

Angela Hewitt

GO

English!
Teacher's Guide

6



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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Achievements	Product	Language	Vocabulary
<ul style="list-style-type: none"> • Explore and listen to suggestions in dialogs. • Understand expressions used by interlocutors. • Exchange suggestions in a dialog. 	<p>Dialog with Suggestions to Buy and Sell Products</p>	<ul style="list-style-type: none"> • <i>Wh-</i> and Yes / No questions intonation • Expressions to greet, to ask for a product, to make suggestions, to give information about a product, to express satisfaction or dissatisfaction, and to end a dialog 	<p><i>Can I help you?, I'm looking for ..., Do you have ...?, I suggest ..., How about ...?, That's amazing!, How much is it?, Here you go, Thanks!, Satisfied, unsatisfied</i></p>
<ul style="list-style-type: none"> • Review instructions to avoid situations of personal risk. • Plan the writing of instructions. • Write instructions to avoid situations of personal risk. 	<p>Illustrated Report with Instructions to Avoid a Situation of Personal Risk</p>	<ul style="list-style-type: none"> • Title, subheadings, and instructions • Text organization • Making suggestions and giving orders • Sequencing words 	<p><i>Dangerous, safety, You may ..., You mustn't ..., Do not eat or drink ..., You're allowed to ..., We advise you to ..., First ..., Then ..., Next ..., Finally ...</i></p>
<ul style="list-style-type: none"> • Explore sports commentaries. • Understand general information and some details of sports commentaries. • Narrate a brief fragment of a sporting event. 	<p>Narration of a Sporting Event</p>	<ul style="list-style-type: none"> • Expressions to narrate different sports actions • Intensifiers • Main ideas and details 	<p><i>Sports commentator, Live from ..., Collins kicks ..., Impressive!, Roberts runs ..., Gold medal goes to ...</i></p>
<ul style="list-style-type: none"> • Explore reports about jobs. • Gather information about jobs or professions. • Write information about jobs and professions to make a report. 	<p>Illustrated Report About a Job</p>	<ul style="list-style-type: none"> • Main ideas and supporting details • Connectors • Punctuation and capitalization 	<p><i>Duties, skills, working hours, studies, They work long hours, They make sure that ..., They are responsible for ..., They have to ...</i></p>
<ul style="list-style-type: none"> • Explore and read fantasy stories. • Read stories. • Compare similarities and differences in one's own behavior, values, and scenarios to other countries'. 	<p>Collage with Illustrated Descriptions of Magical Objects</p>	<ul style="list-style-type: none"> • Structure of stories • Description of objects • Predict and discuss a story • Characteristics of fantasy stories • Analyze and compare behavior and values 	<p><i>Imaginary characters, opening, middle, conflict, ending, magical object, little red, scary, magic, fictional, behavior, value</i></p>

Achievements	Product	Language	Vocabulary
<ul style="list-style-type: none"> • Present a problem. • Choose information. • Register and organize information. 	A Text on a School Problem	<ul style="list-style-type: none"> • Wh- questions • Problems and solutions 	<i>Why do bathrooms get dirty during the day?, Staff does not clean bathrooms often and students do not take care of them</i>
<ul style="list-style-type: none"> • Explore and listen to warnings issued at public places. • Understand general meaning and main ideas in warnings. • Express warnings. 	Set of Warnings and Prohibitions at a Public Place	<ul style="list-style-type: none"> • Commands • Conditions, prohibitions, and obligations • Tone of voice 	<i>Don't ..., It is not allowed to ..., It is prohibited ..., You mustn't ..., You have to ..., because it may cause ...</i>
<ul style="list-style-type: none"> • Explore and select pictures that show customs of different cultures. • Explain customs shown in pictures. • Describe and contrast details. 	Comparison of Customs Based on Pictures	<ul style="list-style-type: none"> • Describing pictures of customs • Expressions to start and finish a description • Expressions to give us time to think • Expressions to compare 	<i>Take a look ..., what I mean is ..., they are dancing ..., the man is wearing ..., both pictures show ..., while this picture ..., and that's what I have to say</i>
<ul style="list-style-type: none"> • Explore interviews. • Understand general information and some details of interviews. • Discuss opinions about interviews. 	Discussion About an Interview	<ul style="list-style-type: none"> • General ideas and details • Reported speech • Expressions to ask for and give opinions 	<i>They told me ..., an editor said ..., I think ..., In my opinion ..., I (don't) agree ..., I consider that ..., I believe ..., I don't believe ...</i>
<ul style="list-style-type: none"> • Explore short historical accounts. • Read short historical accounts. • Express similarities and differences in historical and cultural aspects between Mexico and other countries. • Compare historical and cultural aspects between Mexico and other countries. 	Comic to Compare Historical and Cultural Aspects of Mexico and Other Countries	<ul style="list-style-type: none"> • Expressions to say similarities and differences • Contrasting details 	<i>Historical account, Mexico city had 1,700,000 inhabitants while London had 8 million.</i>

Therefore, when finishing *Go English! 6*, 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 buy or sell a product) might be a smooth start for students to communicate confidently with their peers. This first unit is followed by an Academic and Educational unit (Write instructions to avoid a situation of personal risk) where students have to interpret and follow up simple instructions. In this case, the vocabulary and language structures flow more naturally and are close to children school context too, and so on. By the end of the book, students are prompted to more complex skills and language abilities like explaining customs, analyzing and discussing about an interview, and reading historical accounts to compare cultural aspects of Mexico and other countries. 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.





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.



Media resources

Print or photocopy the *Buying Products* handout to provide extra practice on asking for and giving information for specific products.

Teaching tip

You could ask children to compare and contrast English with their own language because talking about another language

Remember

Remind children to bring the materials they will need to make their reports next class.

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

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

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

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



Play the audio for children. Always pay attention to your class and notice if it is necessary to play it one or two more times.



Remind children to take out their Portfolio and save their work.



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.



Glossary Usage

In *Go English! 6*, 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! 6 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 sixth 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.

- 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! 6 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

In this unit you will create a dialog with suggestions to buy or sell products.



Environment: Family and Community

Social practice of the language: Exchange suggestions to buy or sell products.

Communicative activity: Exchanges associated to specific purposes

In this unit you will learn to ...

- ... explore and listen to suggestions in dialogs.
- ... understand expressions used by interlocutors.
- ... exchange suggestions in a dialog.

Where are you now?

Work in pairs. Check (✓) the stores you can find in your neighborhood. Tell your partner the products you usually buy there.



1 grocery store



2 clothing store



3 stationery store

Discuss in pairs, in which places or stores could you sell products in your neighborhood?

7

As this is the first class, take time to introduce yourself to the class. You might wish to carry out a short activity as an icebreaker and help them learn each other's names. It is a good idea to set aside some time to allow children to leaf through the book.

There are several elements on the first page of Unit 1 that you might want to explore with the children. You could introduce the product, which is to create a dialog with suggestions to buy and sell products. To stimulate children's interest, you might ask them about products they or their family members have recently bought or sold.

Draw their attention to the expected achievements. You can point out that they will have the opportunity at the end of the unit to reflect on these achievements and check the ones they reached.

For the *Where are you now?* section, you could encourage autonomous learning by encouraging children to look the words up in dictionaries before sharing their answers with the class. When they finish, drill the correct pronunciation if necessary.

Unit 1 Explore and listen to suggestions in dialogs.

3 Read the dialog from activity 1 again and label the greeting, the body, and the farewell. Then discuss the function of each part and write them down. When you finish, you can check answers with another pair.

(Saleswoman: ¿Cómo te puedes ayudar hoy?)
 (Customer: Estoy buscando un presento de mis 8 años de hijo.)
 (Saleswoman: ¿CÓMO LE PUEDES AYUDAR HOY?)
 (Customer: ¡Mmm...! ¡Es una opción! ¿Qué más tienes?)
 (Saleswoman: ¿Cómo te puedo ayudar hoy?)
 (Customer: ¿No tienes un coche que sea rápido y barato?)
 (Saleswoman: ¿Por qué no te tomas un café?)
 (Customer: ¿Por qué no te tomas un café?)
 (Saleswoman: ¿Por qué no te tomas un café?)
 (Customer: ¿Por qué no te tomas un café?)
 (Saleswoman: ¿Por qué no te tomas un café?)
 (Customer: ¡Gracias! ¡Buen día!)
 (Saleswoman: ¡Buen día! ¡Gracias!)
 (Customer: ¡Gracias! ¡Buen día!)

Greeting:

Body:

Farewell:

- You can go to Computer 1.
- It Does Exist! Groups 4 to 14 and read the dialog. Then identify the same parts in that dialog and compare them with a partner.

4 Go back to the dialog in activity 3. Circle all the questions and underline all the answers. Then listen again and answer the questions in pairs.

- 1 In your native language, do you use a different intonation in questions and in answers? Give some examples.
- 2 Is the intonation in the dialog the same in questions and answers? Give some examples.
- 3 Why is intonation important in a dialog?

*** Go English!**

Intonation is about how we say things, rather than what we say. With our intonation, it could be very difficult to understand questions, expressions, and intentions. It is a very important part of communication.

4 The purpose of this activity is that children realize the importance of intonation. So, after they finish you could have them share their answers as a class and write them on the board. Then you could read the questions with the intonation of the answers and the answers as the questions to have children understand the importance of intonation.

Once they finish, they could compare their answers with another pair and solve any remaining doubts as a class.

Track 2)

See activity 2.

Answers: Circled: How can I help you?, How about this racing car track?, What else do you have?, Why don't you take an action figure, then?, Does he have any favorite characters?, How much is it? Underlined: I'm looking for a present for my 8-year-old son., It's a good option., Let me see., Yes, he does., It's 150 pesos.

Answers: 1 Yes, we all use a different intonation in questions than in answers.

2 No, it is different. 3 It is important because it helps us emphasize emotions, clarify, and communicate.

Go English! You may have

children read the box and model some sentences using the wrong intonation to help them understand its importance.

3 When they are about to start discussing the function of each part, you could write on the board the three functions (greeting: it's the introduction of a dialog, generally where the topic is mentioned; body: it's the part in which the topic of the dialog is developed; farewell: it's the ending of a dialog) so they match them with the parts. Make sure you only write the functions. You may encourage children to go to the Glossary on page 19 to check the meaning of the highlighted words.

As they are checking answers in pairs, you could monitor them and provide any help they may need.

Answers: Greeting: It's the introduction of a dialog, generally where the topic is mentioned. Body: It's the part

in which the topic of the dialog is developed. Farewell: It's the ending of a dialog.

R Since this could be their first approach to their Reader, you might want to explain to children that they can read it at any time they want and that they will be referred to it in their Activity Book as well.

Whether you do this activity in the classroom or leave it for homework, you can check answers as a class and congratulate children for their effort and remind them of the importance of reading as a great way to acquire and improve at any language.

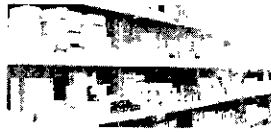
Unit 1 Explore and listen to suggestions in dialogs

For your final product Step 1

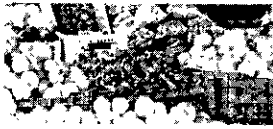
7 Having in mind your Final Product, get in pairs, look at the pictures, and choose one place or suggest a different one.



supermarket



pharmacy



market



stationery store

8 Discuss the following questions with your pair. Look at the examples.

- 1 What is the situation of your dialog?
- 2 What parts will it have?
- 3 Which expressions will you use to make suggestions?

9 Decide as a group how you want to share all your dialogs.

10 Answer the questions with the numbers being 5 excellent and 1 I need help.

Aspects	1	2	3	4	5
I can identify speakers in a dialog					
I can identify I can read a dialog with comprehension.					
I can identify sentences to give suggestions					

11 Share your answers with a classmate and decide what you can do to improve.

Family and Community 11

having trouble making a decision, you could have them vote or cut pieces of paper and write their proposals, and have one volunteer take one and chose that one as a winner.

Answers: We want to share our dialogs with the class, as an exhibition.

10 You could explain to children that this type of activities are opportunities for them to assess themselves. You could explore with them why it is important to reflect periodically on their progress. These activities also give you an opportunity to identify children who need help and apply the remedial work that you consider necessary, according to the needs of your class, having in mind that the focus of this unit is to have a dialog about buying or selling a product.

As they are answering the activity, you could walk around and take notes on what they need to go over again so you can provide the appropriate help to your group's needs.

11 As they decide ways to improve, you could walk around the class and make sure that the things they decide are real and that they can really help children. You can always encourage them to go over previous activities in their Activity Book and review them to clarify any information.

Answers: To improve, I could review previous activities.

Video resources

Print or photocopy the *Buying Products* handout to provide extra practice on asking for and giving information for specific products.

7 The purpose of this activity is that children choose the setting of a dialog. So you might want to start by reminding children that at the end of this unit, they will have a dialog about buying or selling a product.

If you already know some of the children's interests, you could bring pictures of stores or places where they enjoy to buy or sell products besides using the ones in the book.

Answer: Stationery store

8 You might want to explain to children that they will look at some questions already answered because

they are a model for them to answer those questions, but about their Final Product.

You may want to give them time to work and when they finish, they could share their answers with another pair and take turns giving their opinion about their choices.

Answers: 1 A teenager goes to the stationery store to buy the cheapest but most colorful wrapping paper for a present. 2 It will have greeting, body, and farewell. 3 We will use "What about ..." and "I suggest ..." for all the suggestions.

9 For this activity, you might want to moderate the discussion and guide them if you see that they cannot reach an agreement. If you see that they are

Unit 1 Understand expressions used by interlocutors.



leather jacket

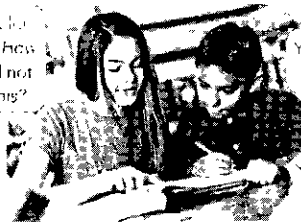


USB flash drive

In this practical part, you will refer to Chapter 1, "It Does Exist" on pages 4 to 14 and when you finish reading the chapters, use the products mentioned in the story to have your own story.

14 Take turns presenting the exchange of expressions and providing positive feedback with another pair.

I think that to ask for the price you say, *How much is this?* And not *How much are this?*



You are right, thank you very much.

For your final product Step 2

15 With your partner, go back to Step 1 on page 11 and decide which expression can be useful for each of the parts you decided your dialog will have.

.....

.....

.....

.....

.....

16 Decide time and place for the presentation of your dialogs.

Time:

Place:

I suggest ...; Expressing satisfaction or dissatisfaction: I don't like them very much. / I like them.; Give another suggestion: I suggest ...; Asking for the price: How much are they?; Giving the price: They are 180 pesos; Saying the final decision: I'll take them.; Ending the dialog: have a good day, bye, see you later.

16 For this activity, you could provide children with all the necessary help for them to carry out the discussion and reach an agreement. You may want to encourage children to use this as portfolio evidence.

Answers: Time: 12:30 pm Place: Classroom

R You might want to have a volunteer read the box out loud and solve any doubts about what they have to do. Then you could give them time to do the activity and elicit how they felt when they finish.

14 You may clarify to children that positive feedback is not only congratulating our peers. It consists on pointing out, respectfully and kindly, the mistakes someone made, or their areas of opportunity. You could provide some examples of positive feedback first by directing their attention to the example in the picture and, if necessary, providing some other examples using the topic of the activity.

Answers: A: I think that to ask for the price you say, *How much is this?* And not *How much are this?*
B: You are right, thank you very much.



15 If you think it is necessary to guide this activity more, you could elicit the parts they wrote in Step 1, and have them share some expressions until you see that they can continue on their own. This activity can be saved in their portfolio.

Answers: Greeting and offering help: Hello. Good ... Can I help you? How can I help you?; Giving a suggestion: Why don't you ... ? How about ... ?

Unit 1 Exchange suggestions in a dialog

20 Present your dialog to another pair and take turns presenting and grading each other using the rubric. Add two to three more aspects to grade from previous activities before you present it.

Criterion	Excellent	OK	Need to practice
The pair included a greeting			
The pair gave suggestions			
The pair used the correct intonation			
The pair included a farewell			

21 Take turns sharing with the other pair what you think they need to improve. You can give them advice, if possible.



You guys did great! I think that you still need to include a greeting and practice more so that you don't pause so much. It's just a matter of practice! Congratulations!

Go English! There can be a lot of positive feedback in a great English class. Help your classmates improve by giving them feedback. You can give them feedback in a kind way. You can give them feedback in a kind way. You can give them feedback in a kind way.

If you don't have anyone who can give you feedback, you could use a phone, tablet, or computer to record yourself. Then when you watch the video or hear the audio you will be able to notice what you need to work on.

22 Now that you know what you need to improve, practice more taking into consideration the feedback you received.

Go English! You could have a volunteer read this box so they reinforce the idea of positive and kind feedback.

You could ask a volunteer to read the IT box out loud and ask them if they agree with the information. You may want to encourage them to record themselves speaking English and then listening to themselves. This will help them notice how helpful this strategy is. They could do this at home with any phone their family may have.

22 You might want to explain to children that the next step after receiving feedback is to apply all the changes. When they finish, encourage children to proofread it again to make sure there are no more important mistakes.

20 Before children start, make sure they understand what a rubric is. They probably use something similar in other subjects, but make sure they know the purpose, which is to identify particular areas of opportunity so that they can improve.

You might want to help them choose the other two aspects, if you see that they are having trouble.

When children finish, congratulate them for their effort.

Answers: The pair used the expressions correctly. The pair reviewed their dialog before presenting it. The pair rehearsed before presenting.

21 Before children start giving feedback to each pair, remind them that it is important to keep a kind tone of voice so our classmates do not feel offended. Explain that we should all give feedback in the same way we would like to receive it. You could direct children to the picture and the example, elicit if it is a kind feedback, and have some children say it kindly.

Answer: You guys did great! I think that you still need to include a greeting and practice more so that you don't pause so much. It's just a matter of practice! Congratulations!

Follow-up Dialog with Suggestions to Buy or Sell Products

PART 1 Socializing

1 Work as a class.

- 1 Present your dialogs as you agreed, and have a class session sharing the feedback you have. Decide as a class what you can do to improve when having dialogs about buying or selling products
- 2 When you finish, have a class session to tell your classmates how you felt while acting out the dialog, and write down the aspects to improve.

Aspects to Improve

.....

.....

.....

PART 2 Make it yours

Social Practice: Exchange suggestions to buy or sell a product

- 1 When do you think you can use what you learned in this unit?**

.....

.....

- 2 Why do you think it is important to know how to exchange suggestions when buying or selling a product?**

.....

.....

- 3 In which other situations do you think you could now exchange suggestions?**

.....

.....

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

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their English skills. It might be useful to steer the dialog to how the expressions they have learned can be used in a lot of different situations, such as suggesting activities, talking about trips, offering help, etc.

Reading It

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

Remind children that today they will have their dialogs to buy or sell products as they decided. Ask them to get into pairs. You might want to give them some time to prepare. At the end, you may encourage children to reflect on their work and performance. Invite them to share with the class what they felt went well and what they would like to improve. It may be a good idea to remind them that this session is for self-correction rather than to give feedback to each other.

Part 2 Make it yours

This section enables children to carry out a quick personalization of the topic. Allow them time to write down their thoughts. You may walk around and check their work. At the end, you might ask them about the personal qualities and skills they consider are needed to be a good salesperson.

Part 3 Now you can ...

After children check the achievements on page 7 of the Activity Book, encourage them to reflect on what they have learned during this unit. Invite them to share their thoughts on what they found easy or more challenging. Encourage children to say if talking about buying and selling products helped them improve

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.

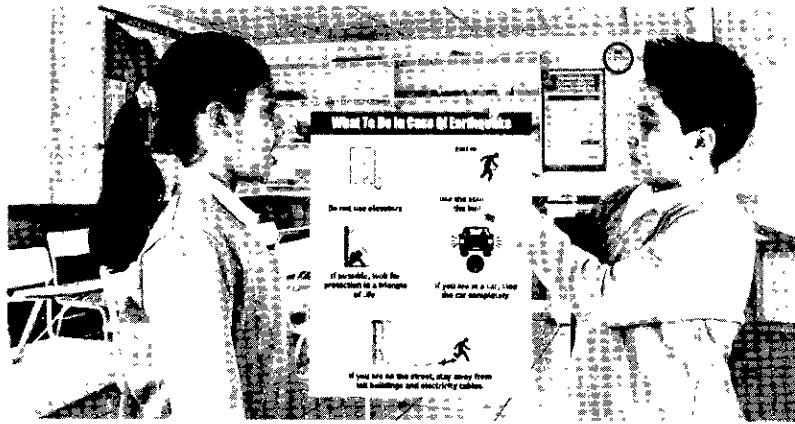
Instructions:

- 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 2

In this unit you will create an illustrated report with instructions to avoid a situation of personal risk.



Environment: Academic and Educational
Social practice of the language: Write instructions to avoid a situation of personal risk.
Communicative activity: Interpretation and follow-up of instructions

- In this unit you will learn to . . .
- . . . review instructions to avoid situations of personal risk.
 - . . . plan the writing of instructions.
 - . . . write instructions to avoid situations of personal risk.

Where are you now?

Work in pairs. Look at the pictures and discuss why the situations are dangerous.



There are several elements on this page that you might want to explore with children, such as interpreting and following up instructions (Communicative Activity), or writing instructions to avoid a personal risk (Social practice of the language). You can take the opportunity to explain the final product to the class, which is to create an illustrated report with instructions to avoid a situation of personal risk.

The activity will help students become aware of what a dangerous situation is to then realize the importance of the product of this unit, a report with instructions to avoid

harm in risky situations. Then talk through the expected achievements in the unit to help them complete the final product. You might explain to children that they will first review instructions to avoid situations of personal risk to familiarize themselves with the format, content, and language. Then, they will plan how to write instructions, and then write their own instructions for situations of risk. Remind them these are important to know as children will go back over these achievements at the end of the unit and evaluate their learning process by using them.

Unit 2 Review instructions to avoid situations of personal risk.

For your final product Step 1

Work in pairs. Answer the questions about the situations you checked in activity 2 to help you choose one to work with in this unit.

- 1 Which situations are part of your daily life?
- 2 What situations do you all want to learn more about?
- 3 Is there a different dangerous situation you are more interested in? Which one?

Look for information to be safe in the situation you decided with your partners and take notes in your notebook.

To find the information you need more quickly on the Internet, use specific keywords like: safe, dangerous, etc. and simplify your search terms (do not include unnecessary words like of, on, the, etc.)

Write the name of each element from the text in activity 1 next to their purpose.

Bike Safety Tips

Title	When Cycling
<ul style="list-style-type: none"> ◆ Obey all traffic regulations. You must obey stop signs, traffic lights, etc. to avoid an accident and injuring yourself and others. ◆ Turn from the correct lane. Use the right lane when turning right and the left lane when turning left. ◆ Make yourself visible. Wear reflective clothing and use flashlights when riding at night. 	<p>Subheading</p> <p>Instructions</p>

- 1 It is the name of one of the aspects of the general topic
- 2 It is the name of the report and the general topic (a situation that can be dangerous)
- 3 A list with tips to be safe in each aspect of the general topic.

R Open your Reader to Chapter 2 "Stay Safe!" on pages 18 to 28. Talk with a classmate about the subheadings in the text and what safety tips they provide.

there are certain things they should do to be safe.

It is important for children to learn some tips that will help them find online information quickly. You may provide some example topics and elicit what the keywords are, to make sure they understand how to put this tip into practice. You may explain that this technique can help them narrow down their search and find specific information faster.

5 Explain to the children that the elements they see are taken directly from the text they read in activity 1, so they can go back to the text for context. It is important to identify these elements so that they have a model to create the structure of their reports. Explain that a title can express the main topic or idea, the subheadings (subtitles) indicate a section that develops a detail or aspect of the main topic, and that instructions in these kind of texts refer to the list of safety measures for each particular aspect expressed in the subheading.

Answers: 1 title 2 subheading 3 instructions

R You might want to ask children how the subheadings are indicated and point out the boldface and capitalization. When they finish, you could ask the class about the instructions they followed or didn't follow.

Development



3 The questions in this activity will guide students to identify what they consider important situations that can be potential risks. Encourage them to express their opinions so that they choose the topic that is more significant for them. The third question allows them to come up with a different situation in case the ones provided are not appealing.

Answers: 1 Reading, earthquakes, swimming, making lab experiments, eating a healthy diet **2** Earthquakes **3** No

4 It is important to guide children to sources where they can find information related to their topics. Take some time to discuss places where there are free brochures, recommend encyclopedias, direct them to texts in their Reader, etc. If it is an available resource, they will easily find information online. You can use this activity as portfolio evidence. Have children work on a separate piece of paper if necessary.

Answers: Earthquakes are a sudden shaking movement of the ground. The energy from an earthquake travels in vibrations called seismic waves. Scientists can measure these seismic waves using a seismometer. People are afraid of earthquakes and they usually run outside when they feel one, but

Unit 2 Plan the writing of instructions

As a class, review the instructions on the texts on pages 21 and 23. Discuss what graphic elements are used to separate the elements listed.

This text uses bullets to list the instructions.

You are right! And it also has phrases in bold.

For your final product Step 2

Work in small groups. Review the information you looked for in step 1 and decide on the aspects you are going to include in your report. Then write the title and two or three subheadings, according to your decisions.

Title:
Subheadings:

Decide how many instructions you want to put under each subheading, and what graphic element you want to use to separate them (bullets, numbers, etc.). In your notebook, make a sketch like the one below of how your report will look like. Mark where you want to place signs or illustrations.

Subheading
◊ Instruction 1
◊ Instruction 2

Title



Sign

Subheading
◊ Instruction 3
◊ Instruction 4



Picture

suggest choosing different moments (before, during, and after), places (inside school, on the street, etc.), or any other helpful way to organize their instructions in sections with subheadings. You can use this activity as portfolio evidence. Have children work on a separate piece of paper if necessary.

Answers: Title: What to do in case of an earthquake Subheadings: At school, At home

11 Remind students about the previous activities as input to create the sketch to plan a design for their report. Go through the model example in the book so that students have a clear idea of what they have to do. Explain this step is important because it is a clear outline to plan their report with instructions and that they can just “fill it in” later on. You can use this activity as portfolio evidence. Have children work on a separate piece of paper if necessary.

9 Go through the texts with the children and call their attention to the bullets and numbers. They probably won't know the word *bullet*, so you can use this opportunity to teach it. Encourage them to mention other forms of bullets they have seen in different texts or other ways to separate items in lists, for example, dashes, asterisks, different colors and fonts, etc. It is important they identify these resources so that they can use them in their own reports.

Answers: bullets and numbers



10 Get children together with their partners from step 1 to continue working on the risky situation they chose. Allow them some time to browse through the information they gathered to decide what they will include in their reports. Remind them that the situation will be the general topic expressed in the title, and that their subheadings will be categories of instructions. You may

Unit 2 Plan the writing of instructions. Write instructions to avoid situations of personal risk.

Read the instructions. Circle the sentences that recommend an action and underline the sentences that recommend against an action.

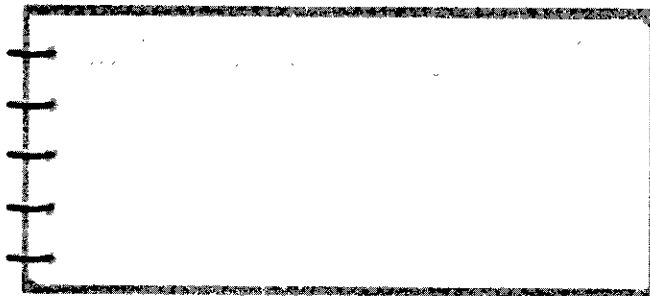
- 1 Don't panic when you hear the alarm.
- 2 Check doors for heat.
- 3 Don't open it if it is hot.
- 4 Listen to the directions of people in authority.

Go English! To give an instruction about what is correct to do, you can use a simple action (go, check, touch, close, etc.). To give an instruction about what is not correct to do, you can add don't before the simple action (don't go, don't check, don't touch, etc.).

For your final product Step 3

Work in small groups. Take out your sketch and information from previous steps. Decide which instructions will go under each of your subheadings and, in your notebook, write down the simple actions you need to express them.

Use the simple actions you decided to write sentences with the instructions for each subheading.



find a proper word in case they can't figure it out by themselves. You can use this activity as portfolio evidence. Have children work on a separate piece of paper if necessary.

Answers: At school: Keep, follow, wait
At home: Keep, find, wait

16 It might be useful for students to read the model sentences first, before writing their own. You could also encourage them to rewrite the model sentences differently if they want to. You could supervise the task by walking around the room and offering help if necessary. You can use this activity as portfolio evidence. Have children work on a separate piece of paper if necessary.

Answers: At school: Keep calm. Follow the teacher's indications. Wait until it finishes. At home: Keep calm. Find a safe place. Wait until it finishes

14 The instructions in this activity are taken from the text they just read, so children can figure out the answers using their common sense after understanding the general idea of the text or based on the pattern of structures, depending on their type of learning. This identification is important as a possible and simple model to help them write their own instructions with confidence.

Answers: Circle 2, 4 Underline 1, 3

Go English! Review the pattern of the imperative form and emphasize that children can use this model to give instructions and commands in any situation.

Moral abilities

To benefit students that have a clear interpersonal way of learning, you can do an activity where you act out expressing an emergency or dangerous situation and ask children to give you an affirmative or negative instruction in imperative form. For example, say: *I am walking on the street and I find an angry dog; what do I need to do?*

15 Children will identify the actions they have to use to begin their sentences by listing them first. They can obtain them from the information they gathered, but you may help them

Unit 2 Write instructions to avoid situations of personal risk.

For your final product Step 4

Work in small groups. Take out your sketch from step 2 again and review the graphic elements you planned to use. Discuss if you want to make any modifications.

Use your final version from step 3 to complete your report. Decide if you will write it on sheets of paper, construction paper, or any other material. Finish your report and add the illustrations or graphic elements.

Get together with another group. Exchange your reports and use the checklist to evaluate your classmates' work and tell them if they need to add or correct something.

Title	I think your instructions need more illustrations.	
Subheadings	But they are really good!	
Bullets (-) or numbers		
Words in bold		
Sequencing words		OK!
Illustrations		Thank you!
Clear instructions		
Good organization		

Use the feedback from your classmates to improve your report.

Work in groups. Answer the questions

1. What aspects did you check when reading your classmates' work?
2. What useful things did you learn from your classmates' feedback?
3. Are you satisfied with your report with instructions? Why?

Closure

19 Explain that in the following activities they will check their reports to improve them. Remind children that it is fine to change some ideas from their original plan now that they have worked on it more. Encourage them to modify and improve the visual elements for the better.

20 Children will now add graphic elements and complete their reports with the sentences they finished in the previous step. If possible, encourage them to write their report on construction paper or another large material. To foster collaborative attitudes, you may ask them to make a list of the things they need (paper, colored pencils, etc.) and to decide fairly who can provide them. Allow them some time to finish their reports in a relaxed environment. You could play some music as they do the activity. You can use this activity as portfolio evidence. Have children work on a separate piece of paper if necessary.

21 You may remind children that checklists are an excellent way to help them self-correct and give feedback on the work of other people. This way they can also choose the points to focus on, so they are not overwhelmed and practice the objectives of the unit. As time passes, they will be used to looking at their texts in more detail and considering different aspects of effective written communication.

Answers: A: I think your instructions need more illustrations. But they are really good!
B: OK! Thank you!

22 Encourage students to consider their classmates' observations carefully and apply those they consider valuable to their work. Foster an open attitude to give friendly feedback and openness to accept it.

23 It's valuable to ask children to reflect on the feedback they gave and received. These questions prompt them to think about effective communication and the types of mistakes which impede communication. Sometimes they are not the most obvious ones. You might ask them to think whether using a checklist has made them think differently about mistakes and correcting their work.

Answers: 1 That they included a title, headings, subheadings, pictures and / or signs, good organization, clear instructions, and sequencing words 2 To include what I missed and correct some mistakes. 3 Yes, because it complies with its purpose: to tell people what to do in case of an earthquake.



Progress Tracker

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

- 1 Make a list of situations of personal risk. Write as many as you can remember.

- 2 Write an example of title, subheading, and instructions.

Title	Subheading	Instructions
-------	------------	--------------

- 3 Write all the sequencing words you can remember.

- 4 Write one instruction about what to do or not to do in each of the situations.

- 1 I am inside a building and I hear a fire alarm:
- 2 I am in the lab using chemicals:
- 3 I am riding my bike in heavy traffic:

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.

Unit 3

Activity Book pages 32 to 43

Social learning environment: Family and Community

Communicative activity: Exchanges associated with information of oneself and of others

Social practice of the language: Narrate a sporting event.

Final product: Narration of a sporting event

Pages	Achievements	Teaching Guidelines
47 to 48	Explore sports commentaries.	Model for your students strategies to anticipate and prepare for a listening activity. Invite them to distinguish between listening activities that focus on the context and those that have a specific purpose in the conversation.
48 to 50	Understand general information and some details of sports commentaries.	Monitor, evaluate, and confirm your students' understanding. Help them reflect on how language and culture are strongly related. Recognize their strengths and show them how to identify their needs.
51 to 54	Narrate a brief fragment of a sporting event.	Encourage your students to express themselves freely and celebrate their achievements. Give guidelines for intervention and feedback at appropriate times, considering the type and complexity of the text.

Unit 3 Explore sports commentaries

1 Work in small groups. Look at the sequence of images and try to predict what the narration would sound like.



20 seconds pass. The ball is on the corner, number 7 is going to kick it. The atmosphere in the stadium is incredibly intense.

30 seconds later, all the players are in the penalty area. Number 9 scores. The fans are excited.

2 Read a fragment of a sports commentary and underline the words that are specific of that sport. Then answer the questions.



Evans plays into the penalty area, but Thomas is slower than Mac Gregor. Chelsea supporters are nervous now. Mac Gregor shoots the

ball to the edge of the penalty area. Evans crosses the ball to the center. Sullivan heads the ball and ... Goonaaaaa!! Yes! Manchester 1 Chelsea 0

- 1 Would you read the commentary fast or slowly? Why?
- 2 Why does the commentator lengthen the word 'goal'?
- 3 Have you heard or watched a similar situation in real life?

3 Read the second fragment of the sports commentary and answer the questions in pairs.

... Referee gives a free kick. Cole takes it. He plays it to Miller. Miller makes his way forward and plays well, but he's called offside. Here comes another long ball. Now Bales passes the ball to Douglas. Douglas doesn't know ... he's not sure. Just three minutes before the end of the match.

- 1 Is this part of the game intense or boring?
- 2 How do you know?
- 3 How would you narrate this part? Would you use the volume of your voice and speak fast or not? Why?

I think the game was narrated in a boring way.

Answers: Underlined: penalty area, shoots the ball, crosses the ball, heads the ball, goal. 1 Fast, because it happens fast. 2 To emphasize the word. 3 Yes. / Probably.

3 Refer children to the Glossary on page 43 of the Activity Book.

You can discuss with children that the delivery of speech, including pace and intonation are parts of communication and this needs to be done correctly for effective communication to take place. You might wish to model the speech for the class and give them some time to practice in pairs.

Answers: 1 Intense. 2 There are short sentences describing a lot of action. It seems a goal might be scored. Only three minutes are left before the match finishes. 3 Raise the volume and speak faster to make it sound exciting.

Opening

1 You could divide the class into small groups and ask them to describe what is happening in each picture before making their predictions.

This type of activity may encourage children to take risks with language and then check themselves whether they answered correctly or not. They can use the speech bubbles as models.

Answers: The player is ready to kick. The player kicks the ball. The player fails. Finally, the player scores a goal.

Development

2 To help children activate previous knowledge, you could ask them to work in small groups and think of typical comments they hear from sports commentators. If you decide to do this, you could write their ideas on the board so that they can check how many sentences or phrases they got right. Remind them to go to the Glossary on page 43 of their books to check the meaning of the highlighted words while they are doing the reading task. When checking answers, it would be useful for children to begin to note down key vocabulary and classify the words into verbs, nouns, adjectives, etc., to use as a resource for later activities.

Unit 3 Understand general information and some details of sports commentaries

2 Read the Reflect box. Then listen to the audio once and discuss as a class what the general message is. Then listen again to check your answer.

Reflect. Think about general information, the main idea, and the most important words that are used to describe the main idea and details of the information.

3 Now read and listen to the narration of the event from activity 7 and underline the information that answers the questions *Who?* and *What?* Then categorize the sentences and phrases you did not underline below.



And here they go! Shelly is running really fast for Jamaica with Tianna by her side. She's coming on strong around the bend. Now, Tianna hands the baton to Allyson very well. Now Allyson to Bianca. Terrific run! The Jamaicans are in second place. We're near the final handover, Carmelita takes the baton, and here she comes, extremely fast for the final leg. Let's look at the time. This is a world record: 40.82 seconds! We've witnessed history here tonight. This is so amazing! Half a second less than the present record in women's relay race. The US team didn't just beat the world record, they smashed it! Impressive!

Describing the scene

Giving opinion

Go English! You can use question words to find out the main idea and details of the information. The question words are: *Who?* and *What?* These question words help you find the main idea and the most important words that describe the main idea and details of the information.

8 (4) You can refer children to the Glossary on page 43 of the Activity Book before they do the activity.

To guide children with this activity, you can suggest that they read the Go English! box before listening to the audio to prepare them for the task. A challenge for children can be the categorization of information. For the first task, you could encourage them to locate names and pronouns. For the second task, you could allow children to get into small groups to share opinions.

Track 4)

And here they go! Shelly is running really fast for Jamaica with Tianna by her side. She's coming on strong around the bend. Now, Tianna hands the baton to Allyson very well. Now Allyson to Bianca. Terrific run! The Jamaicans are in second place. We're near the final handover, Carmelita takes the baton, and here she comes, extremely fast for the final leg. Let's look at the time. This is a world record: 40.82 seconds! We've witnessed history here tonight. This is so amazing! Half a second less than the present record in women's relay race. The US team didn't just beat the world record, they smashed it! Impressive!

Answers: Underlined: (See the underlined sentences in the script above) **Describing the scene:** And here they go!, Now, Let's look at the time, This is a world record, Half a second less than the present record, The US team didn't just beat the record, they smashed it! **Giving opinion:** very well, Terrific run!, extremely fast for the final leg, This is amazing!, Impressive!

Go English! You may find it useful to use question words to identify main ideas and details. If children can identify subject and predicate (*Who?* and *What?*), they are starting to examine and classify information. Draw children's attention to the different information the rest of the question words provide and elicit the type of detail each gives.

7 (3) Listening for gist helps children develop higher thinking skills, such as synthesis. Play the audio only once and encourage them to say whatever they understood. A friendly and respectful class environment is an excellent learning platform since collaborative learning is accomplished.

Reflect. Listening for gist is an ability children develop early. You could explain that to do it, they should only try to understand what is happening, pick up key words, intonation, and other clues so as to make a guess of the message.

Track 3)

Good afternoon. Live from the Olympic Stadium at the London 2012 Olympic Games. The finals: women's 4x100m relay. The USA team: First up, Tianna Madison, a long jump world champion. She has tremendous track speed, next Allyson Felix, a 200m Olympic champion, third Bianca Knight, the world junior champion, and finally Carmelita Jeter, who ran the fastest 100m in the world. Their closest rival team is Jamaica, led by 100m gold medalist Shelly-Ann Fraser-Pryce.

Answer: A sports commentator is introducing an Olympic event. (Accept any related answers.)

Unit 3 Narrate a brief fragment of a sporting event.

12 Read the example from a student describing the competition in activity 8 using her own words and check (✓) the strategies she used.

And the race starts! The Jamaican Shelly, who won her first Olympic gold medal in 2008, is running side by side with the American Tianna. Tianna runs the curve faster and gives the baton to Allyson without any problem. Then, Allyson gives the baton to Bianca. The Americans are running really fast! Jamaica is in second place. Here comes the last handover. Carmelita receives the baton for the last part and she starts running like a meteor. Wow, look at the time! It's a world record 40.82 seconds. This moment will be remembered in the future. I cannot believe this! Half a second less than the existent world record in this competition. The American team for women relay race broke the record exceptionally.

- | | |
|---|---|
| <input checked="" type="checkbox"/> use your own words | <input checked="" type="checkbox"/> use alternative phrases |
| <input checked="" type="checkbox"/> don't copy words | <input checked="" type="checkbox"/> don't add extra information |
| <input checked="" type="checkbox"/> vary the sentence structure | <input checked="" type="checkbox"/> don't change the main ideas |
| <input checked="" type="checkbox"/> use synonyms | |

13 Write sentences using your own words to express the main ideas and details about the sporting event you chose. Follow the checklist in activity 12 as a guide.

[Handwritten student text is faint and illegible]

12 This activity works as a model for children before they are requested to paraphrase. To increase their vocabulary repertoire and to encourage them to use a greater variety of language to express the same idea, you could write a model sentence on the board and ask them to say the same following the strategies in the checklist. Keep in mind that establishing a friendly and respectful environment in the class is fruitful since children feel confident and safe to make as many mistakes as necessary to improve their learning.

Answers: checked: use your own words, vary the sentence structure, use synonyms, use alternative phrases, don't change main ideas

13 You might encourage children to think about how they can make their commentary more interesting. You might ask them to share their sentences with another pair. You can use this activity as portfolio evidence, so have children work on a separate piece of paper if necessary.

Answers: Martinez kicks the ball really fast. He scores a goal at the last minute. The stadium cheers. It's so amazing! Impressive!

Unit 3 Narrate a brief fragment of a sporting event.

- 16 Read the summary of the event in activity 14 and the Go English! box. Practice with a classmate narrating the event using your own words. Make sure you use changes in tone of voice to add emotion to the narration.



From the Olympic Aquatics Stadium at the Rio 2016 Olympic Games, the final of men's 200m freestyle. Le Clos, from South Africa, joins a lone one. He has already won a bronze medal here. In the 2012 London Olympics, Sun Yang from China came in lane three. In 2012, he became the first Chinese man to win an Olympic gold medal in swimming and he set the fastest time in the semi-finals here. He was more than 1.5 seconds faster than anyone. And Gerner Dwyer from the U.S. in lane four. Dwyer won a gold medal when the US team placed first in the 4x200m relay at the 2012 Olympics in London. Here they got a 1.60 makes a fast start, faster than the world record of 50.9.



He is still leading as they turn for the last time. But look. This is a lead for Sun. He is faster in the final part. He has already won a gold medal here. This is so exciting! Yes. Yang first and Le Clos second. An amazing time. The first gold medal for Yang! The gold medal goes to Yang, silver to Le Clos, and bronze to Dwyer.

*** Go English!** Do you know what the time requirement is to be a world sports commentator? Here are some you need excellent command of English, a clear and quiet pronunciation, confidence when talking to a large number of people, good research skills, and very important, the ability to react quickly to unexpected situations. Where can you find out more about this job? What do you think you need to become a sports commentator?

For your final product Step 4

- 17 Take out the commentaries of the sporting events you wrote in step 3. Include expressions to show emotion.

What an amazing shot! Johnson hits a home run!
 We hope you enjoyed the game. Amazing! Impressive!
 It was a close finish.

Closure

- 17 You could take the opportunity to discuss with children the aspects of a commentary they've seen and practiced in the unit, including greeting the audience and bringing the commentary to a close. Remind the class to ensure they include all the main points, like time, place, as well as to include expressions for emotions. You can use this activity as portfolio evidence.


Answers: Martinez kicks the ball really fast. What an amazing shot! He scores a goal at the last minute. Impressive! The stadium cheers. It's so amazing!

- 16 Refer children to the Glossary on page 43 of the Activity Book.

To make the reading task more dynamic, you could ask for volunteers to read sentences out loud. If you decide to do this, elicit from students a definition for sentence (A set of words that is complete in itself, typically containing a subject and predicate.). Once children have read the text and the Go English! box, encourage them to say the general information and some details. Then let them practice their narrations without reading their books so that they really use their own words. Remind children that we use less stress on articles, prepositions, connectors, and pronouns, unless we are making

a special reference to them. By not stressing these words and stressing verbs, nouns, and adjectives we fall into a natural rhythm. You could walk around and monitor noting down any areas of pronunciation that need further work or support.

Go English! It could be interesting to ask children to discuss in small groups the skills that are needed to be a good commentator. You could provide dictionaries to help them with this. Then have them ask the other questions in this section and then give feedback to stimulate a class discussion.


Narration of a Sporting Event

For your final product Step 5

PART 1 Socializing

1 Work in pairs.

- 1 Take out your sports commentaries. Rehearse reading them out loud. Pay attention to the volume and tone of your voice and to your speech rhythm to convey emotions.
- 2 Get together with another pair. Take turns commenting the sporting events.
- 3 When you finish, have a class session to share your thoughts and the aspects you can improve.

Aspects to Improve

PART 2 Make it yours

Social Practice: Narrate a sporting event

- 1 Which type of events can you narrate now?
- 2 Where would you look up information for that narration?
- 3 Who would be interested in listening to your narration?

PART 3 Now you can ...

Go back to page 32 and check the things you learned in this unit. If you still have questions, share them with the class and help each other improve.

Family and Community 41

become inclusive and give all children the opportunity to talk. If you don't give children thinking time, one child may give an answer which is shared by others, who then don't participate as they don't feel it's necessary to. For the final question, you may encourage children to ask further open questions.

Part 3 Now you can ...

This section is for children to review what they have learned throughout the unit. You may encourage children to reflect on their learning for each of the points. Invite children to speak up their thoughts, whether they feel confident about their learning in a certain area or not.

Part 1 Socializing

You can tell children to take out the notes and vocabulary lists they have gathered so far.

When they finish rehearsing, a suggestion would be to write a checklist on the board about the speaking skills they learned in the unit. For example, that there is a welcoming and closing sentence, the commentary describes the key points *what, where, when, who, and how*, the narration includes additional information, it shows emotion, etc.

Finally, you could ask them to check if they used different

expressions throughout their narration. Allow pairs enough time to rehearse. You could use this time to walk around and listen, supporting children with any mispronunciation they may still have. Once they have presented their narration to another pair, encourage pairs to give constructive feedback on the points listed in the checklist on the board. You can use this activity as portfolio evidence. Have children work on a separate piece of paper if necessary.

Part 2 Make it yours

To close up the unit's work, you could encourage children to share their thoughts with the class. By encouraging children to answer individually, you help the activity

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

In this unit you will present an illustrated report about a job.



Environment: Academic and Educational

Social practice of the language: Register information to make a report about a job or profession.

Communicative activity: Handling of information

In this unit you will learn to ...

- ... explore reports about jobs.
- ... gather information about jobs or professions.
- ... write information about jobs and professions to make a report.

Where are you now?

Work in pairs. Discuss and check (✓) the correct boxes.

1 I have prepared reports for ...

geography history English other:

2 I looked for information ...

on the Internet in books and magazines other:

3 My report included ...

words illustrations other:

44

There are several elements on this page that you might want to explore with children, such as registering information to make a report about a job or profession (Social practice of the language). This activity is meant to activate their previous knowledge and for them to know where they stand before beginning the unit. It is important that children understand that it doesn't matter if they can't

answer the questions in the *Where are you now?* section yet. As a way to introduce children to the unit you could ask them about the type of information this report would include. The achievements are to explore reports about jobs, to gather information about jobs or professions, and then to write information about jobs and professions to make a report.

Unit 4 Explore reports about jobs.

For your final product Step 1

Work in pairs. Brainstorm different jobs, make a list, and choose one you like.

R Open your Reader to Chapter 4 "What Do You Want to Be?" on pages 46 to 56. What are your favorite jobs and professions? Share with the class.

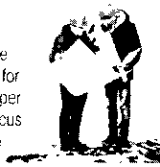
Find information about the job. You can research online, in books, or ask a person you know who does that job.

Read part of a report and underline the sentence that states what it is about. Compare your answers with a classmate.



ARCHITECTS AND ENGINEERS: Who Built the City?

Architects and civil engineers design and construct some buildings together, for example, a skyscraper. While architects focus on the appearance and design of the skyscraper to make it look attractive, civil engineers focus on the technical and structural aspects of the building. They select the materials to be used so that the building is safe and strong. They study the architect's plan and examine the practicality of the design.



Some examples are transport systems, towers, bridges, roads, tunnels, and ports. Civil engineers also maintain and adapt energy and water supply infrastructure. They must be very good at physics and advanced mathematics such as calculus and trigonometry. They need to be creative to be able to solve problems. They usually work together with other professionals.



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Go English! Remember that a main idea expresses the general sense of a text. Go back to Unit 3 to review about main ideas and details.

5 If available, you may encourage children to look for information on the Internet and practice looking for reliable sources. Also, you could send them to the library and teach them how to use indexes. You may also bring material you have at home, or encourage children to ask their families about their professions.

6 You may refer children to the Glossary on page 55 of the Activity Book.

Looking for the main ideas encourages children to summarize the information in each part using their own words. This is an important reading skill as it shows they have understood the text. When checking answers, you may elicit examples to justify their answers.

Answer: Architects and civil engineers design and construct some buildings together.

Go English! You may remind children that a way to look for main ideas is by asking *what* or *who* is the text talking about. You may want to check Unit 3 again to review what main ideas and supporting details are.

Development



4 To help children come up with some ideas, suggest that they talk about what they want to be when they grow up and write down the different jobs. Encourage them to reach an agreement by deciding on which job or professions they want to know more about.

Answers: architect, teacher, chef, veterinarian, salesperson, etc.

R There is a lot of material to help build children's vocabulary around jobs and professions in the Reader. You can review the use of the simple present tense to describe regular activities.



You may print or photocopy the *What Do You Want to Be?* flashcards and show them to the children so they get some ideas for the brainstorming activity on step 1.

Unit 4 Gather information about jobs or professions.

- Read the title of the report and guess the job it is about. Then read the text to check your answers. Why do you think titles are important?

A Delicious Job



Are you passionate about food? Then this might be the job for you. It's a demanding job and it can be exhausting sometimes, but it can be rewarding too, especially when a customer says, "My compliments to the chef!"

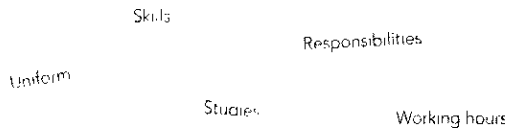
The word *chef* means *leader* in French. A chef is the head cook in charge of the kitchen in restaurants, or other places where food is served. A chef must check that the food and ingredients are in perfect conditions. He/she has to supervise and coordinate the activities of the kitchen staff. Chefs also inspect equipment and work areas because they have to be spotless and functional. A chef also creates recipes, plans menus, and hires and trains cooks. Chefs work long hours, usually from 10 to 14 hours every day. They also work during holidays and on weekends.

It is a very creative job, but some specific skills are required to be successful: you have to be very organized and have excellent communication skills, because cooking in a restaurant involves teamwork. Working in a kitchen can be very stressful, so chefs must also have the ability to stay calm under pressure. Chefs wear a uniform which is a white coat, white or gray pants, a white apron, and a chef's hat. In order to prepare yourself to be a chef, you can attend a culinary school or a college degree program, but you'll get most of the experience from your job.

So if you are creative, you love food, and you don't mind working long hours, this is the job for you!



Read the topics and discuss with a classmate what a Chef's work is like.



11 You may suggest that children match the topic sentences from the text in activity 10 with the categories they will discuss. You might ask them to reflect on the categories and think if any other important information about a job is missing. Remind children that they can make notes to organize their ideas.

Answers: Skills: Being creative. Responsibilities: Check that food is in perfect condition. Uniform: White or gray pants, a white apron, and a chef's hat. Studies: culinary school or a college degree program. Working hours: Long hours, usually from 10 to 14 hours every day.

You could ask more advanced children to work in pairs to think of another profession, write their duties, skills, working hours, and tasks on a piece of paper. Then ask them to read their written works out loud for their classmates to guess the profession.

10 The title provides children with information to help them understand what they are going to read by activating their previous knowledge. It also helps them anticipate what they will read. You can encourage children to use the title and think of associated words to predict what they will read in the text. Then use this exercises to make them realize the importance of titles. Once children have read the text to check their answers, you may refer them to the Glossary on page 55 to check words they might not know.

Answers: chef / waiter / baker / cook and titles are essential to describe what reports are about

Classroom game (optional)

If you need an activity to relax the environment, it might be a good idea to play a guessing game of jobs and professions. Children may form groups of four where a volunteer tells a working place and duties for their classmates to guess. If they guess right, then they win two points, if they don't, the volunteer may say the skills they need or the studies they require to do that job. If they guess on this second attempt, they only get one point. The winner will be the child with more points.

Unit 4 Write information about jobs and professions to make a report

Classify the information according to the topics of your questions in your notebook. Use activity 13 as a model.

Go over the texts you chose in step 1 to find the information to complete your notes. You may need to do more research if the text you chose does not answer all the topics.

Responsibilities

Answer the questions in your notebook to check your progress.

1. What steps can I take to start writing a report about a job?
2. How can I organize the information I find?

Work in pairs. Look at the pictures and discuss why they are useful for a report about journalists. Follow the dialog model on the next page.

Journalist

Activities

Report news on TV, over the radio, in newspapers, magazines, and websites
Conduct interviews
Write articles



Duties

Collect information and do research
Work long hours

Skills

Excellent reading, writing, and oral communication skills
Ability to work under pressure
Ability to work in a team



Studies

College degree in journalism

might need to help them to keep up with their work.

Answers: 1 Ask questions, think of categories of information, read information, write the information
2 Create a table.

18 Pictures are a good opportunity to explore a topic and stimulate a discussion with children. For example, you could ask them which skills are being used in each picture and the relationship it has with being a journalist. Moreover, you may want the children to understand that pictures need to illustrate the information given in a report. Some of the aspects they may consider are how the picture is related to the text, and how clear the actions in the picture are. Also, you could further develop the activity by asking children to think which other pictures may help illustrate what the report says. If you need more practice, you could bring different illustrations of journalists so they can get different ideas on how to illustrate a text.

Answers: They illustrate the job and some of the activities a journalist does.

15 Encourage children to organize the information they need so they can begin structuring their sentences. Classifying information and grouping it will allow them to later on structure their notes into sentences and paragraphs. If necessary refer them to activity 13 so they can see some categories that might help them. You may also encourage children to organize their information with a graphic organizer or a table. This will specially help those that learn in a visual way.

Answers: Activities, skills, hours, etc.

16 Remind children it is not important to write complete sentences, just notes. Their attention should be centered on deciding which

information is useful for their report. You may also point out that looking for the answers to the questions they wrote in activity 14, might help them sort out the information they need. You can use this activity as portfolio evidence. Have the children work on a separate sheet of paper if necessary.

Answers: Activities: making plans, supervising construction Skills: creativity, good at math Hours: long hours

17 You may remind children of the steps they took to start writing their report, and have them look back at previous activities if they need to refresh their memories to answer the questions. If they realize they have missed any important steps, you

Unit 4 Write information about jobs and professions to make a report.

For your final product Step 4

Take out the notes you completed in step 3 and use them to write complete sentences in your notebook. Organize them into paragraphs.

Architects make plans and select materials. They supervise the construction of buildings. They need to be good at math to make calculations. They are creative and make beautiful things. They work hard. They work long hours to design buildings.

Decide on the pictures you will include to illustrate your report. You can use the reports throughout this unit and activity 18 to help you.

We can draw a carpenter. I think we could use a photo.

Work in pairs. Go over your text and make sure it is complete and with illustrations. Exchange your reports, correct punctuation and capitalization, and write a final edited version. Then add an appropriate title.

Decide how you will present the report to the class.

We can show the photos first. And we can speak about the information in the text instead of reading it.

Check (✓) how well you did while making your report.

Very well More or less Bad

I can choose appropriate pictures for my report.

I can choose a title for my report.

I can write sentences using my notes.

I can check and edit a text.

pictures are not easily available for them. You can use this activity as portfolio evidence. Have the children work on a separate sheet of paper if necessary.

25 This activity helps the children pay attention when writing, as they have to focus on the mistakes and write a final version now. When doing this, it's preferable to focus on a few areas linked to the objectives in the unit and provide a checklist on the board. You could also refer them to activities 20 and 21. You can use this activity as portfolio evidence. Have children work on a separate piece of paper if necessary.

Answers: Title: Architects Construct Beautiful Buildings

26 At this point, children should have a complete illustrated report. This activity will help them agree on the way they are going to present it for the class. You can guide them by making some suggestions, such as making sure their illustrations are visible and agreeing on who is going to speak at what point.

27 This activity summarizes the main aspects dealt with in this unit and the stages to write a report. This helps the children have an idea of the process they followed to accomplish the task and realize how well they applied the steps to reach their product. Help children keep up with their work or assign more advanced peers to help those who need it.

Closure

23 Remind children that they should arrange their text into paragraphs according to the main topics they classified in the previous step. If necessary, explain that each paragraph needs to be formed by one main idea and two or three supporting details. If you have a large group and can't check everyone's sentences, you could encourage children to exchange their sentences with a classmate and provide feedback. Tell them to check if their sentences correspond to the

categories they had from their notes. If your group is small, you could ask volunteers share their sentences and as a whole class check them. You can use this activity as portfolio evidence. Have the children work on a separate sheet of paper if necessary.

Answers: Paragraphs: 1 Architects make plans and select materials. Then they supervise the construction of buildings. 2 They need to be good at math to make calculations. They are creative and make beautiful things. 3 They work hard. They work long hours to design buildings.

24 You can remind children of the criteria you discussed for activity 18. Help them assess their resources as well. They might need to draw if



Progress Tracker

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

1 Write MI (Main idea) or SD (Supporting detail) next to each sentence below.

- 1 Dentists use special tools like drills, brushes, or mirrors to examine and treat teeth.
- 2 Dentists help patients keep their teeth, gums, and mouth healthy.
- 3 They can also prescribe medicines like pain medications and antibiotics.

2 What can be four good aspects to classify information about a job?

3 Identify the aspect about a job each sentence describes and write it next to it.

Responsibilities Skills Working hours Studies

- 1 Veterinarians work long hours.
- 2 Veterinarians care for the health of animals.
- 3 They have a university degree.
- 4 They need to be compassionate, have interpersonal skills and problem solving skills.

4 Mark five punctuation and capitalization mistakes in the text below and correct them.

a pilot flies airplanes, helicopters and other types of aircraft. they are responsible for the safety of the passengers and crew members. it is a very stressful job.

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.

Unit 5

Activity Book pages 56 to 68

Social learning environment: Recreational and Literary

Communicative activity: Literary expression

Social practice of the language: Read fantasy stories.

Final product: Collage with illustrated descriptions of magical objects

Pages	Achievements	Teaching Guidelines
73 to 75	Explore and read fantasy stories.	Provide opportunities and strategies for your students to reflect on the imaginative power of literature and the positive influence it has on its readers.
76 to 79	Read stories.	Make explicit demonstrations of the reactions and emotions caused by reading a fantasy story. Invite your students to express their emotions from reading.
80 to 81	Compare similarities and differences in one's own behavior, values, and scenarios to other countries'.	Help your students become aware that language is used to enhance imagination and recognition of the other. Recognize and evaluate with them how beliefs and values influence the comprehension of texts.

Unit 5 Explore and read fantasy stories

- 1** Work in pairs. Look at the pictures and read the title of the story. What do you think it is about? Then read it to check your answers.

The Magic Ban-Ban Tree



Once upon a time, there was a widow called Brigid who lived with her children, Connor and Caitlin, in a small cottage. They were very poor. Their two old hens didn't lay any eggs and the family didn't have enough to eat. One morning, Brigid took the only three coins left to go to the market to buy some food. She ordered her children not to open the door to anyone. In the market, she could only buy three apples and a loaf of bread. Meanwhile, a stranger came to the cottage. He told the children he was hungry and thirsty, but the children didn't open the door and told him they couldn't give him any food because they didn't have any. The man asked them for their two hens and offered to give them a seed in return. He told them to plant it and wait until the next morning. When Brigid came home, she got furious with Caitlin and Connor because they had given the man the hens. She punished them and sent them to bed. The next morning, when the family got up, they saw a beautiful, big tree in the garden. The seed was magic! It was now a ban-ban tree and instead of leaves, it had food: cereal, fruit, and vegetables! They were so happy! They were never hungry again.

Go English! Fantasy stories are full of magical characters like dwarfs, dragons, fairies, gnomes, mermaids and all that. Think of another magical character.

- 2** Discuss and answer the questions.

1 Why do you think Brigid told her children not to open the door to anyone?

You may print out or photocopy the *The Three Princes and Princess Nouronihar* flashcards for children to guess the beginning and ending of the story. They may work with a classmate and discuss their guesses.

2 Remind children that, in this activity, they need to understand specific information to answer the questions. You can review question words with them. A suggestion would be to focus on the difference in functions between *Wh-* questions and *Yes / No* questions. You could invite children to answer or have their partner answer on their behalf. This is a great opportunity to personalize the activity which helps to increase motivation and generate authentic language in use. You can use this activity as portfolio evidence. Have children work on a separate piece of paper if necessary.

Answers: 1 Because she was worried strange people would take the little food they had. 2 It gave them food for life. 3 Yes / No Because when you obey your parents, you show how much you love them. / Because they are not always right.

Opening

- 1** Refer children to the Glossary on page 68 of the Activity Book.

Children always bring their own knowledge and resources to the classroom to help them learn. By working with others, they can pool these resources. This activity encourages children to predict information based on pictures and their own knowledge on fairy tales and characters. Encourage pairs to share their thoughts and remind them there is no correct or incorrect answer at this stage.

Answers: I think it is about a magical tree.

Go English! You can refer children to the box in order to check the names of the fantasy characters and then elicit examples from stories children know. To encourage them to explore the influence that stories have on us, you might ask them what special contribution those stories and characters make to readers.

If there's time, you could encourage children to pair up with a classmate and find three words they do not understand from the text in activity 1. You may invite them to look for the definitions in the Glossary or in a dictionary. Then encourage them to take turns reading the definitions for their partner to guess the word.

Unit 5 Explore and read fantasy stories.

4 Read the opening and the ending in the summary on page 58 and in the story on page 57. Discuss the questions in small groups.

- 1 What are the similarities and differences?
- 2 Which opening and ending do you prefer? Why?
- 3 Is the ending similar to a story you read before? Which one?
- 4 Have you ever lived a similar situation?

5 Work in small groups. Describe the powers of some of the magical objects below. In which stories do they appear? Are their powers similar? Share the answers as a class.

magic mirror flying carpet Excalibur's sword Magic lamp

The power of the magic mirror is to answer questions to the queen. It appears in "Snow White." Its power is not similar to other magical object

Go English! Magical objects, sometimes that have fantastical characteristics. For example, magic wands, magic carpets, etc. These objects help the characters move in the story.

Reflect. Does magic relate to the character's behavior in any way?

6 Read the story in activity 1 again. Share with your class if there is a magical object in the story. Which is the object? Describe its power as you did in activity 5.

For your final product: Step 2

7 Work in groups. Look for fantasy stories where there is a magical object or look them up on the web or encyclopedias. Are there stories like that in your own language or culture? Make a list.

Use keywords like *fantasy stories* or *magic stories* to make your research easier. Go to <http://edutics.mx/SKB> to look for fantasy stories

Recreational and Literary 59

4 It would be a good idea to draw a two-column table on the board and write "Similarities" and "Differences" as headings. Invite children to copy the table in their notebooks and fill it in with information from the summary in activity 3, and from the text on the previous page.

Answers: 1 Differences: The opening and the ending on page 57 is larger than the opening and the ending on page 58. **Similarities:** They have the same information. **2** The ones on page 57, because they have more details. But, the ones on page 58 are easier to understand. **3** Yes / No Jack and the beanstalk. **4** Yes / No

5 Remind children they can guess the story in which the magical objects appear, as well as the magical powers they have, or they may invent them so they can share their ideas with the class. You can take the opportunity to review the concepts of values and the characters' behavior. You may suggest that children complete in their notebook a table with the differences and similarities between the magical objects.

Answers: magic mirror - *Snow White*, flying carpet - *Arabian Nights*, Excalibur's sword - *The Story of King Arthur and His Knights*, magic lamp - *Aladdin*

Go English! Invite children to share stories about magic they have heard or read about. Comparing and contrasting the magical objects in the different stories will help you draw children's attention to the changes a character may have during the story that are related to these objects.

Reflect. Emphasize that magical objects are tools that make characters advance in the story and they are related to the character's behavior.

6 Children may be familiar with magical objects in fantasy stories. If not, you could ask them to refer back to the Go English! box from the previous activity.

Answers: Magical Object: Ban-Ban Tree Magical Power: The power of the ban-ban tree is that instead of leaves, the tree has food in it: cereal, fruit, and vegetables.

7 You could use this time for groups to look at the suggested website, or at the classroom library. Alternatively, this is a good time for remedial work. Make a quick review if necessary. Scanning the books they find in the web or in the library is a good strategy children can use to find the story they are looking for.

Answers: *Snow White*
Arabian Nights
Aladdin
The Story of King Arthur
Harry Potter
Jack and the Beanstalk.

If possible, let them go to the website and look at the fantasy stories. Share strategies with the children to improve how they look for information.

Unit 5 Read stories.

- 1 Why did Amabel cut the flowers and put them in the garden? Was it wrong?
- 2 Do your parents tell you to reflect on your behavior when you do something bad?
- 3 How do you feel when you behave badly?

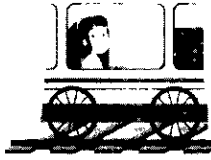
10 Reread the first part of the story. Discuss and answer the questions in your notebook.

- 1 Who are the characters?
- 2 Where does the story take place?
- 3 Do you know a similar place to the one in the story? Which one?
- 4 What is happening to the characters?
- 5 What words are used to describe the magical object?

Reflect. Why do you think it is important to reread the story?

11 Discuss with your partner what you think happens next in the story. Then read the second part to check your answers.

There was a train station inside the closet! She got on a train, and after a while, the train stopped, and an official shouted, "Where youn amogoto? Get out!" The Mayor of the city welcomed her and invited her to a banquet. There were lots of people sitting at the table. The Mayor said, "Dear Amabel, we know you cut the flowers to please your aunt. And we understand you thought it was a good thing to do. You were unjustly punished."



Amabel answered, "I wanted Auntie to feel happy, but I know I did something wrong. I wish Auntie was here!" And suddenly, Auntie appeared. She went to Amabel and said, "I know you had good intentions, but I got angry, I'm sorry." "I'm sorry too, Auntie!" said Amabel. They hugged each other while the people cheered. The Mayor said, "We are the *Peopleshuunderstand* and now you are one of us and so is your aunt." Amabel fell asleep in her aunt's arms.

When she woke up, she was in the guest room, but her aunt's arms were still around her. Amabel said, "I'm so sorry. I did something silly." "It's OK. Let's have dinner," answered her aunt.

Reflect. Encourage students to reflect on how useful is this strategy for them to deeply comprehend the story. Let students give their opinions about how they feel rereading the story and answering the questions.

11 Refer children to the Glossary on page 68 of the Activity Book. Invite them to work in pairs and choose five keywords from the first part of the story and encourage pairs to predict the story incorporating the words.

Answers: I think that Amabel was teletransported to a train station, when she opened the door. Then she got on a train and she visited lots of amazing places.

Print or photocopy the *Tell Your Own Story from a Magical Object* handout to provide extra practice on story parts vocabulary. You could invite children to work in small groups. Give each group the printed handout and explain they're going to make up a story based on the pictures. Once they finish, invite them to present and act out their stories in front of the class. When all groups have presented their work, invite children to vote for the most creative one.

10 Rereading is an excellent strategy for those struggling children who have difficulties with comprehension. Before having children reread the story, reread it

first by modeling the tone and pace so they can understand some ideas that they didn't before. Assigning tasks like answering the questions as they reread will help students with their comprehension skills and confidence building. Rereading also gives time to children to explore the illustrations and the text making new connections, and preparing them for more complex activities as well as offering them the opportunity to give opinions and share their ideas.

Answers: 1 Amabel's aunt, Amabel, and the gardener 2 At her aunt and uncle George's house 3 Answers may vary. 4 Amabel went to the greenhouse and cut every flower the gardener had. 5 big, wooden

Unit 5 Read stories.

- 13** Share the elements of your story with a partner and discuss what your stories have in common.
- 14** Discuss if your story is funny, scary, sad, or happy. Do you identify with the characters? How do they make you feel?



- 15** Work in pairs. Give your partner your opinion on his / her performance. Discuss how you can improve next time. Ask your teacher for help if necessary.

Aspect	Very well	With some help	It's very difficult
I can explore fantasy stories.			
I can identify elements in a story.			
I can understand stories when I read them.			

- 16** Work as a class. Go over the stories you have read in this unit and check (✓) the elements you find in all of them.

- They teach readers about different cultures.
- There is an element of magic.
- They are only for children.
- They are about fictional characters.
- They teach us what happens as a consequence of good or bad decisions.
- They are interesting.
- They are modern stories.
- They have a beginning, a conflict, and a solution.

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15 This is a feedback activity which may need monitoring. Make sure children understand that there aren't any "right" or "wrong answers" to this activity. Its aim is to understand their progress to make further improvements. When students finish their assessment, briefly discuss their responses with the whole class and praise them for their honesty and efforts.

16 This activity is important for children to appreciate the learning and cultural value of reading stories. You could ask the class to vote on their favorite or say which one had the most impact on them and why.

Answers: Checked: They teach readers about different cultures., There is an element of magic., They are about fictional characters., They teach us what happens as a consequence of good or bad decisions., They are interesting. They have a beginning, a conflict, and a solution.

13 Comparing and contrasting their stories will help children explore the similarities and differences they find in the elements of their stories. Let students discuss what they think is different so they can infer and build their own knowledge which will give them a better comprehension of the story they chose.

Answers: Both stories have a problem and a solution. They all have magical objects. They are both about fictional characters. They teach readers about different cultures. They teach people about what happens as a consequence of good or bad decisions.

14 Before having children discuss their ideas, encourage them to reread their stories so they can improve their understanding of their stories, and make a connection with the characters. This connection will be only possible as a result of organizing the information and building their own knowledge when they compare and contrast their stories in the previous activities. To create a meaningful learning environment, don't forget to participate as if you were part of the class.

Answers: I think my story was happy because Jack and his mother lived happily ever after at the end. I identify myself with Jack. I think I would do the same if I have three magic beans. The story makes me feel excited.

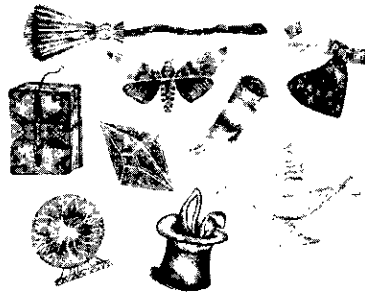
Unit 5 Compare similarities and differences in one's own behavior, values, and scenarios to other countries.

For your final product Step 4

19 Work in groups. Using the story you chose in step 2, complete the table with characteristics of the characters, magical objects, and the theme of the story you chose.

Story:	Characters' Behaviors	Theme	Magical Object Characteristics

20 Individually, choose a magical object and draw it using the characteristics and descriptions of each one. Cut out the drawings and make a collage as a group.



21 Complete the sentences according to your performance. Share them with the class and discuss how to solve the class' difficulties. Ask your teacher for help if necessary.

- 1 I got better at
- 2 I need to work on
- 3 I plan to improve by
- 4 My teacher suggests that I

In this case, it is an opportunity to develop communication skills. As they make their collage, monitor the use of the time. Let them interact with individual children or group them. Remember to ask questions and praise their work.

21 Before checking the assessment activity, you may ask children what they can do now that they couldn't do at the outset of the unit and listen to their responses. It is important to take them into a positive view of themselves and motivate them to improve all the time. Explaining to them that they have gone through a process where they are now able to talk about a story is important. Encourage them to go back to find particular activities that they found especially helpful.

For your final product Step 4

19 To promote discussion and sharing of ideas, invite children to analyze the stories they chose and the elements and information they have about them. In small groups, before they finish their tables, you may set a time limit for children to compare the information they have in their tables. This activity will help children recognize and evaluate how theme (beliefs and values) influences the comprehension they have of their stories and how they apply what they learned to their lives. can use this activity as portfolio evidence. Have children work on a separate piece of paper if necessary.

Answers: Story: Jack and the Beanstalk **Character's Behaviors:** Jack was obedient, happy, brave, curious, smart, empathetic. The old man was clever, friendly, polite. Jack's mother was hard-working, strong and caring. The Giant was grumpy, furious, and mad. The Giant's wife was kind and helpful. **Theme:** Obedience, achieving goals, taking advantage of the opportunities. **Magical Object Characteristics:** Beans, if you plant them over-night, by morning they grow up right up to the sky; White hen, lays golden eggs; Golden harp, plays a gentle tune and sings a lullaby.

20 To make a vocabulary collage based on a topic or theme is a hands-on way for children to identify the vocabulary they have learned.

Progress Tracker

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

- 1 Read the story and find the magic objects. Circle them in the text.

1

2

3

4

Once upon a time, there was a young man named Aladdin who worked for a merchant. One day they went into the desert and came to a cave full of riches and treasures. The merchant told Aladdin to go inside and get him a lamp. Aladdin found the lamp and he also put on a beautiful ring. When the merchant asked Aladdin to give him the lamp, he refused, and so the merchant blocked the entrance of the cave and left.

Aladdin rubbed the lamp and out came a genie! "Master, I shall grant you three wishes," he said. Aladdin's first wish was, "Take me home!" And in seconds, Aladdin was at home with his mother. Aladdin's second wish was, "Make us rich and happy!" And Aladdin and his mother lived happily.

Years later, Aladdin married the sultan's daughter and they lived in a huge palace. One day, the merchant came to the palace and shouted out, "Get new lamps for old ones!" The princess gave him the magic lamp because she did not know that it was magical. When Aladdin came back and didn't find it, he rubbed his ring and a genie came out! He asked the genie to take the merchant far away, and Aladdin and the princess lived happily ever after.

- 2 Label the text in activity 1 with the words *opening*, *middle*, *conflict*, and *ending*.

- 3 Complete the table with the information from the text in activity 1.

Story	Characters' Behaviors	Theme	Magical Objects Characteristics

Recreational and Literary 67

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

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.



Unit 6

Activity Book pages 69 to 79

Social learning environment: Academic and Educational

Communicative activity: Research and selection of information





Social practice of the language: Review and select information to solve a problem of interest.

Final product: A text on a school problem

Pages	Achievements	Teaching Guidelines
87 to 88	Present a problem.	Offer opportunities for your students to reflect on the importance of proactively engaging in the problems of the school community. Help them identify and define how to select, review, and organize information in order to solve a problem.
88 to 91	Choose information.	Provide your students with guidelines and models to ask questions. Remember that they are in the process of learning English, so they require close support. Provide your students with appropriate sources for their English proficiency and competencies and with sufficient information to help students answer the questions they asked.
91 to 93	Register and organize information.	Show your students some strategies to solve the difficulties that arise before, during, and after writing. Help them understand the purpose of taking notes; in this case, obtain information to propose solutions to a problem. Be flexible with the mistakes made by your students, as they are in the process of learning English. Celebrate their writing attempts and acknowledge them. Offer them specific guidelines to review their texts.

Unit 6 Present a problem.

Work in pairs. Look at the pictures and complete the table. Look at the following example.

Picture	What is the problem?	What / Who caused it?	Who can solve it?	What can be the results?
				
				
				
				

Share your table with another pair and together discuss the questions.

- 1 Why is it important to notice problems and take action to solve them?
- 2 Do you think that one person can achieve big changes in a community?
- 3 What happens when nobody does anything about a problem in a community?

70 • 4 Skills • Level 2 • Unit 6

➔ Opening

1 You could go over the pictures with children and have them figure out the problems in each picture. Once they finish, you could have them check their answers with other pairs.

You may want to review with children the vocabulary *broken*, *schoolyard*, *basketball hoop*.

Answers: **1** Toilets aren't clean. Children who are not respectful of public spaces. The school can clean more and children can show more respect. Children can get sick. **2** The bus is broken. Maybe an accident. The school. Children will not have transportation. **3** There is a lot of garbage in the school yard. Children. Children. The school will be dirty and

this can affect the environment. **4** The basketball hoop is old and broken. Time and use. The school. Children don't have a proper place to play basketball.

2 You could monitor children as they share tables and discuss the answers to the questions. You can provide help with any vocabulary they don't know. Once they finish you could elicit answers from the class.

Answers: **1** Because we are part of a community and those problems are also ours. **2** Yes, one person can be the beginning of big and important changes. **3** The problem remains and it continues affecting everyone in the community.

Unit 6 Choose information.

★ Read the sentences and discuss with a classmate if they are true for you. Write I can or I need to practice. If you need to practice, go back to the activities in the parentheses.

- 1 I can identify problems in my school community. (activities 1, 3)
- 2 I can figure out a solution to a problem in my community. (activity 4)

★ Look at the following sources and check (✓) the one that is more useful to find information about the problem you chose in activity 5.



1

There are two types of energy: renewable and non-renewable. Renewable energy, like energy from the sun, wind, and water, will always be available, and it doesn't pollute the environment. Non-renewable energy is the one that comes from oil, gas, coal, and uranium. These forms of energy have finite amounts, cannot be replaced, and pollute the environment.

When we turn off a light or an electrical device, we are saving energy. When we save energy, we save money and protect the environment.

Factories that produce home appliances make sure that they use less energy but that they can still work properly. This is energy efficiency.

At school, we should turn off lights and unplug computers and photocopiers when not in use. Report any leaky faucet. The water company uses energy to purify and pump water to your school, so when we save water, we are saving energy.



2

www.ourevironment.com/home

OUR ENVIRONMENT | PEOPLE |



When we throw away products, they end in landfills and it takes many years for them to break down completely. By reducing, reusing, and recycling (3 R's) we save energy and natural resources; we also reduce pollution and the need for landfills.



The best thing to start helping is to reduce waste. Reusing things is the second-best option as it saves you money, because you don't buy new things. After reducing waste and reusing as much as possible, the last step is to recycle.



At school, you can create less waste by taking your snacks in a reusable container or lunch box, instead of plastic bags or disposable packages, by using a cloth napkin instead of paper ones, and by drinking from a reusable bottle instead of a can or a one-use water bottle.



You can reduce paper waste by writing on both sides of sheets of paper. And you can make new notebooks with the unused sheets of old notebooks.



8 Give some time to have children reflect on their progress and take notes on their answers so you have a clear idea of what you need to practice more with them.

Media resources

You may print or photocopy the *Global Warming Affects Us All* flashcards to help children practice the vocabulary they have learned about environment and climate change. You may write some questions related to these topics on the board and encourage children to answer them using the visual information on the flashcards as well as the vocabulary they have learned.

9 Refer children to the Glossary on page 79 of the Activity Book. Children may need some time to read all the texts. Before starting, and if available, encourage them to use a dictionary to look for words they cannot guess using context.

When they finish reading, you could randomly ask pairs what each text is about and their opinion about the texts. Then you could have them share their answers to the activity and ask them to explain their reasons.

Answer: When you have access to the Internet, websites are more useful and helpful, because you can visit websites with the most up-to-date information so you can have more details and facts about the topic you are looking for.

Unit 6 Choose information Register and organize information.

For your final product Step 2

Use the information you discussed in activity 10 and choose the source that will help you find information you need for your Final Product. Make notes.

Look at the text on an environmental problem underline all the information that you consider important. Compare your answers with a partner.

Effects of Waste



Water pollution is the contamination of water bodies, usually as a result of human activities. Water bodies include oceans, lakes, rivers, and groundwater.

Waste thrown in water bodies changes the composition of the water. This affects all ecosystems. It can also damage animals that drink from that polluted water.

The solution to this problem is that humans start to reduce, reuse, and recycle. Humans need to reduce the amount of products that they use unnecessarily and without control, especially plastic. They also need to reuse and recycle all the products that already exist, to avoid more waste going to the water.

At school, we as children can start campaigning to recollect garbage, and install recycling bins that educate other people. We can also avoid buying products that we don't need and pack our food at home to avoid buying food that comes in plastic.

Go English! When you are understanding or highlighting information it helps to choose only the information that's so important that it cannot be erased from the text, the keywords. Otherwise, you could end up underlining all the text.

R If you need to find out more, go to Chapter 6, Global Warming Activities (A 11-13, 41-44), and choose the most important information. Then compare with a classmate.

Answers: Underlined: Water pollution / contamination of water bodies, changes the composition of the water / affects animals, solution / reduce, reuse, and recycle, at school / recollect garbage, and install recycling bins / avoid buying products we don't need

Go English! You could have a volunteer read the box out loud and invite students to think about the information in the box. Then they could discuss their opinion in pairs and share with each other the strategies they have used all these years to identify main ideas.

R If time allows, you could have children do this activity in the class or for homework.

When they finish, children could share their answers in small groups.



11 Allow children to go back to activity 10 and provide all the necessary help for them to choose the correct source. This will depend on the school, if there is a library and a computer lab or not. If there is none, you could print out some sources beforehand or photocopy them and bring them to class.

When they have the source they chose ready, have children share with other pairs and exchange opinions. You can use this activity as portfolio evidence. Have children work on a separate piece of paper if necessary.

Answers: We can use magazines, newspapers, or websites. The websites are more useful because you can visit different websites with the most up-to-date information. Magazines are also useful to get relevant information we can get from different articles related to the topic we chose.

12 Before having children do the activity, you could explore different types of texts and have them realize that the sort of text it is determines its parts. Guide children to realize that its purpose is informative and the register (tone) is formal.

Have them do the activity and when they finish, they could compare answers in pairs, before checking answers as a class.

Unit 6 Register and organize information.

For your final product Step 3

Use the source you chose in step 2, and in pairs, underline the most important information. Then decide how you will organize your notes. Use activity 12 for help.

Use the notes from activity 17 to write the draft of your text.

Give your paper to another pair and have them mark corrections.

I think you can add a personal opinion This idea is not very clear
 This text seems more for adults.

Use the marks and write a final version of your text. Decide how you are going to present your texts to the class.

21 Read the questions and answer them with *Excellent, Very well, or Not yet.*

- 1 Can you identify useful sources of information to write a text?
- 2 Can you take notes from a source?
- 3 Can you use notes to write a text about a problem?
- 4 Can you give and provide feedback?

24 For those sentences where you didn't answer *Excellent* in activity 20, discuss with a partner what you can review to improve. Share all your ideas as a class.

of water in the world. This causes that lots of bottles are trashed in the streets, schools, beaches, etc.

The solution to this problem is to reduce, reuse, and recycle. At school, we can inform other children and teachers the importance of reducing plastic waste. We can also stop buying plastic bottles or packed lunches. We can use reusables instead and pack our own food.

19 Before children start with the activity, you could remind them to be kind when they provide feedback to other pairs. As they are working, you could look up some editing marks online that could help them mark the mistakes more efficiently. You could choose three or five so that it is simple but helpful. You could also make up your own with children, if you consider it appropriate. For this activity, answers may vary. Examples of children's feedback would be: *I think you can add a personal opinion., This idea is not very clear., This text seems more for adults., I think the information is correct, but your ideas are not well-organized.*

20 You may want to make sure children have a clear idea of what they have to do and solve any doubts before they begin. Monitor as children write their final versions. Provide any help they may need regarding vocabulary or syntax.

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

21 Have children answer the self-assessment individually. When they finish, and if time allows, have a conversation with children to know how they felt about this last stage and for the complete unit in general. It is important that you elicit what they found challenging, and what they think they need to reinforce.

22 When students finish, you could help them share their ideas with the class and provide support by guiding them to choose remedial work that will really help them improve such as reviewing their Activity Book or asking you for specific doubts.

➔ **Closure**

For your final product Step 3

17 As students work on this activity, doubts may arise. You could refer them to the work they did in activities 12 and 13 and walk around to solve any additional doubts.

Answers: clear ideas, organized information, strong evidence, up-to-date information, examples, avoid plagiarism

Teaching tip

Some students may never ask for help because they are shy or feel

embarrassed to do so. At this point you may have identified the students that are too shy to ask questions. You could walk around and approach them, observe what they are doing and identify the help they need.

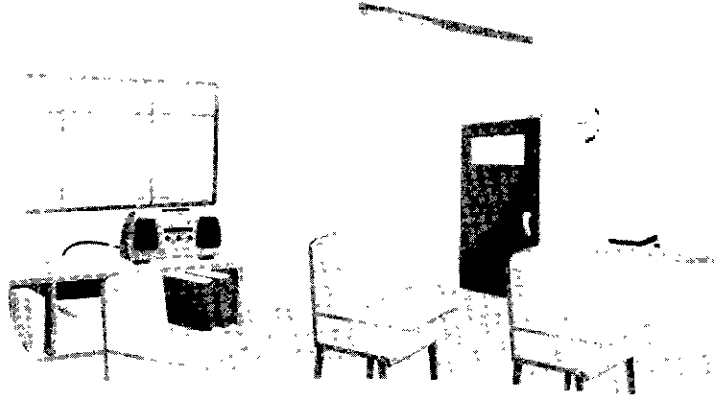
18 Provide children with the time to write their drafts. You may want to walk around as they work and provide any feedback that you deem convenient. Also, it is very important that you acknowledge their progress and congratulate them for their effort.

Answers: Plastic pollution is the accumulation of plastic objects in the environment. It affects animals and humans and contributes to the climate change. Mexico has the first place as the country that most consumes bottles

Progress Tracker

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

- 1 Look at the picture showing a school problem and discuss the questions with a classmate.



- 1 What school problem does the picture show?
- 2 Do you think it is important to save energy? Why?

- 2 Write a brief text about the problem in activity 1.

- 3 Share your text with a classmate.

78 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.

Unit 7

Activity Book pages 80 to 91

Social learning environment: Family and Community

Communicative activity: Exchanges associated with the environment

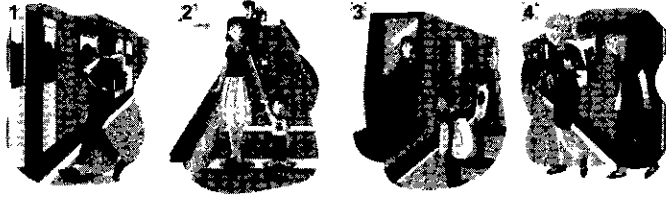
Social practice of the language: Understand and express warnings and prohibitions.

Final product: Set of warnings and prohibitions at a public place

Pages	Achievements	Teaching Guidelines
99 to 100	Explore and listen to warnings issued at public places.	Provide several examples of warnings and prohibitions that are familiar to your students. Make explicit demonstrations of what you do while listening, such as monitoring comprehension, questioning, and relating what you hear with previous knowledge.
101 to 102	Understand general meaning and main ideas in warnings.	Assign some time and opportunities for your students to reflect on the role of prohibitions and warnings, the reasons that originate them and the consequences of not attending them. Motivate them to appreciate the importance of understanding their purpose. Help them recognize what they already know how to do with English to solve the difficulties that come their way.
102 to 106	Express warnings.	Offer specific opportunities and set some time for your students to plan how to express warnings and prohibitions. Encourage your students to practice, rehearse, and test their warnings. Offer feedback and guide them.

Unit 7 Explore and listen to warnings issued at public places.





1 Listen to the safety instructions and answer the questions in pairs.



- 1 Does the announcer speak slowly or fast?
- 2 Does his voice sound loud or low?
- 3 Why do you think he speaks like that?
- 4 What's the purpose of the announcements?
- 5 Who are they directed to?

Go English! We use command sentences to give an order or to tell someone to do something. They have the same structure you learned to express instructions in Unit 2. When do you use instructions and when do you use commands?

2 Read the sentences with warnings about what to do at a subway station. Draw a sign that can explain them.

<p>1.  Hold on to the handrail.</p>	<p>2.  When traveling on the escalators stand on the right side.</p>
<p>3.  Don't stand on the yellow line</p>	<p>4.  Look for the nearest exit.</p>

Family and Community 81

Opening

1 (Track 7): You may refer children to the Glossary on page 91 of their Activity Book. You can have children think of key vocabulary they might hear for safety instructions before playing the audio. The pictures provided are helpful to contextualize students in the situation. You may need to play the audio several times to help children recognize the differences in tone, pause, and intonation in these expressions according to the effect they have.

Track 7:

- 1 Stand back, the doors are closing.
- 2 When traveling on the escalators stand on the right side. Hold on to the handrail and take care of children.
- 3 Don't stand on the yellow line as the train approaches.
- 4 Your attention please. This is an emergency call to all passengers. Leave the train and look for the nearest exit.

Answers: 1 Slowly 2 Loud
3 He wants people to understand him. 4 The purpose is to inform people. 5 Passengers

Go English! Eliciting commands children hear at home gives them an opportunity to practice the grammatical forms of warnings. You may also have a class vote on the most common commands at home. It is important to activate children's previous knowledge from Unit 2, where they wrote instructions using the imperative form.

Teaching Tip

Simon Says can be played to practice key vocabulary, usually actions. Played in the middle of the class can re-energize children. Played at the beginning, it can help them warm up and, when done at the end, it helps end the class on a positive note.

Development

2 This activity uses warnings from the class audio they just listened to and allows students to express meaning through graphic elements, which is a skill they will need to create a poster with a set of warnings and prohibitions and present it to an You may tell children to go to the Glossary section on page 91 of the Activity Book.

Unit 7 Understand general meaning and main ideas in warnings.

6 Work in pairs. Answer the questions.

- 1 What is the purpose of warnings in public places?
- 2 What ways are used to give warnings in public places?

7 Listen to a zoo tour guide and some visitors. Then look at the signs and in pairs discuss the reasons why those actions are not allowed.



8 Work in pairs. Share other consequences of disobeying the warnings in activity 7.



Go English! Remember that *because* is a word we use to bring in the explanation of a reason or consequence. It answers questions with *why*.

6 Refer children to the Glossary on page 91 of their Activity Book. You could remind children about negative and affirmative commands before they answer the question. Encourage them to share their answers with a classmate and give feedback.

Answers: 1 To remind people of the rules and help them respect the place. 2 Signs

7 It is recommended to play the class audio more than once if necessary. This activity will allow students to understand reasons that explain why there are certain warnings and prohibitions at a public place. They will also absorb models that might help them express their own ideas related to the topic.

It is important not to forget the relationship between images and words as a way to understand and express meaning, especially in the case of visual learners.

Track 8)

Zoo guide: Welcome to the zoo.

Before starting our guided tour, let me remind you of some important instructions. You mustn't feed the animals. Can anyone tell me the reason for this?

Girl: I know. Because they may get sick. They have a special diet.

Zoo guide: Exactly. Another thing, you mustn't cross any safety barrier because the animals are dangerous. You are not allowed to enter the building on the left. There's risk of electrical shock, that's where the

power generators are. Eating and drinking are forbidden.

Boy: So, can't we have a snack during our visit?

Zoo guide: Yes, you can. Sorry, what I mean is that eating and drinking are not allowed inside the buildings at the zoo, like the Aquarium or Reptile House. You can have a snack in outdoor spaces. If an emergency alarm goes off, you must go to one of the three meeting points marked on your maps. It's very important. And that's all. Let's start our tour.

Answers: 1 Because you may harm the health of animals. 2 Because an animal may attack you. 3 There is risk of electrical shock.

8 This activity allows children to try to express themselves freely and apply the models they have become aware of. This activity follows on from writing sentences with cause and effect that children saw in the previous unit. As you monitor, encourage them to express their ideas confidently and do not model answers unless they specifically ask for support. In case they ask for help guide them to make use of the model provided with *may*. You may refer children to the Glossary section on page 91 of the Activity Book.

Answers: 1 Don't feed the animals because you they can bite you and your food can be harmful to them. 2 Don't jump the fence because you can fall. 3 Don't enter the building because you are not authorized.

Go English! For additional support to understand and use *because*, read the box with the children and provide them some model responses using the pictures from activity 7.

Unit 7 Express warnings.

For your final product Step 2

11 Work in pairs. Take out your notes from step 1 and use them to write complete warnings and prohibitions according to the rules of the place you chose.

12 Use the checklist to review and correct your sentences. Rewrite them in your notebook.

- ✓ My information is correct.
- ✓ I included permitted actions, prohibited actions, obligations and conditions.
- ✓ I used a variety of expressions to state them.

- Open your Reader to Chapter 7. (Using a Page 11 pages 88 to 98) Describe what you have to do with the metal shell (strong it is) in the security point at the airport, what safety instructions you have to follow to win the game, the importance of wearing the seat belt at all times, what happens if the cabin air starts to fall, and how you can react to the result.

13 Make a list of the ways of expressing warnings and prohibitions you can use now. Then compare your list with a partner and complete it if necessary.

R To stimulate interest and motivation, you could ask children to work in groups and think about the warnings they may read at the airport and then they can check their predictions while reading.

13 Help children make their lists. You may refer them to the warnings they created in step 2 to do so. To check and complete their lists, it is a good idea to pair up students that are not working together for their final product to receive different inputs of ways to express warnings.

Answers: Don't, you mustn't / must not, you cannot, you shouldn't / should not



11 Now that children have made several exchanges with different models to express warnings and prohibitions, they are ready to use their notes to write sentences. You can use this activity as portfolio evidence. Have children work on a different piece of paper if necessary.

Answers: You mustn't use flash. Don't eat while you are at the museum. Keep silent. Don't get close to the pieces of art. You must not sit on the stairs.

12 Correcting one's own work is a very good way to become an independent learner. If you deem necessary, go over the checklist and make sure children understand every aspect. It is important that both partners participate actively to foster collaborative learning, so monitor to encourage both children to suggest corrections. Invite them to rewrite the sentences and save them for later activities.

Answers: Answers may vary.

Unit 7 Express warnings.

- 17** After you finish reading, tell each other what you did well and what you can improve.



- 18** Make a list of important things from your partner's feedback that you want to practice and improve.

- 19** Reflect and answer the questions about the strategies to give instructions and warnings orally and your performance.

- 1 Why is it important to give instructions and warnings in a clear and loud tone of voice?
- 2 What kind of words do you emphasize when giving instructions?
- 3 Why are pauses necessary?
- 4 What happens if you speak too fast or too slow?
- 5 Which of the aspects mentioned in questions 1- 4 do you do well?
- 6 Which ones do you think you need to improve?

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17 This activity involves peer tutoring in the form of feedback. To get them interested, remind children that what they are doing will help them give a good presentation and feel confident as they do it. Foster respect and honesty and discourage malicious criticism. These activities are very important to develop tolerance and good social skills.

Answers: A: Speak louder so everyone can listen.

B: Your speed is great. Not too slow or fast!

18 Children will value and appreciate the feedback they received better if they write it down and save it. You can use this opportunity to emphasize that applying feedback

is a great way to improve in every area of life. You can use this activity as portfolio evidence. Have children work on a different piece of paper if necessary.

Answers: Volume of voice, speed, and enunciation.

19 This activity is for students to become aware of the strategies needed to give warnings in an effective manner and to evaluate their own performance. It engages students as active participants in the learning process. They could compare their answers in pairs.

Answers:

1 Because people can hear well and understand the words.

2 For example: must, mustn't, no, not, don't, and some verbs.

3 To let people think about what we said and pay attention.

4 People don't understand.

5 and 6 Answers may vary.

More resources

You could print the *Taking a Flight* flashcards and show them to children so that they start a discussion on the reasons behind the security protocols at the airport and on a plane.

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	Me	1	2	3
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 8

In this unit you will compare customs based on pictures.



Environment: Recreational and Literary

Social practice of the language: Explain customs based on pictures

Communicative activity: Recreational expression

In this unit you will learn to . . .

- . . . explore and select pictures that show customs of different cultures.
- . . . explain customs shown in pictures.
- . . . describe and contrast details

Where are you now?

Look at the picture and describe it in pairs. Then discuss: What country it is from? Is there a similar celebration in Mexico? What customs from other countries do you know?



92

On this page, you can explore different elements of the unit with the class. You might begin by asking children about the pictures and support them with vocabulary. You may encourage them to talk about similarities and differences between the celebrations in the pictures. You could then explain the expected achievements: to explore and select pictures that show customs of different cultures, explain customs shown in pictures, as well as describe and contrast

details. This knowledge will then be applied to the final product which is to compare customs based on pictures. You may wish to remind children to keep the achievements in mind and check and track their progress throughout the unit. Finally, you could start with a diagnostic evaluation of students' needs by having them try to describe the picture at the bottom of this page and mention similar customs from other countries they know about.

Unit 8 Explore and select pictures that show customs of different cultures.

Work in pairs. Take turns asking and answering the questions in activity 4. Use the phrases to form complete answers.



- pick up Easter eggs
- kimono
- sitting on the floor
- prepare tea
- in the yard
- shorts and T-shirt

What is the woman doing? The woman is preparing tea

For your final product Step 1

Work in pairs. Look for pictures that show one cultural aspect in two different countries, for example, people dancing, eating, celebrating a birthday, or others. Choose a pair of pictures to compare.

Ask and answer questions to describe each picture with your partner. Use activities 4 and 5 as a guide. Write down notes of your descriptions.

Underline the option that best describes your abilities so far. Share answers with a classmate and exchange ideas to improve.

- 1 I can describe pictures very well / well / with difficulty.
- 2 I can ask questions about pictures very well / well / with difficulty.
- 3 I can answer questions about pictures very well / well / with difficulty.

Work in pairs. Look at the dances and talk about the country you think they are from. Then listen and check (✓) the picture described.



I think this dance is from ...

I agree / don't agree because ...

The Internet provides us with a lot of information and it could be difficult to find exactly what we are looking for. To look for pictures in a more precise way, you can follow the tips in: <http://www.edutics.mx/5K6>

5 You could refer children to the Glossary on page 101 of the Activity Book. When checking answers, you may point out verbs that double their last consonant, for example, *sitting*, *hitting*, *running* and verbs that drop the *e*, for example, *preparing*, *sharing*, *having*.

Answers: Picture 1: 1 The woman is preparing tea. 2 She is wearing a kimono. 3 She is sitting on the floor. Picture 2: 1 The children are picking up Easter eggs. 2 The children are playing in the garden. 3 The boy is wearing shorts and a T-shirt.

Development



6 To make the final presentations more interesting and with a variation of topics, you could encourage pairs to choose different countries or you could write the names of several countries on small pieces of paper, put them in a bag, and then invite pairs to take one out.

7 You might encourage children to form their questions just like they did in activity 4. You can use this activity as portfolio evidence. Have children work on a separate piece of paper if necessary.

8 This self-evaluation is for children to reflect on how well they did on each of the aspects so far. You can use it to provide further practice on aspects they found especially difficult.

9 Predicting before reading or listening to a text, gives children a reason to listen or read, as they will confirm or reject their predictions. You could refer them to the Glossary on page 101 to check the underlined words in the script below.

Track 11

Here, take a look. This is a typical dance from the south of Spain, it's called Flamenco and it's a partner dance. They are dancing outdoors, like ... in front of a church. This dance seems a bit difficult, I mean ... the movements seem complicated. Look at the woman's dress. It seems as if she is well ... um ... actually turning while the man is holding her by the waist. It looks like hand movements are important too, you know. The man is wearing black pants and his head is covered with ... um ... like a black pirate bandana. The woman is dressed in a long black and white dress and has a big, red rose on her head, and ... that's what I have to say.

Answer: Picture 1

Suggest that they go to the link provided in their Activity Book, read the information, make notes on the tips given, and apply it when searching for pictures.

Unit 8 Explain customs shown in pictures.

1. **Work with a different classmate. Look at the picture and the notes. Then take turns describing the picture using the template below as a guide. If you need time to think, use the time fillers in the note.**



- Group dance
- Cossack dance
- Ukraine
- Outdoors
- Men squat and perform jumps
- Baggy pants, boots, a belt around waist, shirt
- Boots, colorful blouses, and red skirts decorated with ribbons

Look at this picture. / Here, take a look This is a typical dance from (country). It's a (type of dance). It's called (name of dance). They are dancing (place). It seems *dancers need a lot of practice / difficult*. They are / a man is / a woman is (movements). Now, let's look at the way they are dressed / their clothes. Men are wearing (men's clothes). And women are wearing (women's clothes). And that's it! / that's what I have to say

like ...
well ...
um ...
I mean ...

You can use the Internet to look for information about customs around the world like: <http://edutics.mx/58F>
Try searching the topic *world customs* adding a key word of the cultural aspect you chose.

For your final product Step 2

Take out the pictures and notes from step 1. Draw one table for each picture that includes all the aspects you want to describe just like you did in activity 12.

13 Refer children to the Glossary on page 101 of the Activity Book. Before doing the activity, you might want to talk to children about the dance depicted in the image. If you have access to the Internet, you could ask them to go online and find out three things about the dance. If you don't have access to the Internet you may show them a video clip or some printed images you download in advance. Alternatively, you can ask them what they know about the dance by looking at the picture. The template in the activity is for children to have a model to follow when describing pictures. When preparing for a spoken task, make children aware of any relevant strategies that might help them do the task successfully. For example,

paraphrasing (like they did in Unit 3). You could explain that the template is there only to make them feel confident, and that they should not memorize it but use it as a guide to produce their own description.

Media resources

Print or photocopy the handout *Wedding Clothes Around the World*. You may invite children to describe each image. Remind them to use the vocabulary they have learned so far for making descriptions. You could point out that not only traditional dances need special clothing, some ceremonies, like weddings, also use special clothing. Elicit more examples of events where special clothing is needed. You may encourage them

to support final product answers by describing the clothes they will talk about.

Suggest that they go to the link provided in their Activity Book, read the information, choose their favorite spring custom, and talk about it in pairs. If there is no Internet access you may print some information and bring it to class.

For your final product Step 2

14 You may invite pairs to work together and fill in the tables with their ideas and information. Then suggest that they order them in a logical sequence. You can use this activity as portfolio evidence. Have children work on a separate piece of paper if necessary.

Unit 8 Describe and contrast details.

19 Read the statements and discuss in pairs which sentences describe a similarity and which ones a difference. Underline the words or phrases that indicate this.



- 1 While the tango is a pair dance, the Cossack dance is a group dance.
- 2 The people seem happier in the Cossack dance picture.
- 3 In both pictures, people are dancing.
- 4 Both pictures show outdoor dances.
- 5 The costumes for tango are not as elaborated as the costumes for Cossack dance.

Go English! To compare two things, people, or places we can add the letters *-er* to one syllable adjectives: *fast - faster*. Adjectives that end in *-y* change the *-y* to *-i* in the comparative form: *pretty - prettier*. Most two syllable adjectives form comparatives by adding *more*: *more careful*. To express that two things are the same we say: *as + (adjective) + as*.

20 With your partner, take turns describing and contrasting the pictures in activity 9. Use the expressions from activity 11 and the structures you underlined in activity 19.

While picture 1 is from Spain, picture 2 is from Argentina.	They show pair dancing. I mean in both pictures they are dancing with a partner.
---	--

For your final product Step 3

21 Use the information in your tables from step 2 to make a Venn diagram to show the similarities and differences between the two pictures. Then prepare sentences to describe and contrast them as in activity 20.

22 Complete the sentences to check what you have learned.

- 1 I learned some words to express similarities between two things, for example
- 2 I learned some words to express differences between two things, for example

19 Refer children to the Glossary on page 101 of the Activity Book.

This activity provides children with phrases and structures to compare and contrast. It may be helpful for children to read all the sentences first and then analyze each one to find words and expressions we use to describe similarities and differences. Once you check answers as a class, make sure you model and elicit more examples using children's ideas to compare and contrast things or topics they are familiar with so that they are ready to do the next activity more easily and with more confidence.

- Answers:** 1 Difference (while)
 2 Difference (seem happier)
 3 Similarity (In both pictures)
 4 Similarity (Both pictures show)
 5 Difference (not as elaborated as)

Go English! This is a good opportunity to review comparative adjectives. You may wish to discuss this box before children compare the pictures to help them build on and practice their repertoire for discussing similarities and differences.

20 Invite children to use the expressions they noticed in activity 19. You might need to provide other examples using the students' own product pictures, so that the use of these expressions is clearer for them. Encourage them to take every opportunity to practice before they present their final product.

Closure

For your final product Step 3

21 You might point out that comparative tables and Venn diagrams are useful for classifying information. They both help us organize our ideas more clearly and then use them either in writing or speaking activities.

Remind them to use the Venn diagram and the phrases for expressing similarities and differences they have learned as a basis to prepare their sentences. You can use this activity as portfolio evidence. Have children work on a separate piece of paper if necessary.

22 Self-assessment activities are excellent sources of feedback because children can reflect on the quality of their work and judge the degree in which it reflects the stated achievements. Self-assessment activities can motivate children to learn and reflect on their own learning and thus, develop a sense of autonomy as well as foster commitment in learning.

Answers: 1 In both pictures ..., Both pictures show ..., as (happy) as, 2 while, faster than, not as (elaborated) as

Progress Tracker

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

- 1 Look back at the picture of a celebration on page 92 and write three questions about it.

- 2 Answer the questions from activity 1.

- 3 What expressions can you use to point out similarities and differences between two things or events?

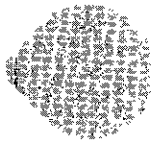
- 4 Check (✓) the organizers that are useful to show similarities and differences.

- 1 a spiderweb
- 2 a bar graph
- 3 a table
- 4 timeline
- 5 a Venn diagram

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.



Unit 9

Activity Book pages 102 to 113

Social learning environment: Family and Community

Communicative activity: Exchanges associated with the media

Social practice of the language: Analyze and discuss an interview.

Final product: Discussion about an interview

Pages	Achievements	Teaching Guidelines
123	Explore interviews.	Provide opportunities for your students to experiment with new strategies. Help them compare regularities in exchanges.
124 to 127	Understand general information and some details of interviews.	Support your students to vary their listening strategies during the exchanges, as well as to detect transitions and progression.
127 to 130	Discuss opinions about interviews.	Provide specific time for your students to plan and prepare their participation in the discussion. Monitor students' progress to offer the examples, resources, and information they need.

Unit 9 Explore interviews.

1 Work in pairs. Look at the picture and answer the questions.



- 1 What is the man's profession?
- 2 What is he doing?
- 3 Why are there so many people at the bookshop?
- 4 What is your favourite book?

2 Read and listen to the first part of an interview and answer the questions in pairs. Which questions ask for details?

www.cbsrty.com/news

Bestseller author Dave Collins talks to the digital magazine journalist Mónica Pérez.

Journalist: We are here with Dave Collins, author of *The Witch, the Magician and Willy*. Congratulations on your book! It's a bestseller!

Dave: Hello. Yes, I'm really satisfied with it. I would have never imagined it would be so successful.

Journalist: Really?

Dave: You see, it was only a bedtime story. I'm the father of three children. Helen is 12, Brad is 10 and Claire is 6. Every night I read them a story from a book or an invented one.

Journalist: So, is this one of the stories you invented when you put your children to bed?

Dave: Yes, and they got hooked on the story, so I told it over and over again.

Journalist: How did it become a book?

Dave: My children asked me if I could write it down so that they could read it whenever they wanted.

Journalist: How long did it take you to write the book?

Dave: It didn't take me long to write it. About three months. I just added a character and changed one or two things.

Journalist: Incredible! What about your childhood? Did you like reading when you were little?

Dave: Yes, I loved it, and before I could read, my mother always told me stories. She was a kindergarten teacher and there were lots of children's storybooks at home.

Journalist: Are you going to continue writing?

Dave: It's a possibility. My kids said they would like to know how the story continues. Some days ago, Helen asked me, "Will the Magician survive?" Hahaha... I told her I didn't know.

- | | |
|-------------------------------------|---|
| 1 Who is the interviewer? | 5 Do you know other sources where you can find more interviews? |
| 2 Who is the interviewee? | 6 What's your favourite part of the interview? |
| 3 What is the interview about? | |
| 4 Where can you find the interview? | |

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Dave: You see, it was only a bedtime story. I'm the father of three children. Helen is 12, Brad is 10 and Claire is 6. Every night I read them a story from a book or an invented one.

Journalist: So, is this one of the stories you invented when you put your children to bed?

Dave: Yes, and they got hooked on the story, so I told it over and over again.

Journalist: How did it become a book?

Dave: My children asked me if I could write it down so that they could read it whenever they wanted.

Journalist: How long did it take you to write the book?

Dave: It didn't take me long to write it; about three months. I just added a character, and changed one or two things.

Journalist: Incredible! What about your childhood? Did you like reading when you were little?

Dave: Yes, I loved it, and before I could read, my mother always told me stories. She was a kindergarten teacher and there were lots of children's storybooks at home.

Journalist: Are you going to continue writing?

Dave: It's a possibility. My kids said they would like to know how the story continues. Some days ago, Helen asked me: "Will the Magician survive?" Hahaha... I told her I didn't know.

Answers: 1 Mónica Pérez **2** Dave Collins **3** It's about Dave Collins' book **4** In a digital magazine **5** Newspapers, online **6** How he invented the story, the part about writing or about his childhood

Media resources

You may print the *Interviews* handout and use the interview to organize a foreshadowing activity. Children could familiarize with vocabulary used in interviews by reading the handout. You may invite them to write in their notebooks phrases they think are useful in an interview. You may ask children some questions to help them find these phrases.

➔ **Opening**

1 This communicative activity can allow a good discussion. To ensure children benefit, check they understand the questions first, you may refer them to the Glossary on page 113 for new vocabulary. You may invite children to check their answers as a class.

Answers: 1 He's a writer. **2** He's signing books. **3** There are so many people because he is a famous writer **4** Children's favorite books.

➔ **Development**

2 (12) This activity is meant for children to notice the different parts of an interview, including the participants and the type of questions made. If they need help with the vocabulary, refer them to the Glossary on page 113.

▶ **Track 12)**

Journalist: We are here with Dave Collins, author of *The Witch, the Magician, and Willy*. Congratulations on your book! It's a best seller!

Dave: Hello. Yes, I'm really satisfied with it. I would have never imagined it would be so successful.

Journalist: Really?

Unit 9 Understand general information and some details of interviews.

6 In pairs, look for interviews in newspapers, magazines, or on the Internet. Choose one and print it or save it, and complete the information about the interview you chose.

Interviewer: *Carla G. Torres*
 Interviewee: *Carla Torres*
 Place: *Spain*
 Source: *Internet*

To look for information on the Internet, type keywords like the name of the person you are interested in + interview. If you are not sure who to look for, you can find examples of interviews on: <http://educics.mx/5X4>

7 Take notes about the main ideas in your interview and add some details using your own words.

How can I improve myself? My answer: My parents believe me, encourage me, help me. I always go to school and try to work hard. I like to read books.

.....

.....

.....

* **Go English!** You can use paraphrasing to rephrase the ideas in the interview in your own words, without changing its meaning. You can check step 3 from Unit 3 to review what you did to paraphrase the main ideas.

8 Read the sentences and grade yourself where 1 is Bad and 5 is Excellent.

1 I can identify the interviewer.	1	2	3	4	5
2 I can identify the interviewee.	1	2	3	4	5
3 I can identify the topic of an interview.	1	2	3	4	5
4 I can find interviews in different sources.	1	2	3	4	5

Go English! When you read through this box with children, it would be useful to practice strategies to paraphrase. You may refer students to what they did in step 3 in Unit 3 when they summarized the main ideas of a sports event.

8 Let children reflect on how much they learned so far and use this activity to monitor their progress. If some of the children need remedial work, invite those who answered with excellent help their peers. If most of your class needs a review, refer them to activity 2 and play track 12 again.

6 You can encourage children to use the Internet or magazines to look for interviews. Have them search for an interview that interests them because they will work with it throughout the unit. They could bring the magazine, print the interview from the Internet, or if none of these options are available, to transcribe the interview in their notebook.

Defining keywords is a way of narrowing an Internet search. This skill will help children with any topic they might research. You could also use the interviews in the link for them to compare the structure of different interviews.

7 In this activity, children will explore the contents of the interview they chose. It is important that they check that the interview they are going to be working with has a minimum of information that allows them to later on build a discussion. You can use this activity as portfolio evidence. Have children work on a separate piece of paper if necessary. End the activity by having students share their answers.

Answers: Main idea: He wrote the book because his children wanted to read the story. **Details:** He told the story to his children before bedtime. He wrote the story in three months. He likes books.

Unit 9 Understand general information and some details of interviews.
Discuss opinions about interviews.

12 Read and listen to the first part of the program *Teens' World*. Then complete the sentences to summarize the information in this first part.

Host: Tonight, on *Teens' World* we have the famous band *Paradise!*. Welcome John, Stu, and Mark.
John and Mark: Hello everybody!
Stu: Hi.
Host: You are the most famous teen band at the moment. Why do you think you are so successful? John?
John: Well, for a start we are very young too, so we understand how teens feel.
Host: What do you think, Stu?
Stu: Yeah, I agree with John. Our songs have to do with teens' everyday lives and feelings.
Host: People want to know more about you. Mark, what do you do besides performing on stage and releasing albums?
Mark: I love extreme sports. So, I always find some time between tours to practice them.
Host: What about you, John?
John: I've got lots of friends, and we go out whenever we can.
Host: And you, Stu?
Mark: Oh, don't ask him. It's not soable.
Host: How about you singing for us tonight? Just one song.
John: Sure!
Stu: I don't know ...
Host: Yes, come on!
Stu: Okay.

- 1 The people invited to the program are
- 2 The two topics they talk about are
- 3 In his free time, Mark loves
- 4 John prefers to

For your final product Step 2

13 In your notebook, summarize and make notes about your interview using the main ideas from step 1. Add some details that caught your attention.

13 Using the main ideas from step 1 will help children make an opinion about the interview they chose. Encourage them to write what they think in a general way, summarizing the interview's ideas. Apart from using the main ideas and details from step 1, you could also help them with their notes by asking them to differentiate the information from the opinions. Also, encourage them to paraphrase using reported speech in their notes.

Answers: I liked the story about how he wrote the book for his children. They asked him to write the story so they could read it.

12 (13) If children need help with some difficult words you may refer them to the Glossary on page 113 of the Activity Book. This is an opportunity to ask them about the TV show title and think about it in relation to the questions. You might suggest that they predict possible answers to the questions to anticipate what they are about to hear. Play the audio for children to check their answers. Decide how many times you need to play the audio depending on how many of your children are able to answer by listening to the audio a couple of times. Encourage

children to share their answers so they can compare different ways of summarizing. Remember that summarizing implies paraphrasing, which can vary from person to person, the important thing is for children to identify the main ideas and to use their own words.

See track 13 in activity 11.

Answers: 1 a famous teen band
2 their music and their free time
3 to practice extreme sports 4 go out with friends

Unit 9 Discuss opinions about interviews.

17 Underline the reasons Billy, Jim, and Kate give to support their opinion about what the people said or how they behaved on a sheet of paper. Then, in pairs, read and discuss the Reflect box.

I think ... I also consider ...
 I agree ...
 I disagree ... I don't think

Reflect. Why is it important to give reasons for your opinion?

For your final product Step 3

18 Using the interview you chose, say and write down your opinions about what the people said or how they behaved on a sheet of paper. You can use your notes from step 2.

I think the interview was interesting because I learned a lot about the person and the interview.

19 In your notebook, gather all the expressions you have learned to share opinions and to agree or disagree with someone in a chart like this.

Expressions to agree	Expressions to disagree

20 Circle the option that describes how much you learned for your discussion.

Good	More or less	Bad
I chose an interesting person and interview.	I chose an interview, but it is not that interesting.	I didn't choose a person or interview.
I identified the main ideas and details in an interview.	I have difficulty identifying main ideas and details in an interview.	I can't identify main ideas or details in an interview.
I know expressions to agree and disagree.	I know some expressions to agree and disagree.	I don't know expressions to agree or disagree.

For your final product Step 3

18 You might want to write some prompts on the board to talk about impressions and opinions. Encourage students to go over the previous steps and use their notes from step 2.

Answers: He sounded really excited. I'm happy about the success of his book. He seemed very friendly and he told stories about when he was a child.

19 You may ask children to brainstorm some expressions or to look for them in previous activities. Tell them that it is best if they use a variety of expressions in their discussion, but it is more important for them to use them naturally, even if that means that they don't use all of them.

Answers: Expressions to agree: I think so too, I agree, It looked to me ... too. Expressions to disagree: I don't think, I don't consider, I didn't look like that to me ...

20 You may pair up children to answer the activity. Invite them to reflect on each statement. Encourage them to check their answers with their classmate and give each other feedback.

Teaching tip

The board is an essential resource in the classroom. You may wish to include important grammar or vocabulary information that will remain throughout the class, while some space will be needed for checking answers and other temporary notes.


17 You may suggest that children use this activity as an opportunity to build their repertoire of phrases for giving opinions. Also, encourage children to notice that a complete opinion comes with a reason and / or an example. It needs to be more than stating likes and dislikes. Ask children to read the Reflect box and encourage them to use the phrases to agree and disagree.

Answers: Billy: They sound awesome and they are really friendly. Kate: he didn't want to sing a song. Jim: it seemed as if he wanted to finish the interview quickly; he looked serious. Billy: they didn't know they were going to sing in the show.

Reflect. It is important for children to take a moment to think about the importance of giving reasons in a discussion. This will help children sustain a personal way of thinking when discussing, as well as developing a thinking structure not only for a conversation, but for their daily interaction with people.

Media resources

You may help children practice expressions to give opinions by using the *Meeting a Star* flashcards. Invite them to choose and discuss a topic in pairs. Remind them to use information from the Reader as well as the expressions they have learned in this unit.



Discussion About an Interview

PART 1 Socializing

1 Work in groups.

- 1 Present or summarize the interview to the class before you present your product
- 2 Discuss your opinions following the rules to participate you agreed on in step 4. Remember to support your ideas with evidence
- 3 You can go to your chart from step 3 for help to share your opinions and express agreement or disagreement.
- 4 Have a class session to tell your classmates the aspects they could improve

Aspects to Improve

PART 2 Make it yours

Social Practice: Analyze and discuss an interview.

- 1 Who do you admire and would like to interview?**

- 2 How would you prepare for that interview?**

- 3 Who would you discuss that interview with?**

PART 3 Now you can ...

Go back to page 102 and check (✓) the things you learned in this unit. Talk about them as a class.

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and activities. Language is a social process and learning comes through our interactions with others. You might want to explore with children what they learned from their classmates or the characters in the interviews. To emphasize this, you could ask children to discuss their answers with a classmate.

Part 3 Now you can ...
 To summarize the unit and learning, you can ask children what they feel they've learned and know about interviews that they hadn't realized before. It could be helpful for children to discuss this in small groups and then share their ideas with the class. You could ask them to look back at the rating they gave themselves at the beginning of the unit about their ability to discuss an interview and compare it with the rating they would give themselves now.

Teaching tip

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

For your final product Step 5

Part 1 Socializing
 Setting up equipment efficiently for a presentation is a key part of presentation skills, especially when this involves video or audio material. If groups decide to present the interview they worked with, tell them to think about whether it would be helpful for listeners to be provided with any key vocabulary beforehand to assist understanding. If they are not presenting the interview to the class, tell groups to prepare a summary of the interview that does not involve saying their opinions. You may give the class time to practice. Remind

them to be mindful of intonation and body language. When groups give each other feedback, you can provide a checklist to aid focus and clarity. You may consider intonation, use of expressions, politeness, body language, turn-taking, and question quality content. A reflection activity could include thinking about what the most effective points are and what elements contributed to this. You can use this activity as portfolio evidence. Have children work on a separate piece of paper if necessary.

Part 2 Make it yours
 This activity, once completed, offers children a chance to reflect on the purpose of the unit and think about the social value of the achievements



Rating Scale

A rating scale is a set of categories to elicit information about a child's characteristics, qualities, aspects, etc. which are measured using a numeric or graphic scale. This is an individual evaluation.

Instructions:

- 1** Write the aspects (a competency, attitude, ability) to be evaluated in the heading section.
 - 2** Write the indicators to be evaluated in spaces 1 to 10.
 - 3** Assign a value for each indicator by checking the Rating Scale values. Then add them up to obtain the children's average.
- *Key:** 5 is the highest value and 1 is the lowest.

Teacher's name: _____		Rating Scale				
Grade / Group: _____ Date: _____						
Child's name: _____						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
Average						

Unit 10

In this unit you will create a comic to compare historical and cultural aspects of Mexico and other countries.



Environment: Recreational and Literary

Social practice of the language: Read historical accounts to compare cultural aspects of Mexico and other countries.

Communicative activity: Understanding of oneself and of others

In this unit you will learn to ...

- ... explore short historical accounts.
- ... read short historical accounts.
- ... express similarities and differences in historical and cultural aspects between Mexico and other countries.
- ... compare historical and cultural aspects between Mexico and other countries

Where are you now?

Work in pairs or groups and answer the questions orally.



Spanish Conquest (1521)



Pilgrims in America (1607)

- 1 What do you know about both historical events?
- 2 Where do you usually find texts about history and culture?
- 3 Is there a historical event from another country that you would like to learn about?
Which one?

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There are several elements on this page you may wish to explore with children. You could ask children what they would like to know about Mexico's history. A suggestion would be for them to look at the pictures in the photo and identify what the children may be discussing. Explain that the social practice of the language is to read historical accounts to compare cultural aspects of Mexico and other countries, and that will result in producing their final product, which is to create a comic to compare historical

and cultural aspects of Mexico and other countries. You may guide them through the achievements, and remind them to refer back to these points to check their progress. This activity may provide an opportunity to brainstorm from children vocabulary related to historical accounts, based on the two pictures. You could write all the words on the board and then invite children to use them in their discussion.

Unit 10 Explore and read short historical accounts.

Read the text and answer the questions in your notebooks. Compare your answers with another pair and share what you find most interesting about the text.

- 1 What were the most common means of transportation in Mexico City?
- 2 Where did people buy food?
- 3 What important period in the movie industry had started before the 1940s?
- 4 How has women's life changed since the 1940s?
- 5 What would you use this text for?

It is interesting that in the 1940s bullfights were popular. Yes, it is. Nowadays they are unpopular.

For your final product Step 1

Work in small groups. You are going to research about a historical account in Mexico and in the world. Choose one from your country and the other one from another country in the world. Write the information in the cards.

Country:	Country:
Event:	Event:
Setting (Place and Time):	Setting (Place and Time):
Notes:	Notes:
Sources:	Sources:

Discuss with your classmates what additional interesting information about the events you chose you can add. Share your answers with the class.

use to look up information, or the information they found (in case you decide to leave this for homework or to give them time to go to the school library and come back, if available). For this activity, suggest children that there are many strategies they can use to understand texts and extract the pieces of information they need like identifying the elements of the story, rereading to understand comprehension of texts, etc. You can use this activity as portfolio evidence. Have children work on a separate piece of paper if necessary.

Answers: Country: Mexico, Event: Aztec Trade, Setting (Place and Time): Tlatelolco, 14th century Notes: Pochteca were professional merchants, traveling long distances to sell luxury goods (jewelry, gems, cacao beans) required by the nobility. Sources: websites, books Countries: Italy and France, Event: Trade during Middle Ages, Setting (Place and Time): 12th century, Notes: Traders in middle ages were professional merchants, traveling long distances to sell goods (spices, wool, iron, wax, oil, linen). They were usually obstructed by the tolls and fines each landowner requested before letting merchandise pass through his domains. Sources: websites, books

If children are familiar with graphic organizers, you may suggest that they use one to classify their notes.

3 To encourage children to activate their background knowledge before reading, you might ask them about the changes they have seen in Mexico since they were younger. When they finish answering the questions, you may pair them up to share and talk about their answers. This activity will also help children practice their speaking skills. You may divide the class into small groups or pairs. If necessary, you may find it useful to brainstorm ideas from the text before they begin the discussion. You may also remind children about words and phrases to express interest.

Answers: 1 Electric streetcars, buses, and taxis. 2 Markets 3 The Golden Age of Cinema 4 Very few women had a job and they were not allowed

to vote. Now, many women have a job and they can vote. 5 I would use this text to write a historical report, or to compare cultural aspects of Mexico and other countries.

For your final product Step 1

4 Children may form groups for their product. You might want to explain that they are going to choose a country or culture and research cultural and historical aspects about it. They may need some time to brainstorm ideas. When they finish with this first step of their product, it could be a good idea to have children share with other groups the country they chose and the source they will

5 Invite children to share the aspects they consider most important with the class. You may suggest them using a story map like the one they used in Unit 5 to organize their ideas and the information they have, so they can relate the information they looked for with additional interesting information they need to add. Remember to monitor your class and while you are doing it, interact with your children by giving helpful ideas or opinions. In this way, students may use your ideas as a model to perform the activity.

Answers: We can also add characters, facts, dates.

Unit 10 Express similarities and differences in historical and cultural aspects between Mexico and other countries.

Read the **Go English!** box to write sentences to express similarities and differences between Mexico City and London in the 1940s. Follow the example and use your notes from activity 8.

- 1 Population: "Few people in Mexico City had a job outside their home while many people in London had a job outside their home."
- 2 Means of transportation.
- 3 Entertainment
- 4 Women's jobs:
- 5 Women's right to vote.

Go English! We can use the linking word *while* to contrast two ideas. We can use it at the beginning of the first sentence or in the middle of the two sentences. *While listening to the radio was popular in the 1940s, today streaming music online has become popular. Women couldn't vote in 1940s while they can do it these days.*

R Open your Reader to Chapter 10, "Two Pre-Hispanic Civilizations" pages 130 to 140 and read the complete text. What are the similarities and differences between the Incas and the Mayas? Which civilization do you like best? Why?

11 Work in pairs. Discuss what you consider were the most important differences between Great Britain and Mexico in the 1940s.

Few women in Mexico City had a job outside their home while many women in Great Britain joined the navy or the air force

For your final product Step 2

11 Work in groups. Decide on the criteria you will use to compare the historical account you chose in step 1. Complete the first column of the table.

Criteria:	Mexico:	Country:
-----------	---------	----------

9 Take the time to go through the *Go English!* box with the class. Remind children that this is good practice for when they write their reports for the final product. Classifying notes will later help them build sentences for a joined-up text. To avoid confusion, you might suggest that children write their sentences using the word *while* in the middle. After they check their answers, you could ask them to re-write the sentences using the word *while* at the beginning and introducing the comma between clauses.

Answers: 1 Mexico City had 1,700,000 inhabitants while London had 8 million. 2 The most popular means of transportation in Mexico City were the electric streetcars, buses and taxis while in London the most common

means of transportation were buses and trains. 3 In Mexico City people enjoyed bullfights while in London they went to movie theaters. 4 While in Mexico City women didn't work, women in Great Britain worked in factories, farms, and hospitals. 5 Women in Mexico couldn't vote while women in Great Britain could vote since 1928.

Go English! You may explain the use of *while* as a linking word and its position at the beginning and middle of sentences to contrast ideas. You can point out the use of the comma to separate clauses when *while* is used at the beginning of the sentence. It may be useful to clarify we can also use *while* to talk about time.

R Give children time to read the text on their own time. Remember that not everyone will read at the same speed and children shouldn't feel rushed as this will spoil their enjoyment. If you have quick finishers, you could have them make a table in their notebooks listing the similarities and differences between the Incas and the Mayas.

10 Before children begin this activity, do some remedial work on problems that appeared in the previous activity. Once children finish the activity, have them give feedback to their classmates.

Answers: Few women in Mexico City had a job outside their home while many women in Great Britain joined the navy or the air force.

For your final product Step 2

11 Encourage children to go to the information they researched and to read it, skipping the words they don't know. In this way they will notice that they don't need to know the meaning of each word to understand the main ideas in a text. Suggest they use those main ideas to decide on the criteria. They may also use what they did to take their notes in activity 8 as help.

Answers: Mexico; Criteria: Time: 14th century; **Place:** Tlatelolco Market; **Characters:** Pochtecas; **Trading objects:** jewelry, gems, cacao beans.

Unit 10 Compare historical and cultural aspects between Mexico and other countries.

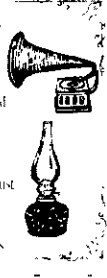
14 Work in pairs. Read about daily life in the American British colonies and in Mexico at the time of their independence, and underline similarities and differences you find. Share your answers with your partner.



In the mid 1700s, when Americans became independent from the British, poor people lived in one-room houses and richer people lived in two-story houses. The same as rich and poor people in Mexico at the time of their independence from the Spanish (1810-1820). As there wasn't electricity, they lit candles inside their homes in both countries. In Mexico, indigenous people lived in huts outside the city, or rich people's houses working as servants.

In the US, women and girls wore long dresses with aprons and hats or hoods to cover their hair. Men and boys wore their hair long and tied it into ponytails. They wore breeches, stockings, cotton shirts, and a vest. Every home had a spinning wheel and a loom because women sewed and knitted the clothes for the family.

In Mexico, women wore long high-waist dresses, shawls, and ornamental combs. Men wore long breeches, boots, coats with long tails behind, tall collars, and top hats.



Go English! Finding differences and similarities will help you organize the relevant information so you can use it when you require

15 Rewrite the underlined sentences from the text in activity 14 using the prompts to simplify them.

- 1 While / rich people / two-story houses / poor people / one-room houses
- 2 Both countries / people / lit / homes / candles
- 3 Men and boys / wore / ponytails
- 4 Women / made / family's clothes / spinning wheel and a loom

There are many words that are used to compare and contrast. To learn more about other words you can use when comparing and contrasting, go to: <http://educits.nw5Kb>

17 Make sure children understand that although the sentence prompts appear similar to the written text they will need to alter them slightly and add words for them to make sense. You can use this activity as portfolio evidence. As a class, you can choose other ideas children underlined and rewrite the sentences, in that way children can practice paraphrasing and you help children that are struggling with this to reinforce their knowledge as this could be remedial work for them.

- Answers:** 1 While rich people lived in two-story houses, poor people lived in one-room houses. 2 In both countries, people lit their homes with candles. 3 Men and boys wore ponytails. 4 Women made the family's clothes using a spinning wheel and a loom.

You may want to introduce other words to compare and contrast, so children can extend their learning and go further. Use the suggested words in the diagram and model some examples so students can imitate what you are doing and expand their knowledge by using different comparing and contrasting words.

16 Refer children to the Glossary on page 125 of the Activity Book.

You can ask children to identify the pictures in the text and say what they know about them. Guide them to guess and make them feel comfortable doing so by accepting all answers. Suggest that children pick out new vocabulary from the text and classify it accordingly. To guide them with the underlined sentences, remind them about the concept of similarities and differences and how they help organize their ideas.

Answers: Underlined: Poor people lived in one-room houses, and richer people lived in two-story houses, the same as rich and poor people in Mexico. As there wasn't electricity, they lit candles inside their homes. In the

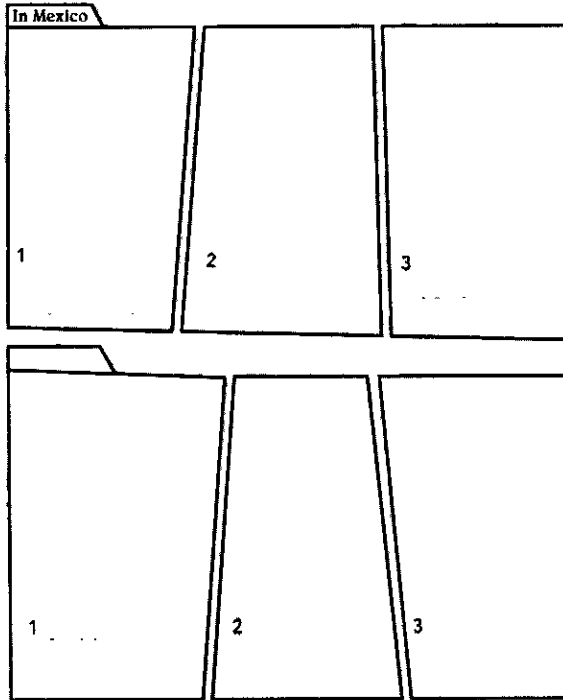
US, women and girls wore long dresses with aprons and hats or hoods to cover their hair. In Mexico, women wore long high-waist dresses, shawls, and ornamental combs. In the US, men and boys wore breeches, stockings, cotton shirts, and a vest. In Mexico, men wore long breeches, boots, coats with long tails behind, tall collars, and top hats. Men and boys wore their hair long and tied it into ponytails.


Go English! You may explain the importance of finding differences and similarities to organize ideas they will compare and contrast. You can point some sentences and allow children identify if it is a similarity or a difference.

Unit 10 Compare historical and cultural aspects between Mexico and other countries.


20  Draw a comic strip representing each sentence and label them.

In Mexico



21  Work with your product group. Write three things that you all learned after completing this book.

- 1
- 2
- 3


20  Rewriting the information allows children to practice the use of higher order thinking skills, such as analyzing and processing, to show they understand the text and are able to make it clear for others to understand. Use the information in the teaching tip to help them summarize. Then set a time limit for them to draw their comics.

Answers: In Mexico: 1 Trade was developed during the Aztec empire in the 14th century. 2 Pochtecas were professional merchants that sold different goods. They traveled long distances. 3 Some trading objects pochtecas sold were cacao beans, gems, jewelry.

In France and Italy: 1 Trade was developed during Middle Ages in the 12th century. 2 Merchants sold different goods. They didn't travel long distances. 3 Some trading objects merchants sold were linen, wool, wax, oil.

Teaching tip

To help children summarize effectively, ask them to read through their sentences and underline the key information. Make sure this is important information. It should not be too specific.

21  Self-assessment develops children's self-awareness and ability to reflect on their own learning. It also encourages them to develop a

responsible attitude towards their learning. We also recommend they get together to share their findings and make together a plan to help those children that are having problems with specific topics.

Classroom management

At times, children can be quite harsh on themselves when self-assessing. You need to be ready to respond with a positive view of their work.

Remember

Bring blu-tack or tape to paste children's comics on the classroom walls.

Progress Tracker

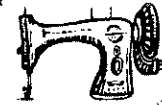
Complete the following activities to review and check your progress in this unit.

- 1 Read the next part of the text about daily life in the American British colonies and Mexico. Write three sentences expressing similarities or differences between both countries.



In the U.S., after children had learned to read and write they often left school. Only boys from richer families continued studying. Schools were uncomfortable because children of all grades including high school were together in a single room. Students wrote with quill pens and sat on wooden benches. Children's favorite toys were balls and rag dolls.

In Mexico, boys were taught to read and write, but girls were taught to sew and embroider. Rich girls played with porcelain dolls and poor girls with rag or clay dolls. While rich boys played with wooden horses and ships, poor boys played in the fields and invented games.



- 1
- 2
- 3

- 2 Rewrite the sentences from activity 1 to make them shorter and simpler. Draw your ideas inside the comic representing each sentence and label them.

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.

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03 Class Audio Tracks

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

Lagasse, Emeril, *Emeril's There's a Chef in My Soup!* (New York: Harper Collins, 2005)

Pope Osborne, Mary, *Ancient Greece and the Olympics* (New York: Random House, 2004)

Recreational and Literary

Ancona, George, *Capoeira: Game! Dance! Martial Art!* (New York: Lee & Low Books, 2007)

Goldman, Judy, *Whiskers, Tails and Wings: Animal Folktales from Mexico* (USA: Charlesbridge, 2013)

Krull, Kathleen, *Harvesting Hope: The Story of Cesar Chavez* (USA: Houghton Mifflin Harcourt, 2003)

Academic and Educational

Challoner, Jack, *Hurricane & Tornado: Encounter Nature's Most Extreme Weather Phenomena from Turbulent Twisters to Fie* (United Kingdom: DK Eyewitness, 2014)

McClure, Nikki, *To Market, to Market* (USA: Harry N. Abrams, 2011)

Online References

The websites suggested provide further opportunities for exposure to literature in a format that is friendly for children.

Family and Community

<http://www.readingrockets.org/books/interviews>

<https://www.sikids.com/>

Recreational and Literary

<http://www.storylineonline.net/>

<http://www.historyforkids.net/>

Academic and Educational

<https://kids.nationalgeographic.com/>

<https://www.animalplanet.com/>

Reader Audio Script

Track 15), Unit 5, Chapter 5, Activity 1

Once the three brothers were reunited, they compared their gifts. Ali showed Houssain the ivory tube, and when he looked through one end of it, he saw Princess Nouronihar running away from the sultan's palace. She wanted to study in a different city ...

Track 16), Unit 10, Chapter 10, Activity 1

The Inca Empire was organized to follow the Sapa Inca, who was the absolute ruler of the empire. The Maya political system was not an empire; they had city-states and the king, who had a semi-divine status, was the supreme ruler of the Mayans.

To communicate, the Incas spoke Quechua, but they had no written language. Instead, they recorded information using *quipus*, which were knotted strings that represented a base-10 number system. The Mayas developed a hieroglyphic writing system, and they used a base-20 number system and had a symbol for zero.

The Incas worshipped several gods and they performed human and animal sacrifices to their gods. Very similar to the Incas, the Mayas worshipped several gods and performed human and animal sacrifices.

The Inca people built stone terraces to cultivate the land and practiced crop rotation. They also had herds, mainly of alpacas and llamas. While the Mayans practiced slash-and-burn agriculture in terraces to grow crops, but unlike the Incas, they didn't raise animals.

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English!

Teacher's Guide

6



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



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