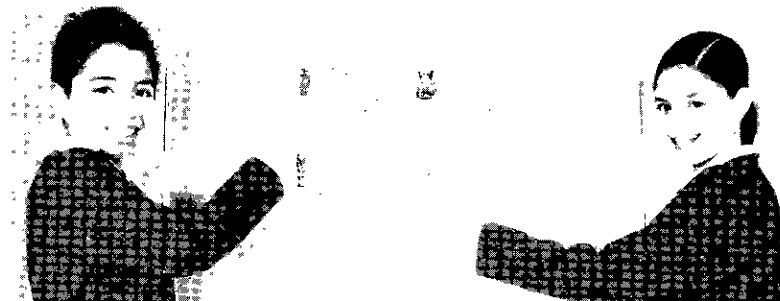
Social practice of the language: Gather information about a topic to design museum labels and have an exhibition.

Final product: Museum labels

Pages	Achievements	Teaching Guidelines
123 to 124	Explore museum labels.	Foster a classroom environment where writing is a part of the students' daily life. Use this literate environment, so students can use it as reference.
124 to 126	Research information about a topic using different texts.	Sensitize students about the importance of exploring and contrast diverse sources to value them based on their reading purpose, in such way that students have different possibilities.
127 to 128	Analyze informative texts. Register information.	Give students opportunities to read and reread diverse types of informative texts, with your support. Encourage them to help each other, and share their interpretations and justifications, so that they improve their reading skills. Foster among your students the definition and the use of criteria to manage information, select it, and apply it to other texts with responsibility. Allow students to create connections with their knowledge about writing.
129 to 130	Share information in museum labels.	Promote among your students the enthusiasm for sharing what they do and share it in the community.

Unit 9

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



Environment: Academic and Educational

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

Communicative activity: Research and selection of information

In this unit you will learn to ...

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

Where are you now?

Work in pairs or groups.

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



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

102

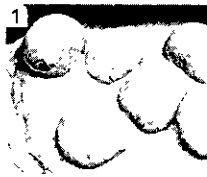
As a warm-up activity you may ask students if they like museums and if so, which one they like the most. If some of your students don't like museums, you may start a class discussion about things they would improve in the museums they mentioned. This will help children to bear in mind what they want to do or avoid doing in order to make attractive museum labels and an interesting exhibition.

Also, invite students that like the museums they visited to complete the discussion by mentioning what they liked about them. If possible, it might be a good idea to encourage students to have a virtual visit to museums from other countries so they can get more ideas on how to make a great exhibition and what information to include in their museum labels.

Unit 9 Explore museum labels.

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

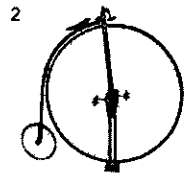
- a) Transport museum b) Science museum c) Space museum



Fossilized Hadrosaurus eggs

Found in Central Asia 77 million years ago

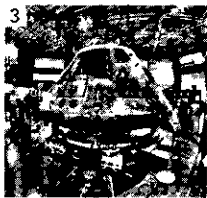
As far as we know, all dinosaurs reproduced by laying eggs. Evidence suggests that some dinosaurs brooded after the eggs until the young emerged.



Penny Farthing bicycle

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

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



Apollo 11 Command Module Columbia

1969

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

Read the museum labels again and answer the questions.

1. Which is the oldest object and where was it found?
2. What was the disadvantage of the Penny Farthing?
3. Did *Columbia* return to Earth? How?
4. What do you find interesting about the Hadrosaurus eggs?
5. What is the purpose of a museum label?

text (but are not in the Glossary). List them on the board and encourage them to think of the context. If necessary, pre-teach them before they read the museum labels.

2 A good reading comprehension strategy for children is asking them to retell what they read. You may invite some students to tell what they understood from the labels and encourage the rest of the class to support or correct politely when necessary.

Answers: 1 The oldest object is the fossilized Hadrosaurus eggs; they were found in central Asia. 2 The large front wheel and much smaller rear wheel made it difficult to get on and off. 3 No, only the lunar module did. 4 Answers may vary. 5 Suggested answer: To help visitors understand the objects in the museum's displays.

You could elicit some interesting facts children have learned when visiting museums. Encourage volunteers to write them as a list on the board.

Opening

1 You can refer children to the Glossary on page 113 of the Activity Book.

You might want to ask children to cover the museums objects and then draw their attention to the three types of museums they have in the activity. Encourage them to suggest objects that are probably found in each one, for example, unusual vehicles, space suits, or an experiment about gravity. Invite them to look at the three objects and describe what they can see.

At the end of this activity, you might want to remind children that a museum label is a short text, usually on a card, that accompanies an object in a museum, and gives visitors information about it.

Answers: 1 c 2 a 3 b

You could ask children to reflect if visiting museums is an enjoyable way to spend time with friends and / or family and give reasons why / why not.

Before going onto the next activity, you may want to pre-read the texts and select some keywords and write them on the board. Remind them that finding cognates is one strategy they can use to understand a text. Then encourage them to select two words they do not understand and think are essential to get the meaning of the

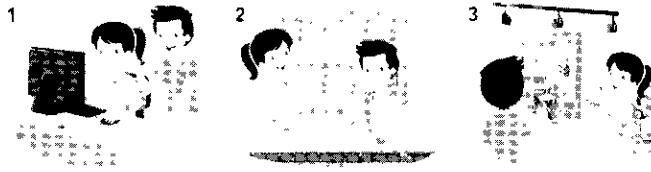
Unit 9 Explore museum labels.
Research information about a topic using different texts.

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

- | | |
|---------------------------------|-------------------------------|
| 1. A date, artist, title, genre | 5. What the artist used for |
| 2. A subject, title, for | 6. A short description of the |
| 3. Where it comes from | contemporary with useful |
| 4. What the artist of | and interesting information |

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

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



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

Silvia: Let's do a museum label on Frida Kahlo's paintings. My sister has a poster of one of her paintings in her bedroom. I really like it.
 Edgar: OK. So where are we going to look for information?
 Carlos: We could go to Frida Kahlo's House! I know there are some paintings there!
 Vicky: We can't have time. Besides, we don't really know if the museum labels will contain all the information, but well... we would actually get to see the paintings and that's cool! Anyway, why don't we go to the library and look them up in an encyclopedia?
 Carlos: I don't agree. I think it's easier and faster to look the information up online.
 Silvia: But we don't have a computer here and there is a lot of inaccurate information online! So, let's go to the library.
 Edgar: We could ask Miss Gomez. She's an expert on Frida Kahlo.
 Vicky: Yes, but we won't see her till Monday. Come on, Edgar. Let's go to the library!


too. Encourage them to describe what the finished label would look like and inquire how they would get information about the artist. Guide them in giving suggestions and write their ideas on the board. If they are having trouble with vocabulary, you can refer them to the Glossary on page 113. Children will provide different answers, so accept them all as good and allow their creative thinking.

You may clarify that Frida Kahlo's House (*La Casa Azul*) is a museum. Finally, ask them to reflect on how making predictions helped them understand the conversation.

Development

3 This activity is a good mnemonic device. Children may benefit from this activity by trying to remember most of the facts they read in the previous activity before looking for the examples.

Answers: Checked: 1, 2, 3, 4, 6

Encourage children to go to the INAH's website and find local museums. Remind them that students get a free pass (or a discount) to museums and archeological sites with their student IDs. 

4 You may start by drawing children's attention to the pictures. You might want to point out that

they show the same children doing different activities. After children make suggestions about what they are doing, encourage them to make predictions about why they are searching for information.

Answers: 1 They are looking for something online. 2 They are reading at a library. 3 They are making notes about the information from a museum label.

5 You could explain to children that they are going to read a conversation between four children who are working on a school project: making a museum label. You may read Silvia's line out loud and encourage children to imagine that they are going to make a museum label for a painting,

Unit 9 Research information about a topic using different texts.

Read the table of contents. In pairs, discuss which section you think the children from the conversation in activity 5 should look into and underline it.

Children and the Internet	What is the Internet?
Background information about the Internet	Should we use the Internet?
Artwork	Should we use the Internet to learn?
Self-portraits: Past and Present	Should we use the Internet to find information?
Millie's Celebrations Symbols	Should we use the Internet to find information about our family?
Stylish and Pleasure	Should we use the Internet to find information about our school?
Success at Home and Abroad	
Outdoors and Health	

I think they should read the section about children and the family. No, I think they should read the section about our parents.

Choose two sources of information from activity 5 and use them to research the section from the table of contents you chose in activity 6. Take notes in your notebook. Share your investigation with another pair that chose the same topic and complete your research.

How do you find information on the Internet? It was in a newspaper advertisement. Yes, and she was very young when it happened. She was only 12.

In groups, discuss and answer: How do you find information on the Internet? How do you choose a website? Write your ideas in your notebook.

list on the board. The sources children choose can be very different, so this will help have a more successful exchange of information.

Print or photocopy the *What Is There in a Museum?* handout to help children expand their vocabulary on museums.

8 Before starting the activity, you might want to organize a class discussion as a warm-up exercise to introduce the topic. You may ask children what they find most difficult when they search on the Internet, what they find the easiest, how they start doing an online search, or how they decide if something they see online is reliable. Children will answer this activity according to their own habits and experiences, so the group discussion will very helpful to become aware there are different ways of searching for online information. If children have no access to Internet, you may adapt this activity towards other sources of information (textbooks, encyclopedias, etc.) that students may have used.

6 You may help children to choose a topic by bringing some information about each topic and letting them read general background to make a more informed decision. If possible, let children look for information about the topics on the table of contents on the Internet, or go to the school library and do more research about it. Children will choose different sources, so it's a good time to encourage their self-esteem by endorsing their answers in this activity.

R Invite children to read Chapter 9 and when they finish the activity, guide them to explore how the information is displayed and where they could find more information about the objects mentioned.

Encourage children to reflect on the research skills they have learned in school. Remind them that when they do research for a school project, they must first brainstorm a topic and ask questions about it; after that, they need to find resources, for example, encyclopedias, online information databases, or interviewing people; and decide where to go to find that information: in their classroom, at home, or in the library.

7 Before students choose their sources, you might want to teach them how to do a pros and cons list so they can organize their ideas and make the best decision. You may model the decision-making activity by writing your own pros and cons

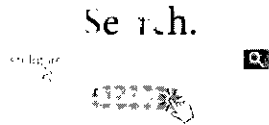
Unit 9 Research information about a topic using different texts

Read the research tips and look at the examples. Then compare the information with your own. Are there any differences? Which ones?

Tips for Better Research

- Choose a keyword or phrase. For example, if you are studying the Internet, you could use:

www.internet101.com



- Check the URL. It will tell you where the information was taken from. For example, you could use:

www.usa.gov/edu

- Do not use a search engine that has a bias. For example, you could use:



- Check the date. It will tell you when the information was last updated. For example, you could use:

Go English! Remember to mention your sources. Don't plagiarize! Use your own words to put other people's words into your own words. Use quotation marks ("") to show what someone said or wrote without changing a single word.

Reflect. Think about what you have learned from this activity.

In groups, talk about the sources of information you have worked with so far and say which one you prefer and why. Write your conclusion in your notebook.

10 You might want to explain to children the difference between primary and secondary sources and their utility when doing a research. You may tell them how Internet can help them find these sources and give them some examples, so they can use Internet as the first step to find more sources. The answers to this activity depend on their personal opinions, so it is important that you foster an environment where they feel comfortable and respected as they express their thoughts.

Reflect. This activity gives children the opportunity to reflect on how people have different lifestyles and different opportunities. By noticing this, you may guide a discussion to brainstorm ideas on what children could do now or in the future to help their community and other communities.

9 You might want to complement the information provided in this activity by recommending students to experiment with filters and keywords when using the Internet for their research. You may explain to them that sometimes they need to refine the search in order to find more specific and interesting information.

If they are having trouble with Internet vocabulary, you can refer them to the Glossary on page 113. The answers to this activity depend on the similarities and differences they can observe when comparing the tips to their own methods. It is important that children realize there are practical methods they can use to research online for any subject. If you don't

have access to Internet, try exploring with them indexes and tables in books or other sources of information.

Go English! You could draw children's attention to the *Go English!* box and invite them to reflect on whether it is wrong not to quote the source where they found the information, whether it is online or in a book. Point out that quoting sources makes their project look more professional and shows respect for another people's work. You might also want to stress the importance of using bibliographies.

Unit 9 Analyze informative texts. Register information

For your final product Step 1

Work in pairs to prepare your exhibition. Think about objects you can display in a museum exhibition and select two. Write them in your notebook.

Write a checklist with all the parts your museum labels will have in your notebook. You can use the checklist from activity 3 as an example.

Decide on the sources of information you will use. Write them in your notebook.

Circle the option that best describes you.

	I did great!	I did well	I need improvement
Understand information in a museum label.	Understand information in a museum label.	Understand information in a museum label.	Understand information in a museum label.
Identify more than two sources of information.	Identify more than two sources of information.	Identify more than two sources of information.	Identify more than two sources of information.

Read the description of the sculpture and underline the information you would include in its museum label.

Queen Idia's Head
 This sculpture comes from the Kingdom of Benin (1500-1900). Benin was an African kingdom in part of what is now Nigeria. Most Benin artworks are made of bronze or ivory. This piece is the bronze head of Queen Idia (c.1841-1894). It was created in the early sixteenth century AD.
 Queen Idia was a powerful figure in her kingdom. The sculpture is realistic. It shows a young woman wearing a high collar. Below the collar are various bronze heads to be made in memory of her people and military achievements. Four of these bronze heads are now in the British Museum and are displayed today in a museum in England, Greenwich.

15 Refer children to the Glossary on page 113 of the Activity Book.

You may invite children to quickly go over the three museum labels on page 103 and the checklist on page 104. Still, all children will choose different information, so it's a good idea to encourage them to show their interests.

You could divide the class into pairs and encourage them to work together to plan an oral explanation about the statue of Queen Idia's head using the information you underlined. Set a time limit. Encourage them to switch partners and give their explanation.

Print or photocopy the *Share What You've Learned* Reader flashcards to help children gather information about a topic to elaborate museum labels and have an exhibition.

11 Before completing this activity, you might want to organize a brainstorm activity. Invite children to brainstorm objects that could be displayed in a museum exhibition. Write all their ideas on the board so they can return to them when choosing their objects. You can use this activity as portfolio evidence.

12 For this activity, you may review with the children the use of checklists and how to make them. You may go back to other units where they have used checklists and ask some key questions to make sure they know how to make and use checklists.

13 To help children decide on their sources, you may teach them how to make and use a decision-making wheel. You could include choices like *available sources*, *primary sources*, *secondary sources*, *assess decision*, *who can help*, etc. Children will make different decisions; therefore, it is important they know there are no incorrect answers and to just make sure they have access to the sources they choose.

14 Invite children to reflect on the importance of understanding what a museum label should include and which sources are better to use for their research, according to the activities they have just carried out.

Unit 9 Analyze informative texts Register information.

Use the information you underlined in activity 15 to complete the museum label and add any information you consider necessary. Then share your label with a classmate.

The Head of Queen Idia

Date:
Civilization:
Material:
Other information:



Go English! When we don't know or don't remember how to use and the action forms (mainly) but we use the passive voice. For example, the statue is made of bronze. The bronze head displayed in England and in Germany, 1903. It was made in the sixteenth century. The contents of the box were placed in the box.

Openya Read again to Chapter 9. Some of the information that you need to know is: The bronze head of Queen Idia was made in the sixteenth century. It was made in the sixteenth century. The contents of the box were placed in the box.

For your final product Step 2

Look for information using the sources you chose in step 1. Use the information to write the museum labels. Make sure you follow the checklist you wrote in step 1.

Title:
Date: Civilization:
Material:
Other information:

Exchange your museum labels with another pair and tell each other if something is missing.

Read the statements and circle the face that best describes you.

- I can use different sources to collect information.
- I can use information to write museum labels.
- I can work with partners to deal with text in my museum labels.

R After reading Chapter 9 again, invite children to choose a museum label they think is interesting, encourage them to get in small groups and discuss why they thought that label was interesting.

17 Before starting this activity, you may write on the board the main steps they need to follow to do a complete and accurate research. Children will have different answers depending on their topic. You can use this activity as portfolio evidence.

18 Children can practice giving feedback during this activity. For this, you may review with them what they have learned in previous activities and units about giving feedback politely. You may also complete their knowledge by providing new tips on how to give and receive feedback.

Answers: Answers may vary.

19 You may organize a class discussion about what they have learned up to this point. Recall the type of information that is useful to have on a museum label, the sources they need to research a historical object, and how working with others can help enrich their own work. Encourage them to answer honestly according to their experience in the previous activities.

16 You might want to use this activity for children to compare different types of museum labels, so they have more background when designing their own museum labels. For this, you may print and bring to class some examples of labels from different museums from other countries.

Answers: Date: early sixteenth century AD Civilization: Benin Material: Bronze Other information: Answers may vary.

Go English! You could draw children's attention to the *Go English!* box and remind them that in the active voice, the subject always precedes the verb, for example, *The sculptor created the beautiful statue.* Explain that in the passive voice we are more interested in the result of the action, so the object becomes the subject of the sentence, for example, *The beautiful statue of Queen Idia was created in the sixteenth century.*

Unit 9 Share information in museum labels

Listen to three students present at the exhibition. Write down the name of each student.

1



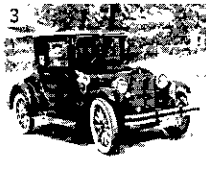
Track 16
1 Renata

2



Track 16
2 Adrián

3



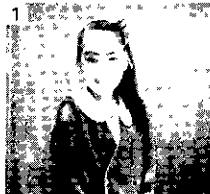
Track 16
3 Gonzalo

Listen again and answer the questions.

- 1 What is the name of the meteorite?
- 2 What is the name of the mummy?
- 3 What is the name of the car?
- 4 How old is the car?

Look at the body language of the three students. Talk about the posture and attitude of each one with a classmate.

1



Track 16
1 Renata

2



Track 16
2 Adrián

3



Track 16
3 Gonzalo

It is important to develop children's public speaking skills. Remind them that when they present in public, it's a good idea to start out with a greeting and their name. In addition, they should state the name of the thing they are going to talk about, in this case, a museum object. The middle part of the presentation should be a description of the object and why it is important. At the end, they can thank the audience. You could also talk about the importance of speaking naturally, with appropriate pauses and stress on keywords.

21 (16) After children have completed the activity, you may organize a brainstorm session telling how Renata, Adrián, and Gonzalo could improve their presentations. You may also point out what they did right so children can do that in their own presentations. Children will give different answers, just make sure they identify the importance of greeting, using pauses, smiling and looking at the audience, speaking clearly, etc.

See track 16 in activity 20.

22 Before starting the activity, you might want to point out that much of our communication is done through body language. Body language includes a straight posture, using appropriate gestures, and eye contact with the audience.

Answers: Renata is smiling. Gonzalo is greeting politely. Adrián looks shy.

20 (16) You might want to explain that Renata, Gonzalo, and Adrián's class organized an exhibition displaying different objects / artifacts, and they are taking turns giving presentations.

It might be a good idea to play the audio first for children to get a clear idea of which object they are talking about, and then a second time for them to complete the activity.

Track 16)

Renata: Hello. My name is Renata and I will talk about the Bacubirito meteorite. It was found in 1863 in a village near the town of Sinaloa de Leyva. It's an iron meteorite, like this piece of iron. It's about four and a quarter meters long. It's the largest meteorite ever found in Mexico.

Gonzalo: Hello. My name is Gonzalo and I am going to talk about the car Pancho Villa was assassinated in. It's a black Dodge made in 1922 just like this one. Pancho Villa was returning to his ranch after a visit to Parral when seven riflemen stepped into the road and shot him dead.

Adrián: Hello. My name is Adrián and this is the mummy of a baby woolly mammoth. She was found in Russia in 2007. She died nearly 42,000 years ago, when she was about 33 days old. She is about the size of a big dog.

Answers: 1 Renata 2 Adrián
3 Gonzalo

Unit 9 Share information in museum labels

Talk with a classmate about the things you need to pay attention to when you are presenting at an exhibition. Write a checklist in your notebook.

For your final product Step 3

Work in pairs and present your museum labels. Use the rubric to rehearse your presentation. Is your label easy to understand? Was your pronunciation clear? Did you speak slow and loud enough?

- Speed
- Pauses
- Body language

Take turns giving each other feedback using the rubric below.

Clear information	The speaker gave information clearly.	The speaker gave information in a way that was easy to understand.	The speaker gave information in a way that was hard to understand.
Volume of voice	The speaker's voice was loud enough to hear.	The speaker's voice was just right.	The speaker's voice was too soft to hear.
Smile	The speaker smiled at the audience.	The speaker had a neutral expression.	The speaker did not smile.

Choose the option that best describes how you did.

1. I was able to understand the information presented.
 - a) Not at all
 - b) A little
 - c) Somewhat
 - d) Very much
2. My voice was clearly heard by the audience.
 - a) Not at all
 - b) A little
 - c) Somewhat
 - d) Very much

selected in step 1 will take place, such as the classroom, school yard, etc., and who the audience will be.

25 You may use this activity as a model to give positive feedback to each other. You might want to encourage children to add any criteria they think necessary, so they have a more personalized feedback session. You can use this activity as portfolio evidence.

26 This feedback session is important since they have been practicing giving and receiving feedback throughout the units. You might want to organize a class discussion to reflect deeper on the importance of feedback and their performance as a whole class during feedback activities.

23 This activity encourages children to take ownership of their presentations by creating a checklist for speeches at an exhibition. Explain to children that they need to think about the way they should be speaking and the body language they will be using. Suggest that they make sure if their presentation is audible, easy to understand, or if they are going too fast or too slow. It's a good opportunity to focus on the way they should talk to the audience, keeping eye contact and standing up straight. You can use this activity as portfolio evidence.

You might want to point out that the members of the audience also need to pay attention to the presentation, for example, they should look at the speaker, listen politely, ask questions at the end of the presentation, etc.

➤ Closure

24 Before rehearsing their presentations, encourage children to think about where the exhibition of the individual objects / artifacts they

Follow-up Museum Labels

For your final product Step 4



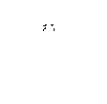
PART 1
 Work as a class.
 1. Present your museum exhibit to the class.
 2. Have a class session and write the labels you need to make it in your notebooks.

PART 2
 Social Practices: Gather information about a topic to design museum labels and make an exhibit.
How did gathering information help you design museum labels?

For which other project could you use what you learned in this unit about gathering information?

What steps would you follow for that project after you gather the information?

PART 3
 Circle the number that best describes your work on the. Go back to page 107 and check off the things you can do in this unit. Take out the museum labels.

		
I designed a museum label and presented it.	I needed help to design a museum label and present it.	I couldn't design a museum label, nor present it.

111

Part 3 Now you can ...
 You may encourage students to reflect on the goals they achieved throughout the unit and share what they learned, which activities they enjoyed the most, and how they can further develop their new knowledge and skills outside the classroom.

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

Part 1 Socializing
 Before starting their presentations, you might want to make the classroom, or the place where the exhibition will take place, look like a museum. You may ask children to work in groups and give each group a task to decorate the place. Another idea would be to make exhibition stands and decorate each stand according to the topic each pair chose.
 You can use this activity as portfolio evidence.

Involve children in designing and organizing the museum exhibition, including making invitations and preparing the displays. By choosing the audience ahead of time, they will know how to communicate more effectively.

Part 2 Make it yours
 This activity is intended to make children relate what they have learned with their lives, so besides answering the questions, help them notice how this knowledge can be useful outside the classroom.

Progress Tracker

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

- 1 Write three examples of different museums.

- 2 Write three things you always include in a museum label.

- 3 Write three tips to choose different sources of information.

- 4 Look at the sculpture. Complete the museum label with words from the box. Discuss if there is something you would add to it.

gold sphinx H. zero date face Dmtr Mask



The (1)

Made of (2)
 Discovered by (3)
 cover the (4)
 sure his (5)

of Tutankhamun

Date: 1332 - 1323 BC



(6) lapis lazuli and other precious stones.
 In 1923, The mask was used to
 of the mummy of the pharaoh to make
 would be able to recognize his body

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 the 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 activities on the page.

After they finish answering each activity, 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.

Rubric

Name: _____

Grade: _____ Date: _____

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

Instructions:

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

Notes:

Unit 10

Activity Book pages 114 to 125

Social learning environment: Family and Community

Communicative activity: Exchanges associated with the media
Social practice of the language: Exchange opinions about news in audio format.

Final product: Exchanging opinions about recent news

Pages	Achievements	Teaching Guidelines
136 to 138	Explore and listen to news linked to family and everyday contexts.	Show your students how to take advantage of the knowledge and skills they already have in their native tongue; monitor their comprehension and use of strategies such as questioning or connecting with what they listen to.
139 to 141	Understand news in audio format.	Model the behavior and strategies used when listening to exchanges; assign enough time so your students reflect on the news content and the way it is expressed.
142 to 143	Exchange opinions.	Give your students specific time limits to show them how to plan their intervention when exchanging their opinion. Offer your students examples of open expressions (I think ..., I think that ... in my opinion ..., etc.) used to exchange opinions and invite them to model their own after them. Encourage them to practice and apply what they learned.

Unit 10

In this unit you will exchange opinions about recent news.



Environment: Family and Community

Social practice of the language: Exchange opinions about news in audio format.

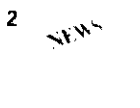
Communicative activity: Exchanges associated with the media

In this unit you will learn to ...

- ... explore and listen to news linked to family and everyday contexts.
- ... understand news in audio format
- ... exchange opinions

Where are you now?

Where do you or your family get news from? Discuss with the class.



Explore the question and illustration with the children and elicit what they are doing. You might want to explain that they are planning to present a news story to their classmates. Call attention to the fact that news stories can be in written form or in audio format. Emphasize that news stories should be about things that interest them and their classmates.

Talk to children about the expected achievements, which include exploring and listening to news linked to

family and everyday contexts, understanding news in audio format, and exchanging opinions.

When they finish, you may have them answer the activity in pairs or groups and then elicit their answers as a class. Their answers will give you a good idea on how the children are beginning the unit and you will know if you need to provide any additional information before starting.

Unit 10 Explore and listen to news linked to family and everyday contexts.

Underline and talk to your classmates about the types of news that interest you the most.

- 1 local news
- 2 sport
- 3 entertainment

- 4 sports
- 5 weather

Reflect ...
 ...
 ...

For your final product Step 1

Work in groups. Choose 3 news topics to talk about. Vote for one to work with during this unit.

- 1
- 2
- 3

Go English! News varies with different countries. Find out the news interests in your country. Do you have sports news? Entertainment news? Local news? ...

To explore more news about Hashtak, go to <http://redfish.gov>

Read and listen to the news story and discuss in which section you would find this news story.

...
 ...
 ...
 ...
 ...

think you'd find this news story in ...

Invite children to go to the web page and read one or more news articles. Elicit why they found that particular article interesting. If they don't have access to the Internet, print some articles for children to read them. Encourage them to go to the web page (whenever possible) and read one or more news articles.

Go English! Elicit who participates in a typical news broadcast on the radio or TV, for example, one or two main news presenters, a weather person, a sports presenter, etc. Each segment has a presenter as a newspaper has a specific section for each topic.

Development

3 Refer children to the Glossary on page 125 of the Activity Book. You can monitor their discussion about in which section they would find this news story. You can build on the word "environmental" heading on the newspaper, or help children go beyond what they see in their books.

Track 17
 More than 40 families met in High Hills Park last Sunday. They came together to plant 120 young trees. The event was organized by the Plant a Tree environmental group. Paula López, who's the spokesperson for the group, explained the idea behind it. "Trees soak up carbon dioxide, so they help to clean up the air we breathe. Improving air quality is one of our main aims." The group hopes to organize another Plant a Tree day in the area soon.

Answers: The local news or the environmental section

Opening

1 You might want to start with a class discussion of recent news. Children can mention different types of news articles and rank them according to the type of article that interests them the most.

Answers: A: I enjoy sports news.
B: I like to know about local events.

Reflect. You can start an open discussion about why children should be informed of what is going on in their community and in the world. They should consider if all events, local and worldwide, have direct or indirect consequences in their lives.

2 Encourage children to share topics that are relevant to their local community, for example, sports, health, an event, etc. Invite them to think about news related to their local community and reflect on why it is important and how it helps build ties among the people who live there.

Answers: Local events, school, entertainment, sports, weather, environment, technology

Unit 10 Explore and listen to news linked to family and everyday contexts.

Look at the headlines. Choose the most appropriate for the news story in activity 3.



Save the Planet

Plant a Tree to Clean the Air

Volunteers Open a New Park

Local Children in the News

Go English! You might want to explain to them that newspapers use a standard format: a headline followed by the main idea that includes who or what the topic is about. Scanning and skimming will help children select which news stories they should read in full and which stories they should skip.

Listen to the news story and say where this news story appears. What are they talking about? How is this news story different from the one in activity 3?

all of media on TV
Newspaper had a story
In the top. The same old thing at
When explain the story
Presented interview with a
When we go on the news story

Go English! You might want to explain to them that newspapers use a standard format: a headline followed by the main idea that includes who or what the topic is about. Scanning and skimming will help children select which news stories they should read in full and which stories they should skip.

For your final product Step 2

Go through new stories about the topic you chose in step 1 in newspapers, radio, or television news shows. Work in small groups and choose one story that interests you for your final product.

Media
radio
Headline
Date

Media
radio
Headline
Date

Paula López: Trees soak up carbon dioxide so they help to clean up the air we breathe. Improving air quality is one of our main aims.

Man: The group hopes to organize another Plant a Tree in the area soon.

Answers: It is a radio news program. They are talking about the same news story. They include an interview by a spokesperson.

Go English! You might want to discuss why people prefer to watch the news on TV.

6 Encourage children to read newspaper articles, whether they are in a printed format or online. Point out that people are consuming more news than ever, and this helps them to be informed citizens. If they do not have access to an online newspaper, you can bring local newspapers to the classroom so they can work with them. Remind children they should record the media source, topic, headline and date of their news story.

4 You can encourage children to propose their own headlines for the news story. You can suggest that they work with another pair to share which title called their attention more and why.

Answers: Plant a Tree to Clean the Air.

Go English! You might want to explain to them that newspapers use a standard format: a headline followed by the main idea that includes who or what the topic is about. Scanning and skimming will help children select which news stories they should read in full and which stories they should skip.

5 You might want to go over the statements with the class, making sure they understand them. Explain that they are going to listen to the news story again but this time it is in a different format. If there is a word they do not understand, they can go to the glossary on page 125 or they can use a dictionary.

Track 18)

Woman: Good morning. This is XFB55, your local radio station. It's 7 o'clock and here's your local news.

Man: More than 40 families met in High Hills Park last Sunday. They came together to plant 120 young trees. The event was organized by the Plant a Tree environmental group. Paula López, who is the spokesperson for the group, explained the idea behind it.

Encourage children to listen again to the audio and time it. Then ask them to listen one more time and decide if the news presenter says *Um* or *Ah*. How would they describe the tone: serious or alarmed? Did the news presenter speak very fast? Did he have difficulty saying any of the words?

Unit 10 Understand news in audio format

In your group, ask and answer questions about the topic you chose. Look at the example.

What happened?



More than 40 families met in High Hills Park last Sunday.

To practice understanding news, listen to and check () the picture that best illustrates the news.

1



2



3



4



Listen again and answer the questions in pairs. Then check your answers with another pair.

1. What happened?
2. Where and when did it happen?
3. Why did it happen?
4. Who is Joss Blake?
5. What did he do?
6. What did he see out of the window?

117

Woman: A spokesperson for the Santa Rosa fire department said they did not know how the fire started. This is the fourth fire in a hamburger bar in this suburb of the city in less than a month.

Answer: 3

9 (19) You could start by drawing children's attention to the questions and going over them, making sure they understand their meaning. The point of this activity is not to develop listening comprehension, but encourage listening for details and absorbing information to later comment on them.

See track 19 in activity 8.

- Answers:** 1 A fire broke out.
 2 In the early morning hours.
 3 In a fast food restaurant in Santa Rosa. 4 He is a neighbor.
 5 He called the fire department.
 6 He could smell smoke.

7 They may underline the information that they consider important or details they think they should mention in their conversation for their final product. Suggest that they share them orally with another group to receive more feedback.

Answers: A: What's the headline of your news story? **B:** The headline is Plant a Tree to Clean the Air.

8 (19) Encourage them to work in small groups and describe what they see in each picture and what news event might be depicted. Play the audio and suggest sharing their answer with a classmate.

Track 19

Woman: A fire broke out in a fast food restaurant in Santa Rosa in the early hours of Saturday morning. A neighbor alerted the fire department and two fire trucks arrived quickly. But the fire had spread by then and it took firefighters nearly two hours to extinguish the blaze. The restaurant was closed and empty at the time and there were no injuries. Joss Blake was the neighbor who called the firefighters.

Joss Blake: When I woke up at about two in the morning, I could smell smoke. So I looked out of the window and I saw flames coming from the ground floor of the hamburger bar across the street.

Unit 10 Understand news in audio format.

In pairs, decide from the questions below which can be used to get more information from the news in activity 8. Take turns asking and answering with another pair.

- 1 Did the firefighters arrive quickly?
- 2 How long did it take to control the blaze?
- 3 Were any badly injured?
- 4 Is there anything suspicious about the fire? If so, what?

Go English! In this level, you have already learned how to make questions and their answers. Now, how to make questions, go back to Unit 12 page 20-27.

Read the same news story, but from a newspaper. In pairs, identify words and phrases that are different from those in activity 8.



FIRE AT HAMBURGER BAR

A representative of the Santa Rosa Fire Department stated yesterday that it is still unclear what caused the fire at Harry's Hamburger Bar in this quiet and peaceful neighborhood of the city. Della Mason explained that the fire began on the ground floor of the popular eating place. The quick action of a local resident, who called 999, prevented serious damage to other properties and people in them. Fortunately, there were no casualties.

Read the news story from activity 11 again. In pairs, identify words and phrases that are different from those in activity 8.

the blaze started the fire in the started in this suburb of the city the hamburger bar

- 1 Santa Rosa
- 2 a list for dinner
- 3 a fire
- 4 broke out
- 5 words of the fire department

Go English! In newspaper, the words used report in this way they keep their sentences interesting in the news

audio from activity 8 again so they can compare the words and phrases used in the two news reports. Invite children to add them to the list in activity 14.

Answers: 1 quiet and peaceful neighborhood of the city 2 popular eating place 3 fire 4 began 5 local resident Other differences are: casualties / injuries; did not know / it is unclear

12 You could inquire if children know any synonyms for the name of their neighborhood or town, for example, capital, colonial city, coastal. Accept all answers. Point out that in order to avoid being repetitive, it is beneficial to describe things in different ways.

Invite children to look at the numbered list of words and phrases and explain that they are going to find alternative words in the box. Allow them time to finish and check answers.

Answers: 1 this suburb of the city 2 the hamburger bar 3 the blaze 4 started 5 called the firefighters

Go English! You could ask children why they think writers avoid repetition. Have a class discussion about it and explain that if a news article were repetitive, people would find it boring and even confusing.

10 Refer children to the Glossary on page 125 of the Activity Book.

Invite children to add more questions they can use to get more information or ask them what other information could be useful to comment on a news story. Remind children that statements or quotes are important to recount details others have said in newspaper articles or radio programs.

Answers: Answers may vary if students write new answers; if not, the answers to the questions are as follows:
1 Yes. **2** Nearly two hours. **3** No.
4 Yes. It is the fourth fire in a hamburger bar in a month.

Go English! If students need to review how to make questions, refer them to unit 2 on pages 20-27.

11 Refer children to the Glossary on page 125 of the Activity Book.

You might want to discuss with them why a newspaper article may be different from a radio or television story, for example, the latter are often immediate, on the spot reports; newspapers have more time to write out an article before it is published.

Divide the class into pairs and invite them to read the newspaper article and compare it to the one they listened to previously. Play the

Unit 10 Understand news in audio format.

Work in pairs. Say which version, the one from activity 8 or the one from activity 11, you like best and why.



I like the newspaper version better because there are more details about the event.

For your final product Step 3

Look for information about the news story you chose and answer the questions.

1. What happened?
2. When did it happen?
3. Where did it happen?
4. Who was at the event?
5. What did they say?

1. What happened?
2. When did it happen?
3. Where did it happen?
4. Who was at the event?
5. What did they say?

To make sure you are not missing information, practice asking questions about the news story in activity 14.

What time did the fire start? How long did it take to put out the fire in Canada?



Yes, at least fifty houses were damaged.

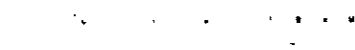
Answers: A: Who was at the event?
B: Joss Blake was there during the fire and fireman arrived later.

Unit 10 Activity Book 119

Print or photocopy the *What's on the News Today?* handout to help children analyze news content by asking and answering journalistic questions.

13 Encourage children to say what they notice about the format that is different from other texts, for example, the name of the newspaper displayed in a special font, columns, headlines for each article, graphics, etc.

Answers: Answers may vary according to how students usually receive news stories.



14 Invite children to look for information about the news topic they chose and answer the journalistic questions. You can encourage them

to add any questions they think are important for their discussion. They can either write their answers in their notebooks or on a separate piece of paper if necessary. Children may share their answers with their classmates.

15 Suggest that they review the questions in activity 14 and can use in their conversation for their final product. Explain that they need to practice asking these questions about their news story to make sure they're not missing any information. Allow time for children to share their questions and answer them according to their news story. Try to encourage everyone to talk during this activity.

Unit 10 Understand news in audio format.

Complete the sentences about yourself. Share your answers as a class and with the help of your teacher, decide how to improve your performance.

1. I am _____.
2. I am _____.
3. I need to improve _____.
4. Next time, I _____.

Look at the news story and listen to the children talking. Underline the correct answers to the question.

www.101radio.com.ar/psu.edu

Pay Attention to Your Dreams

Psychologists at La Playa University have released the results of their study about the dreams that young people have. The three commonest dreams reported are: dreaming about falling through the air, being chased by an animal or being chased by a dangerous animal, and dreaming about family and friends. Other dreams included being about for a test that the dreamer is not prepared to take, trying to run but not being able to, flying high in the sky and showing up somewhere with the wrong clothes on.

What do you dream of?



- What are the students doing?
1. Talking to the reporter about the content of the news.
 2. Talking about what the dreams mean.

Listen to the conversation again. Pay attention to the expressions below. Then discuss in pairs which ones are opinions and which ones are clarifications. Then circle O (Opinions) or C (Clarifications).

- | | | |
|------------------------------------|-------------------------|-------------------------|
| 1. I like this news item. | <input type="radio"/> O | <input type="radio"/> C |
| 2. I want to know more. | <input type="radio"/> O | <input type="radio"/> C |
| 3. The first dream is interesting. | <input type="radio"/> O | <input type="radio"/> C |
| 4. To my surprise. | <input type="radio"/> O | <input type="radio"/> C |
| 5. The same, I don't understand. | <input type="radio"/> O | <input type="radio"/> C |
| 6. What do you mean? | <input type="radio"/> O | <input type="radio"/> C |

Rodrigo: I wonder what problems you need to examine, Paula! I never have nightmares.

Martha: Lucky you!

Answer: 1

You might encourage children to think of three questions they would like to ask the psychologists at La Playa University.

18 (20) Play the audio, then encourage them to share their answers with a classmate.

You may point out that we use some of these expressions to state an opinion and we use others to ask for clarification. Encourage children to work in pairs and decide if the expression is an opinion or a clarification.

See track 20 in activity 17.

Answers: 1 O 2 C 3 O 4 O 5 C 6 C

16 You may remind children how far they have advanced in their development. If necessary, go through the major items in the unit so far for them to understand their progress.

17 (20) Encourage them to share any thought they have about how the children are talking about the news story. Remind them that for their final product they should have a similar conversation about their news story to complete the social practice of the language. Invite them to share their answers in small groups, giving the reasons why they chose that answer.

Track 20)

Paula: I like this news item. It's so interesting. I want to know more about the study.

Martha: Yeah, I agree. I often dream I'm falling. It's great to know other people dream the same. Do you ever dream you're falling?

Pedro: Yeah. I wonder what that dream means. It doesn't say what it means here.

Martha: What about you, Rodrigo?

Rodrigo: I never remember any of my dreams, so I'm not really interested.

Martha: I think this study sounds great. I want to study psychology. Do you dream about any of the things mentioned here?

Paula: Yes, I was with crocodiles last night.

Pedro: I'm sorry, I don't understand.

Paula: Last night I had a nightmare. I dreamt I was being chased by crocodiles! So yes!

Pedro: Oh, I see.

Unit 10 Exchange opinions

- 1. **Work in groups of three. Complete the conversation underlining or writing the option that expresses your opinion about the news story in activity 17.**

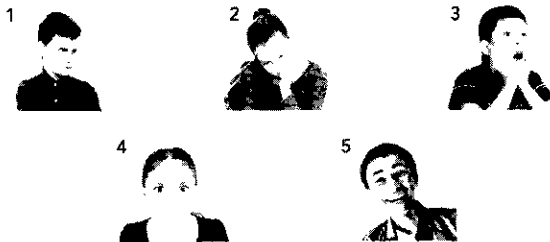
Student A: (a) *I don't like this news story. It's so* (b) *interesting / boring.*
 Student B: (c) *Yeah, I agree. / I don't agree.*
 Student A: *What about you,* _____?
 Student C: _____
 Student B: *I think* _____.

- 2. **In pairs, role-play the conversation from activity 19. Remember to ask for clarification when you don't understand what someone is saying.**

I'm sorry I don't understand. *Being chased means someone follows you.* *Queen got married to Charles 10. In the Queen's 70th birthday, 30 to 40. There's going to be a party. What's the news in the story?*

Oh, I see. **Reflect.** Any day you think is important to us is our feature.

- 3. **Look at the pictures. In pairs, say what the emotions are and how the people are expressing them with their body language. Then discuss which emotions you think you would express when saying your opinion about the news story in activity 18.**



Go English! Remember that body language is the movement for position of your body that shows other people what you are thinking or feeling. You can go back to unit 4 and review body language plus when telling a story.

Reflect. It is important for students to take a moment to think about why we need to ask for clarification when we do not understand what someone says. This short activity helps children develop their communication skills.

Print or photocopy "In My Opinion" Reader flashcards to help children practice the exchange of opinions about the content of a piece of news.

21 You could remind children that we can often tell what others are feeling by looking at their body language. Divide the class into pairs. Encourage them to look at the pictures and say what the children are feeling, and how they are expressing that feeling through body language.

Answers: 1 angry 2 worried
 3 amazed 4 surprised / confused
 5 happy

Go English! If students need to review what body language is and how to use it refer them to unit 5.

Closure

19 You may want to organize the class into groups of three and invite them to write some things they would like to say about the news story in activity 18 by completing the expressions in the activity with their own opinions. Then suggest that they think of and share additional expressions they could use. You may point out that a simple *I like it* does not express an opinion. It might be a good idea to walk around and monitor, checking whether children need help.

Answers: **A:** *I like this news story.*
B: *Yeah, I agree. / I don't agree.*
A: *I don't like this news story. It's so boring.* **B:** *I don't agree. / I agree.*

20 Explain to children that they are going to express their opinion about a specific point or ask for clarification when they don't understand something. You could guide them by eliciting from them what kind of dreams they remember and if they have ever thought about that.

R Once children finish reading the chapter and taking turns giving their opinion about the news in the story, guide a class discussion so they can all share their opinions. Encourage all children to participate and acknowledge their effort.

Unit 10 Exchange opinions

For your final product Step 4

Work with your group. Remember and share all the information you have about the news stories you gathered in step 3. Think about your own opinion about the news story.

Last night there was a fire in high school. It burned for 35 minutes. In the first fire, the city fire trucks, fire trucks, and hoses were damaged. People are waiting for food support.



Take turns giving your opinion about the news story. Include body language and emotions.

I think people should help each other.



I agree. They can make food and share it with the rest.



I don't agree. They should ask for the government's help.



Circle the words to self-assess your performance. Share it with your group to check if they agree with you.

1. I spoke in my own language / I tried to use my own language.
2. I spoke clearly / I listened.
3. I made pauses / I did it every 20 seconds / I gave important information.

and ask them to give reasons why they respect them.

24 ✨ Finally, after doing their self-assessment, organize a feedback session to discuss aspects that can be improved. Make sure the feedback is specific and kind. Let groups reflect on this feedback.

22 Encourage children to discuss how they can be respectful when people have different opinions. Guide them to notice that we all are different and we will not always agree on everything. Nevertheless, that is not a reason to stop being kind to others. Write on the board "agree to disagree" and encourage them to think about what it means.



22 Children can use their questions and notes from previous steps to remember the news stories they have chosen. It is important to make a brief summary or recap of what they have

done throughout the unit. Allow them to take some time and think about their own opinions on the news story. What detail did they like the most? Do they agree with how the story ends? What can they appreciate from the news story?

Answers: I think it is important to know about these local events that help our community.

23 You might want to point out that treating people with respect makes the world a better place to live in, whether it's at home, school, or in our community. Encourage children to reflect on the meaning of respect and ask them to give some examples of respectful behavior, especially in the classroom. You could also elicit people in children's lives that they respect



Follow-up

Exchanging Opinions About Recent News

For your final product Step 5

PART 1

Work in groups.

1. Talk about the news to the class or to a different group. Remember to express your feelings with appropriate facial expressions and body language.
2. When you finish, carry out a survey that asks when was the most liked news conversation and the most liked news conversation. You can modify this criterion if you consider it necessary and carry out a survey on another aspect of the news.
3. Talk about what you liked, improve, and write it down.

Aspects to Improve

PART 2

Social Practice: Exchange opinions about news in audio format.

Do you feel more confident exchanging opinions in English now than when you started the unit?

Which other type of information can you exchange in English besides your opinion about news?

What are you going to pay attention to the next time you exchange your opinion?

PART 3

Go back to page 114 and check if the things you learned in this unit talk about them as well.

123

Part 2 Make it yours

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

Part 3 Now you can ...

Invite children to check the goals they achieved throughout the unit on page 114. Then encourage them to reflect on them and share what they learned, which activities they enjoyed the most, and how they can further develop their new knowledge and skills outside the classroom.

Once they finish the unit, it is suggested that you have 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. You might ask children to work in pairs or as a class. Encourage them to participate and explain their answers, when necessary.

Part 1 Socializing

Encourage children to talk about the news and to react to them with appropriate facial expressions and body language. Then help children carry out the survey on the best news story or the one they liked the most or on any other topic they might want. You can use this activity as portfolio evidence. Have children work on a separate piece of paper, if necessary.

Get children to think about why they are writing and who they are writing for. When you talk to children about their writing, remember taking into account what they have revealed about themselves and always say something positive. Show interest in their ideas; make an effort to understand them. Ask questions to find out what they intended to say when something is not clear and explore ways of writing it more clearly.



Progress Tracker

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

1 Read the news story and write questions about it.

More than 100 people in Chicago took part in a tree-planting activity. They came together to plant 120 young trees. The event was organized by the Park and Recreation department. Park department workers spoke at the event to give a explanation of the importance of trees and to encourage people to plant trees in their own yards. The event was held on a sunny day in a park in Chicago.

- 1
- 2
- 3
- 4
- 5

2 Write your opinion about the news item in activity 1.

3 Mention three things you should do when reading a news story out loud.

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

Graded Scale

A graded scale is an instrument used to evaluate certain characteristics or aspects of the children's performance. Its purpose is to measure the range of certain aspects in terms of quantity and / or quality.

Instructions:

- 1 Determine a list of criteria or characteristics to be evaluated.
- 2 Determine the kind of evaluation scale you will use: numbers (traditional grading), letters, percentages, etc.
- 3 Evaluate your children and determine their performance level.

Graded Scale		Evaluation Scale				
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Instructions:

*Key:

- A: _____
 B: _____
 C: _____
 D: _____
 E: _____

How to Use the Class CD

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Chapter 2 "Quiz Time!"

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Chapter 5 "Classic Characters Tell Tales"

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- Handout 7

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Unit 10 What's on the News Today?

- Handout 10

03 Class Audio Tracks

Introduction

Welcome to *Go English! Class CD5*. 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 and Handouts

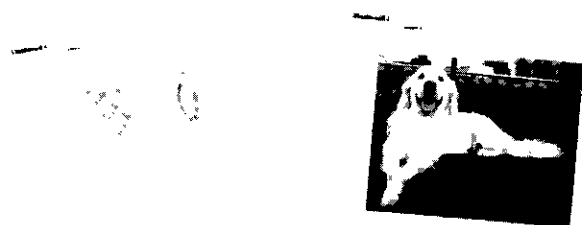
Flashcards

The *Go English!* Reader flashcards are visual aids that can help you provide children with extra practice. In this CD you will find a set of ten flashcards that correspond to each chapter of their Reader Book. Each chapter is represented by a set of four flashcards. Three are selected from the chapter and the last is a summary of the three. You can use them at any point in the class, although you will find suggestions in the media resources boxes of the Teacher's Guide. You can project them on a wall or you can print them out and hand them to children.

There are many uses you could give to the flashcards. For example, you could:

- have children retell you the text,
- describe the key moments or key facts portrayed in the pictures,
- unscramble the pictures (once you print them out and photocopy them) and have children order the pictures according to what they remember from the chapter.
- have children work in pairs and take turns secretly choosing a scene, describing it according to the text in the Reader and guessing which picture the classmate is talking about,
- have discussions about a certain topic or aspect of the chapter (informative chapters),
- choose their favorite moment of the story (literary chapters) from the pictures and say what happens in that part.

The goal during this stage is that children are able to use the pictures in the flashcards as prompts to use the English language. For this, it is necessary that children read the text in the Reader first and then, they can reread to clear doubts, for pleasure, to polish details from the text, etc.



Handouts

Vocabulary and grammar are closely interrelated in children's language learning of a foreign language. 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 ten handouts. This means that there is one handout per unit of the Activity Book with vocabulary and expressions you can use throughout the units.

These handouts will provide you with a wide variety of expressions, vocabulary, charts, and other resources that will allow you to expand the topic seen in the Activity Book. As with the Reader flashcards, you can print the handouts or project them. You will decide this based on the needs of your class or the activity you have planned. Nevertheless, you will find specific activities in the Teacher's Guide which will be highlighted by the use of a box called Media Resources.

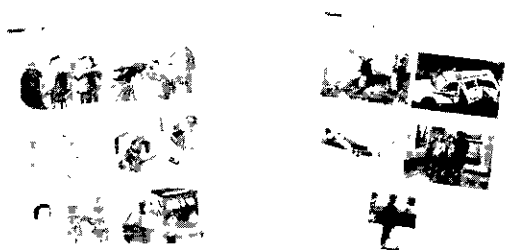
How to Run It

To run the CD, follow these steps:

- 1) Insert the CD on the disc tray of your computer or on an external CD reader connected to it.
- 2) Go to My Computer and right-click on the CD/DVD RW drive (any letter from D:).
- 3) Right-click and hold on the *Go English! Class CD5* 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

Reference 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

- Buyea, Rob, *Because of Mr. Terupt* (USA: Yearling, 2011)
- Frazer Blakemore, Megan, *The Daybreak Bond* (New York: Bloomsbury Children's Books, 2018)
- Messner, Kate, *The Exact Location of Home* (New York: Bloomsbury Children's Books, 2018)
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Recreational and Literary

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Online References

The websites suggested provide further opportunities for exposure to literature in a format that is friendly for children.

Family and Community

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Recreational and Literary

<https://www.children.org/stories>

Academic and Educational

<https://medium.com/@nickgraynews/how-to-make-your-own-home-museum-displays-19dbf93d95ed>

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Reference for Teachers

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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.

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Serrell, Beverly, *Exhibit Labels: An Interpretive Approach 2nd Ed.* (USA: Rowman & Littlefield Publishers, 2015)

Online References

The suggested websites provide a complement for each unit. They are wonderful online sources of information to give opportunities for extending topics as well as consolidating the language and social practices of the units.

Family and Community

<https://www.nationalgeographic.org/education/map-skills-elementary-students/>

Recreational and Literary

<http://www.eltbody.com/397-anecdotes>

Academic and Educational

<https://www.onlinequizcreator.com/>

<https://www.museumsassociation.org/museum-practice/exhibition-labels>

Reader Audio Script

Track 21) , Unit 2, Chapter 2, Activity 1

There are also quizzes that you take for fun. You can find these quizzes in magazines and online. They have questions on any subject you like—science, history, space, animals, general knowledge, geography, food, your personality, and so on. There’s even a quiz called *Are You Addicted to Internet Quizzes?*

Track 22) , Unit 7, Chapter 7, Activity 1

Colin’s coordination is still not perfect, but he is very gentle with Cuddles. Colin is gentle because his older sister taught him to pat the cat softly.

On the other hand, Maddy doesn’t take care of her dog. She doesn’t take it for a walk, and she doesn’t play with it at all. She is capable of caring for her dog, but no one has taught her to play with her pet and to care for it.

Some twins look the same. They’re called *identical twins*. They have the same genes, the same looks, even the same sex. Other twins don’t look the same. Their genes are slightly different. They’re called *fraternal twins*. They might be from a different sex, they may look different, they may have different eye color, etc. Even though twins look alike they can sometimes have very different personalities.

Track 23) , Unit 9, Chapter 9, Activity 1

School exhibitions are usually based on a theme that relates in some way to what you are learning.

When you know your theme, it’s time to brainstorm different ways to approach it. The next step is to research your subject from a variety of sources. The museum labels you write should give information to your audience in a simple, easy-to-understand format.

You need to collect ideas for photos, diagrams, or drawings to accompany the information on your index cards.

Track 24) , Unit 10, Chapter 10, Activity 1

Carlos: Did you hear about those dogs that were found in an empty house in our neighborhood?

Mari: Yes, I heard it on the news last night. It’s terrible.

Estela: What? Tell me, Carlos! What happened?

Carlos: Listen: Last Monday, Pets in Need, the animal rescue organization, was called to a house in La Joya. Neighbors reported hearing crying from an empty house. When the volunteers arrived, they found four starving dogs. The dogs were in the house without food and water. They had been there for over two weeks and were nearly dead.

Estela: That’s terrible!

Carlos: The owners of the house had moved away, leaving the dogs inside.

Estela: I can’t believe it!

Mari: I can’t either!

Carlos: They were immediately taken to the vet and given medical attention. A spokesperson for Pets in Need said three of the dogs were recovering slowly. “When they are well, they will be put up for adoption,” she said. “Unfortunately, we couldn’t save one of the dogs and it died yesterday.”

Estela: That’s so sad! How can people be so cruel? What do you think, Mari?

Mari: I think the people who left the dogs should go to prison. It’s animal cruelty.

Carlos: Yes. I can’t understand how people can be so cruel! It makes me angry!

Estela: Me too! But at least three of the dogs are safe now. That’s good news.

Carlos: Yes, I agree. And it’s just great that there are organizations like Pets in Need!

Tracklist

• Unit 1		
1	Introduction	Activity Book
2	Activity 1	Activity Book
3	Activities 8 and 10	Activity Book
4	Activities 13 and 15	Activity Book
• Unit 2		
5	Activity 3	Activity Book
6	Activities 17 and 18	Activity Book
• Unit 3		
7	Activity 1	Activity Book
8	Activities 3 and 4	Activity Book
9	Activity 7	Activity Book
10	Activity 11	Activity Book
• Unit 5		
11	Activities 4 and 5	Activity Book
12	Activities 15 and 16	Activity Book
• Unit 6		
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• Unit 7		
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