

ENGLISH

3
PRIMARY



Lina Alvarado Jantus



Ciclo 2

Lengua extranjera. Inglés

Teacher's Guide

Estimado(a) maestro(a)

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

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

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

Le deseamos éxito.

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HANDS ON!

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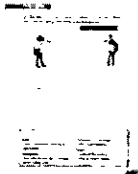
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STRUCTURE OF THE ACTIVITY BOOK

Welcome to *Hands on! 3 Primary*. This book will be your friend for the next school year. Enjoy it!



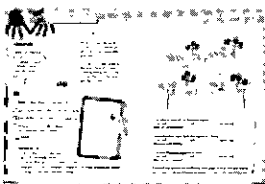
The units in blue deal with the *Family and Community environment*. The units in orange deal with the *Recreational and Literary environment*. The units in green deal with the *Academic and Educational environment*.



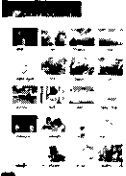
Getting started.
Activities that will motivate you to start moving.



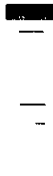
Start / Development
Activities that will help you create the final product.



Closure. Collaborative and fun hands-on activities. They are the final product and also the final evaluation of each unit. You will work with your group and then share your work with the rest of your classmates.



Picture Dictionary. A useful list of words and images to help you understand their meanings.



Bibliography. References of books and websites for you to investigate more.

SECTIONS AND ICONS



This icon stands for the social learning environment of Family and Community.



It stands for the social learning environment called Recreational and Literary.



This icon stands for the social learning environment called Academic and Educational.

Language watch

It contains activities that help you revise a particular language structure necessary to develop the final product.

You will listen to a recording.

You will find pictures that illustrate the meaning of key words on page 126.

This icon indicates you may visit a webpage related to the content of the unit.

Unit reflection

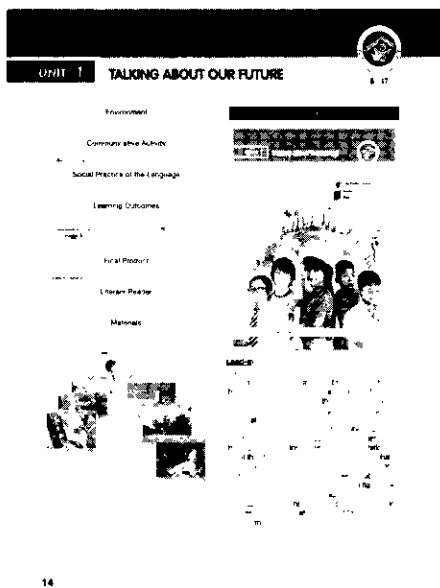
Statements that help you reflect on your learning process and raise your awareness of how you develop your own learning strategies.

You will do an activity that consolidates the contents of the unit and helps you prepare for the final product.

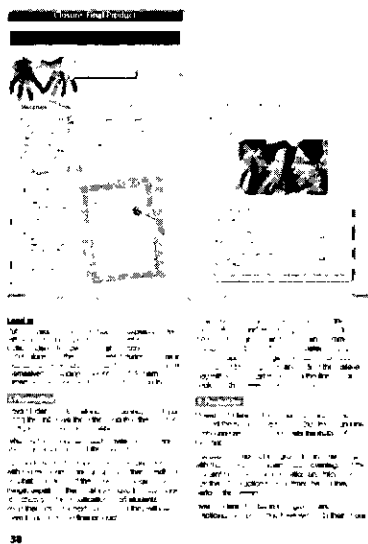
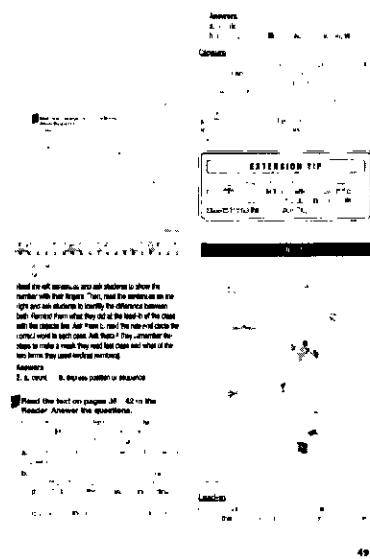
Indicates the text in the Reader related to the unit.

This icon indicates how you will work.

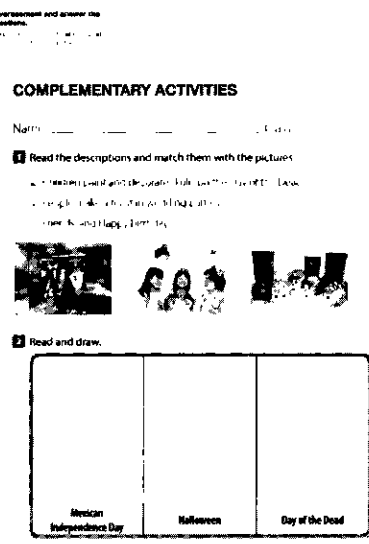
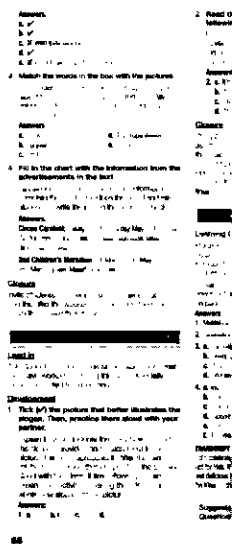
STRUCTURE OF THE TEACHER'S GUIDE



Each chapter contains several units. Each unit is introduced by a table with the environment, the communicative activity, the social practice of the language, the expected outcomes, the name of the product, and the name of the text in the Reader.



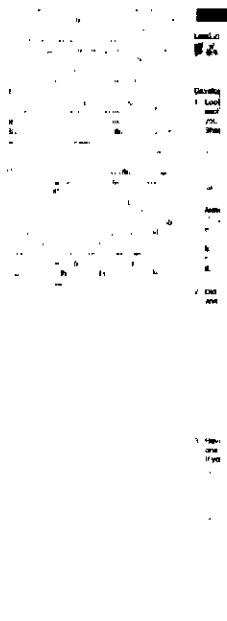
The **Final Product** section contains thorough instructions and complementary teaching tips that will guide students through the different stages of the final product.



There is a lead-in to the unit and step-by-step methodological suggestions for each activity, including communicative activity, social practice of the language, learning goals and answers.

Each page in the Activity book has its corresponding minimized page on the Teacher's Guide, and the methodological suggestions include answers, teaching tips, extension tips, background information, and strategies to raise students' phonological and cultural awareness.

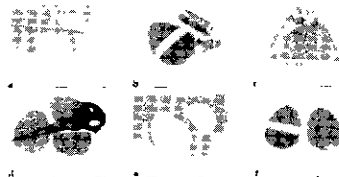
This book includes **Complementary activities** to review and expand the contents of each unit. It provides a photocopiable guide to work on.



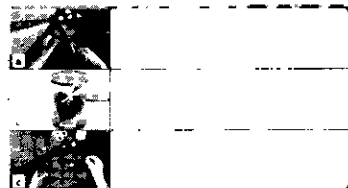
CHECK YOUR PROGRESS 3

1 Look at the pictures and put them in the correct order, using Ordinal Numbers. (6 points)

How to make a felted Easter egg



2 Look at the pictures and write the instruction. (3 points)



ASSESSMENT INSTRUMENTS

Assessment Observation sheet (AOL 1)

Teacher	Assessor	Lesson	Class	Date
Alonso	Alonso	10:00 - 11:00	10	10/10/20
Indicators	Indicators	Indicators	Indicators	Indicators
Shown to	Shown to	Shown to	Shown to	Shown to

At the end of each unit, there are methodological suggestions for the **Check your Progress** section. This section is aimed at assessing the language skills and content of each unit. It also has the answers to the exercises.

The **Assessment Instruments** section provides all the instruments to evaluate students' performance, which are suggested in the syllabus.

CD TRACKLIST

- Track 1
- Track 2
- Track 3
- Track 4
- Track 5
- Track 6
- Track 7
- TRACK 8
- Track 9
- Track 10
- Track 11
- Track 12
- Track 13
- Track 14
- Track 15
- Track 16
- Track 17
- Track 18
- Track 19
- Track 20
- Track 21
- Track 22

GLOSSARY

Adjective

Adverb

Adverbial phrase

Base form

Case

Case, person

Gender

Gerund

Graphic organizer

Infinitive

Interjection

Noun

Noun phrase

Passive voice

Phrase

Preposition

Prepositional phrase

Present Perfect

BIBLIOGRAPHY

Bibliography for teachers

Reference Center

Bibliography for students

At the end of the teacher's guide, there is **tracklist** with the list of the tracks provided on the CD. Also, there is the **glossary** of many concepts explained and the **bibliography** which includes a variety of reference books and websites for the teacher and some reference books for the student.

INTRODUCTION

A message from the author

HANDS ON! 3 PRIMARY has been developed taking into account the patterns and activities most relevant to the effective learning processes suitable for students in their second cycle of Primary Education (3^o de Primaria y 4^o de Primaria).

What was most taken into consideration was how to develop students' interest in the contents of the book. The contents include subjects and themes of special relevance and attraction to young learners which enable them to use English in collaborative activities that foster reflection, motivation, knowledge and research.

"Research shows that educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning. The benefits of collaborative learning include:

- *Development of higher-level thinking, oral communication, self-management, and leadership skills.*
- *Promotion of student-faculty interaction.*
- *Increase in student retention, self-esteem, and responsibility.*
- *Exposure to and an increase in understanding of diverse perspectives".*

(Cornell University USA, 2014)

The contents in **HANDS ON! 3 PRIMARY** are intended for students who already have some previous knowledge of English and who are in the third and fourth grades of Primary Education (3^o Primaria y 4^o Primaria).

On this stage, students may be familiarized with high-frequency vocabulary and they should be able to interact in a simple manner and produce phrases and/or short sentences, as well as extracting specific information, orally or in written form.

New contents are introduced systematically throughout the year, so that the student's knowledge can be constantly consolidated.

Finally the purpose of the book is to offer fun in the sometimes dry and arduous knowledge and learning acquisition process.

We hope that both students and teachers will enjoy **HANDS ON! 3 PRIMARY** and use it to its maximum extent.

The Author

COURSE DESCRIPTION

HANDS ON! 3 PRIMARY is a fun, colorful and stimulating course book that contains meaningful themes and contexts that are relevant to students in order to ensure them fluency and confidence in using English, and it provides them with cross-cultural and intercultural insights.

PURPOSE OF ENGLISH LANGUAGE TEACHING FOR CYCLE 2

1. Identify share and different aspects of other cultures from intercultural experiences.
2. Participate in the decision-making to improve cooperation for learning a foreign language.
3. Use information from previous experiences from foreign language learning to anticipate new situations.
4. Use simple linguistic repertoires to say expressions about personal information and practical needs.
5. Exchange predictable information of immediate interest.
6. Set basic social contacts in everyday situations.

Adapted from: *Aprendizajes Clave para la Educación Integral. Plan y Programas de Estudio para la Educación Básica. Segunda Lengua: Inglés.* Secretaría de Educación Pública, 2017. Ciudad de México

LEVEL OF COMPETENCE

The purpose of **HANDS ON!** is that students interact in immediate and familiar communicative situations, through expressions used in familiar contexts.

Common European Framework of Reference: A1.3

HANDS ON! 3 PRIMARY is organized around the A1 level of competence provided by the CEFR (Common European Framework of Reference). Therefore, what is expected is that students interpret and respond to isolated words and simple expressions of frequent use in basic social interactions typical of their everyday contexts (school, home, community). Students answer using well-known expressions to oral and written models related to immediate needs of communication with a specific purpose. Students provide basic information about themselves and their everyday contexts, follow and give very basic instructions related to their immediate contexts. Students interact with others and the culture through games and recreational activities, using a few linguistic and non-linguistic resources.

COMPONENTS

Activity Book

HANDS ON! 3 PRIMARY is a 128-page color book consisting of ten units. Each unit is topic-based. The topic is introduced on Stage 1 and then the clue words and language structures are practiced through a wide range of activities on Stage 2. At the end of every unit, there is a motivating product to be made (Stage 3) that will allow every student to work in groups, in order to put in practice the social practice of the language. Based on the contents settled in the Curricular Foundation of Second Language (English), the object of study is the social practice of language. Therefore, social practices of language have been distributed and organized into topics related to the following environments: *Family and Community, Recreational and Literary and Academic and Educational*.

General aspects

HANDS ON! 3 PRIMARY is based on the social practices of language. They are directed towards the process and integration of learning and they offer students opportunities to participate in a variety of communicative interchanges, which require the proper use of knowledge, abilities, attitudes and strategies, and to reflect upon different aspects of language and culture.

Self-evaluation

This tool, at the end of every unit, allows students to start getting familiarized and involved in their evaluation. Self-evaluation requires students to be more aware of the changes they are experiencing, motivates them to form a realistic and honest perception of their own work, and to try to take responsible steps to solve their problems. Self evaluation enables students to become independent learners as well as independent thinkers.

Products

In each unit, there is also a Product to be made by students, where they integrate and put to work the different sections of the unit. This is a tool which integrates all the teaching points and contents of the units, similarly to what happens in real-life situations. Students will put into practice collaborative work, by using what they have dealt with throughout the unit, while working in groups, to produce a final product. In this section, the process is as important as the result.

Evaluating Unit Reflection

This tool allows students to evaluate their own performance in the Unit and during the preparation and presentation of the final product. It also helps them in their interaction with their classmates.

Teacher's Guide

This component includes:

- an introduction with a description of the course and the course components, the methodology used, and suggestions for classroom management;
- detailed teaching notes for every page on the Activity Book;
- windows with additional extension activities. Teachers decide whether to use them or not, and when to use them;
- background notes that contain information on how to deal with students' most frequent errors and why these are produced;
- answers for all the tasks in the Activity Book and in the Teacher's Guide, and for all the tests;
- a tracklist and the transcripts of all the recordings included in the audio CD;
- detailed teaching notes for the use of the Reader;
- one photocopiable test per unit (Check your Progress);
- a Rubrics Appendix, which contains a set of evaluation instruments to assess students' performance in each unit.

Choice of tasks

The book includes a great number of varied activities. The teacher should choose the ones which are more appropriate for his / her group, depending on their general level. The important thing for the teacher to bear in mind is the final objective of each unit, and how the different students are advancing towards it. Information and extra practice is suggested when there is a chance that students will make a mistake in grammar, vocabulary, or pronunciation. Teachers should be very careful as to when and how to correct errors and avoid interrupting students when they are doing oral communication activities. Instead, they should make a note of the common mistakes and then correct with the whole class at the end of the activity.

Bibliography and websites

At the end of the Teacher's Book, there is a list of books and websites that the teacher can use as a reference and to find further information on the contents of the book.

CD

The CD includes seventy-three tracks with all the material for the listening activities, and sixty-three flashcards for the ten units.

Concerning the audio material, the first track of the CD offer examples of useful classroom language that the teacher can use with the students in different situations and with different purposes. They provide examples for students to imitate, or they are expressions the teacher can use and students need to identify and recognize.

Regarding the flashcards, they contain photos with the most significant vocabulary and structures in each unit of the Student's Book or the Reader.

Reader

The texts included in the Reader aim at helping students familiarize with language aspects that have been studied in each unit, and also develop their reading comprehension ability.

At the end of each unit, students are invited to extend reading practice. At the same time, they analyze and discuss the informative and literary texts that are included.

The main objective of this component is to provide extra reading time and foster students' interest in different types of texts. It includes informative and literary texts that are related to the contents and social practices proposed for each unit. All the texts are varied and have been specially selected to prompt students' motivation and interest. After reading, students are invited to reflect on the content, give opinions and share ideas.

The reading activities proposed will help students get familiarized with language structures, acquire new vocabulary, and consolidate what they have learned.

BOOK METHODOLOGY

HANDS ON! 3 PRIMARY helps students develop language and learning skills to carry out sequences of tasks.

- motivation is increased as learners become personally involved;
- all four skills - reading, writing, listening, and speaking - are integrated;
- autonomous learning is promoted as learners become more responsible for their own learning;
- there are learning outcomes, learners have an end product;
- the tasks are authentic and therefore the language input is more authentic;
- interpersonal relationships are developed through working in pairs or groups;
- there is always a break from routine and the chance to do something different.

Collaborative work

This approach gives teachers the grounds for evaluating what students have learned and how they apply that knowledge to real-life situations.

Working in groups develops several very important skills, including collaboration, error correction, and respect for other people's opinions.

In addition to completing the task at hand, you could ask students to evaluate how well they worked as a group, after each group exercise, using this simple instrument:

Our Effectiveness as a Group

Evaluation scale: 1 – 2 – 3 – 4 – 5 – 6 – 7
 Low High

- The group defined its task. _____
- All members of the group
 - accepted the responsibility for the outcome. _____
 - felt free to state their real opinions. _____
 - were productive. _____
 - were respectful at all times. _____
 - feel satisfied about the work done. _____

(Based on: Stopper, R. (2004). Small-Group Discussion, pp. 299-303. Bloomington, IN: Xlibris)

Learning styles

Research and teaching experience have shown that students are better motivated and learn more when their different intelligences and learning styles are taken into account, in the teaching and learning process.

As there are different personalities, there are also different learning styles in a classroom (visual learners, auditory learners, kinesthetic learners, tactile learners).

HANDS ON! 3 PRIMARY has considered these important facts and offers different kinds of activities to suit the variety of students' needs in a class.

Methodological considerations

To guarantee a contextualized and integral approach to aspects related to spelling and pronunciation, in **HANDS ON! 3 PRIMARY**, a speech model (oral text) or writing model (written text) is presented as a starting point. All these models are used in different real communicative contexts which comply with the social practices of language stated for each unit.

ASSESSMENT

The purpose of assessment in Cycle 2 (3^o y 4^o de *Primaria*) is to record the degree of progress attained in everyday class work and any changes or adaptations required by any component of the teaching practice (teacher training, educational resources, syllabuses, infrastructure, etc.) in order to reach the goals established during the school year.

From this perspective, the assessment of each stage in the second cycle does not involve promotion, and therefore its function is related to the learning process and should be characterized by being:

- *Formative*, because it is a continuous process of uninterrupted gathering of evidence and qualitative data on the students' performance; that is, on their strong and weak points, so that positive and effective feedback among students and the teacher is guaranteed.

- *Continuous*, because it takes into consideration work and performance done throughout the development of the stages of the communicative situation, not only the final product.
- *Global*, because it considers the students' English language skills as a whole and does not isolate or break them down into fragments.

In **HANDS ON! 3 PRIMARY**, advocates the importance and applies the guidelines of *Assessment for Learning* theoretical principles. It has been defined as any assessment for which the first priority in its design and practice is to serve the purpose of promoting students' learning. Assessment that fosters understanding (rather than simply evaluating it) has to be more than an end-of-the-term/unit test. It needs to inform students and teachers about both what students currently understand and how to proceed with subsequent teaching and learning. In this way, an assessment activity can help learning if it provides information that teachers and their students can use as feedback in assessing themselves and in modifying the teaching and learning activities in which they are engaged.

HANDS ON! 3 PRIMARY, the evaluation activities are not different from the rest of the tasks that are proposed, but they include evaluation instruments and suggestions that provide opportunities for a variety of perspectives on assessment over each unit: self-assessment, and teacher's assessment. This aims at helping students develop the skills they will need to provide one another and themselves with useful feedback. Self-reflection and peer-assessment does not come easily to most students, but both can be learned from practice along the earliest stages of education.

Listening and speaking strategies

Listening strategies are techniques or activities that contribute directly to the comprehension of spoken messages.

Before students listen, they need to understand how to recognize the purpose of the message, and make connections about the topic or tone to tune in as preparation for processing the information. Teachers can use directions, vocabulary competition, film watching, or description of drawing sketches to get students prepared and motivated for second language listening. While students listen, the teaching task will mainly focus on "note-taking" skills. EFL learners need to be taught and encouraged to actively think about what they are listening to. In order to teach EFL learners to think when listening, focusing on note-taking skills is a good way of helping them concentrate and to look for clues in what they are listening to.

After listening, students need to act upon what they have heard to expand their thinking.

Here are examples of strategies to help develop students' listening comprehension:

- **Think** of what they already know about the topic of the recording.
- **Anticipate** what will come.
- **Evaluate** which listening strategies will serve best in the particular situation.
- **Predict** what the speaker(s) might say.
- **Figure** out the purpose for listening.
- **Listen** carefully to the speaker.
- **Attend** to the parts of the listening input that are relevant to the identified purpose and ignore the rest.
- **Listen** for more information that the speaker tells about an idea.
- **Think** about what they have listened.
- **Monitor** their comprehension and the effectiveness of the selected strategies.
- **Evaluate** if they achieved the listening comprehension goals.
- **Evaluate** if the combination of listening strategies selected was effective.

On the other hand, the teaching of speaking involves more than just providing them with speaking fluency practice. Teachers need to focus on skills and strategies that will help students negotiate meaning and communicate effectively with other people. These strategies help all students improve their language development in a supportive, encouraging way:

- Model language by saying aloud and writing the ideas and concepts you are teaching.
- Have students retell stories aloud.
- Teach choral speaking and reading.
- Sing or read songs. Children can bring in a favorite song to perform alone or as a group, but make sure you have heard the song first and approve it.
- Have students read and perform theater scripts.
- Correct content, not grammar. To model proper grammar and syntax, restate or rephrase students' questions or statements.
- When asking questions, give choices for the answer.
- Encourage students to describe, summarize, define, contrast, and compare by modeling. Be sure to show and not just tell when teaching a new concept, idea, or vocabulary.

Writing strategies

For a second language learner, writing is an extension of listening and speaking. Therefore, students must be provided with opportunities to build, extend, and refine oral language in order to improve written output.

A great deal of research on writing highlights the fact that this skill is rarely done in isolation, but is virtually always done in response to source texts.

(Cumming, Kantor, Powers, Santos, & Taylor, 2000; Hale et al., 1996; Hamp-Lyons & Kroll, 1996; Horowitz, 1991; Leki & Carson, 1997; Weigle, 2002).

That is, students are rarely asked to write essays based solely on their background knowledge; before they write on a given topic they are expected to read, discuss, and think critically about that topic and the type of text they are expected to produce. Currently, there is general agreement that reading and writing are both fundamental cognitive processes that depend upon cognitive activities such as selecting important information, organizing and retrieving information, summarizing or consolidating information, and so forth. Thus, instruction in reading and writing becomes an important aspect of enhancing students' skills. Recently, writing instruction has moved from a product orientation to a process orientation that stresses response during writers' planning, drafting, revising, editing and publishing. Fundamental to this process is writing for real purposes and audiences, students' sharing of ideas and written work, students' ownership of their topics, frequent writing opportunities, and opportunities for extended writing.

It is also important for students to view their own writing published, informally or formally. This provides them with a purpose to planning their texts, as well as purposes for drafting and revising (since their work will be "public", they experience the need to shape the work to best represent their own goals).

The writing process involves a series of steps to follow in producing a finished piece of writing. Every writer follows their own writing process.

Here are the five steps in the writing process and some useful tips and instructions to use with your students:

1. Prewriting

Prewriting is forming ideas and planning how to present information. This is the planning phase of the writing process, when writers brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts.

- Use brainstorming or create a graphic organizer.
- Observe, imagine, interview.
- Gather the information.

2. Drafting

Drafting is creating the first version of a paragraph. This step turns prewriting ideas into sentences. Writers create their initial composition by writing down all the ideas in an organized way.

- Use three or more important ideas from the prewriting and add specific, interesting new elements.
- Develop complete sentences.
- Add supporting details.
- Don't worry about making mistakes – just get your ideas down on paper.

3. Revising

Revising is changing, taking out, or adding words to make meaning clearer. The goal of this phase of the writing process is to improve the draft.

- Read carefully to make sure the wording is clear and complete.

- Ask yourself: *Is my message clear? Did I include enough information? Did I accomplish my purpose?*

4. Editing

Editing is correcting spelling, punctuation and grammar errors. At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity.

- Read it aloud to yourself.
- Ask a friend/peer to listen to your work.
- Use a checklist to check capitalization, punctuation and spelling.
- Have another writer's feedback.

5. Publishing

Publishing is making a final copy. In this last step of the writing process, the final writing is shared with the audience.

- Submit to the teacher/peers/editors/etc.
- Send it to interested / individual groups.
- Display it on the board or the walls in the classroom.

Adapted from: *The 5-Step Writing Process: From Brainstorming to Publishing* (n.d.) Retrieved December 18, 2016, from: <http://www.terichpublishing.com/AuthorResources/General/5-Step-Writing-Process.aspx?sthash.1xrD4Dgq.dpuf>

INTEGRATING THE FOUR SKILLS IN THE ENGLISH CLASSROOM

Skills integration generally refers to linking the traditional four skills of language learning: reading, writing, listening, and speaking in the context of a lesson. An integrating approach for the development of communicative skills in the classroom is highly recommended for acquisition because, as skills are integrated in the classroom, the relevant knowledge of the foreign language is taught in a coherent, meaningful way.

In everyday life, there are many situations in which we use more than one language skill. For this reason, integration is concerned with realistic communication. When teachers integrate skills in a class, they are able to teach the foreign language at a *discourse level*. At this level, language is presented to students through texts which are whole units of communication (either spoken or written) rather than separated segments or parts they must analyze in isolation.

Skills integration allows students to process language by: contextualizing, interpreting, exploring, analyzing, experiencing, challenging, confronting, assimilating, practicing and sharing the new information. In addition, an integrating approach has a positive impact on the classroom atmosphere, creating a relaxed environment and fostering motivation and active engagement.

Forms of integration

There are two general forms to integrate skills in the classroom:

- **Simple integration.** It is the easiest form of integration. In this type of lesson, a receptive language skill serves as a model for a productive language skill. For example: A reading activity which provides a model for a writing task, a listening comprehension activity which guides students to oral production.
- **Complex integration.** In this form of integration, skills are integrated around a theme. The specific distribution of skills integration in the class will depend on the target topic. For example: A pre-reading discussion of the topic to activate schemata, followed by listening to a series of informative statements about the topic or passage to be read. While reading, teacher focuses the class on a certain reading strategy (for instance, scanning). After reading, students react by writing a paraphrase of a section of the reading passage and making a comment.

Adapted from: Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd Ed., New York: Pearson Education.

USING LITERATURE IN THE LANGUAGE CLASSROOM

When students are faced with reading literature, an extensive list of reading sub-skills is applied:

- deducing meaning and use of unfamiliar words;
- understanding explicitly stated information;
- understanding information which is not explicitly stated;
- understanding conceptual meaning;
- understanding relations between the parts of a text through lexical cohesion devices;
- understanding cohesion between the parts of a text through grammatical cohesion devices;
- interpreting text by going outside of it.

The methodological implications of the use of literature in the language classroom are:

- EFL classroom strategies such as cloze, rewriting, prediction activities, role playing are adapted and adopted to teach literary texts in the language lesson;
- text manipulation (e.g., rearrangement and dramatization);
- two-way channel of teacher-student communication and pair/group work, in order to achieve more self-sufficiency.
- literature favors students' development of creative and interpretative skills.

The following is a three-stage framework proposed as a working model for the presentation of literary texts in the language classroom:

- **Framing (thematic preparation):** turning students' attention to the content or theme of the text. Also, it will focus on distinguishing prose from poetry.
- **Focusing (engaging):** the designed activities which lead them to understand the text and to interpret it for the purposes in hand.
- **Diverging (moving on):** leading students into parallel activities of various kinds, e.g., role play, transfer to other text-types, creative writing, etc.

Adapted from: Mirzaei, A., & Domakani, M. R. (2008). *The Theory and Practice of Bringing Literature into the EFL Classroom*.

METHODOLOGICAL SUGGESTIONS TO USE THE READER

Some suggestions to improve the relationship between sounds and written form of words when using the Reader:

- Encourage students to make drawings of parts of the story; then show the complete sequence.
- Ask students to link their own names with those that are present in the story. Show similarities in the names, sounds and letters.
- As students gain more experience and feel more confident, follow the same procedure with other words.

SOME BASIC TEACHING REMINDERS

- Start every lesson in a way that focuses everyone's attention. This creates expectation and prepares students for what is to come. For example, with books closed, write the topic of the lesson on the board and ask some questions about it, show a poster / picture related to the class topic, ask who can remember what they did the previous class, etc.
- Students should not open their books until everyone is paying attention.
- End an activity before students get bored with it. Equally, do not hurry the students or end the activity too soon if they are obviously enjoying it.
- Ask students to express their opinions.
- Don't assume that, if one student says they understand, everyone else does.

- Elicit rather than tell. Students get bored of listening to the teacher explaining; someone in the class will probably know the answer.
- Don't ask students to explain difficult things, such as definitions of words, in English.
- Don't interrupt students during pair / group speaking activities to correct their English. It is better to note the main, common mistakes, write them on the board, and correct them with the class at the end.
- Don't insist on 100% accuracy. Mistakes are a normal part of the learning process, and a valuable source of information for the teacher.
- Give praise and encouragement, especially to the weaker students. Write positive comments on their work. Let them know what they are doing well, as well as what they need to improve.
- Remember that **you** are the main "motivator" in the classroom!

CLASSROOM LANGUAGE

TRACK 1

Greetings

Good morning. / Good afternoon. / Hello. / Hi.
 Goodbye. / See you tomorrow. / See you later.
 Have a nice weekend. / Enjoy your holiday.

Moods and feelings

A: How are you today?

B: I'm fine. / I'm great. / OK. / Very well, thank you.
 / I'm not very well. / I have a problem. / I'm feeling
 down. / I'm sad.

Asking for clarification (Student's)

Can you repeat that, please?
 Can you say that again, please?
 Sorry? I'm afraid I didn't understand.
 Can you help me with this exercise, please?

Encouragement (Teacher's)

Well done! / Good! / Excellent! / Good work! /
 Congratulations! / Do it more carefully. / Say it again.
 / Try to correct that, please. / Not too bad. / You'll do
 better next time. / Keep trying!

Some commands and instructions (Teacher's)

Add more words.
 Answer the questions.
 Be quiet.
 Check your answers.
 Check your predictions.
 Close the door.
 Come to the board.

Compare your answers.
 Compare your answers in your group.
 Complete the paragraph.
 Complete the sentences.
 Complete the summary.
 Complete the table.
 Copy the instructions.
 Cross out the words you do not hear.
 Discuss the ideas in your group.
 Do exercise 1.
 Do not write in ink.
 Do not write in your book.
 Fill in the blanks.
 Find examples in the text.
 Find out who wrote this poem.
 Find out the cognates in the text.
 Go to the board.
 Identify the best description.
 Listen to the recording.
 Listen.
 Look.
 Look at the pictures.
 Look up these words in the dictionary.
 Make a list.
 Make a list of topics.
 Make some notes.
 Match the pictures.
 Name three activities.
 Open the window.
 Open your books.
 Pay attention, please.
 Put the pictures in order.
 Read the instructions.
 Read the sentences.
 Select the correct answer.
 Silence, please.
 Sit down.
 Stand up.
 Talk to your partner.
 That's all for today, thank you.
 Work in groups of four.
 Work in groups of three or four.
 Work with your partner.
 Write the sentences.

Turn-taking and permissions (Student's)

Can I talk to you after the class?
 Excuse me, can I say something?
 Excuse me, can I leave the room for a minute?
 May I go to the bathroom?
 It's your turn.
 Sorry, it's my turn.



UNIT 1

TALKING ABOUT OUR FUTURE

Environment

Pages 6 - 7

Family and Community.

Communicative Activity

Exchanges associated to specific purposes.

Social Practice of the Language

Share expectations in a dialogue.

Learning Outcomes

- Listen to expressions connected to expectations.
- Understand the main idea in a dialogue.
- Participate in oral exchanges.

Spiral Review of Learning Outcomes throughout Unit 1.

Final Product

Movable book

Literary Reader

School expectations.

Materials

Flashcards of professions.




Lead-in

Ask students to open their books on page 6 and read the title. Tell your students they will talk about the future. Tell them what you are going to do after classes, and then ask about their plans. You can have them discuss in pairs or groups. Ask them to look at the picture on page 6 and identify the professions in the picture. Ask them what they *will* be when they grow up. Explain to your students that the children in the picture have "expectations", about their future, which means "a believe of what will happen in the future. You may encourage them to share some of their own expectations with the class. You can use jobs and professions flashcards to support your activity. After finishing, ask a couple of students to read the achievements in front of the class and check they all understand the learning goals of the unit.

Getting started

Getting started

1.  Marta is new at school and is talking to a new friend. Predict what they are saying. Then, listen to the dialogue and check.

1.                                 

Start

• Listen to expressions connected to expectations

1. Listen to the dialogue. Circle the words used to express expectations. Then, practice them with your partner.

Teacher: Hello students. I hope you're OK. What would you like to be when you grow up?

Marta: I'll be a soccer player.

Teacher: What will you be in the future, Alex?

Alex: What will I be? Mm... I think I'll be a teacher.

Richard: And I'll be a farmer.

Teacher: Ok, thanks for your answers.



2. Look at the pictures and listen to the expectations. Create one new expectation for each of them. Discuss with your partner.



3. Do you have any similar expectations? Discuss with your partner.

Lead-in

Ask students for jobs or professions they would like to be when grown-ups. Give the chance to every student express, and write their answers on the board. Invite students to say every job aloud.

1. Listen to the dialogue. Circle the words used to express expectations. Then, practice them with your partner.

Tell students that they will listen to a dialogue. Invite them to look at the picture and predict what it is about. Finally, ask them to circle the words the teacher uses to talk about what they expect to be in the future and practice the dialogue with your partner.

Answers:

I hope; I'll be; I think I'll be.

TRANSCRIPT

Teacher: Hello students. I hope you're OK. What would you like to be when you grow up?

Marta: I'll be a soccer player.

Ben: I'll be a pilote just like my dad.

Teacher: What will you be in the future, Alex?

Alex: What will I be? Mmm... I think I'll be a teacher.

Richard: And I'll be a farmer.

Teacher: Ok, thanks for your answers.

2. Look at the pictures and listen to the expectations. Create one new expectations for each of them. Discuss with your partner.

Invite students to look at the pictures and listen to the people's expectations. After that, encourage them to create one more expectations for each situation. You can support them by brainstorming some ideas on the board. Check orally and on the board.

TRANSCRIPT

i. I will start a farming class.

ii. I will be a better pilot.

iii. We are going to win this soccer match.

iv. I will teach English to my students.

3. Do you have any similar expectations? Discuss with your partner.

In pairs, students discuss if they have similar expectations to the ones presented in exercise two.

You may write this kind of prompt on the board and then ask some students to complete it aloud.

Marta / Ben / Richard wants to be a...

Development

Development

• Examine the structure of dialogues

Teacher: Hello students. I hope you're OK. What would you like to be when you grow up?

Marta: I'll be a soccer player.

Ben: I'll be a pilote just like my dad.

Marta: What will you be in the future, Alex?

Marta: What will I be? Mmm... I think I'll be a teacher.

Ben: And I'll be a farmer.

Teacher: Ok, thanks for your answers.

Opening: I hope you're OK. What would you like to be when you grow up?

Body: I'll be a soccer player. I'll be a pilote just like my dad. What will you be in the future, Alex?

Closure: Ok, thanks for your answers.

Label the parts of the dialogue.

Teacher: Hello students. I hope you're OK. What would you like to be when you grow up?

Marta: I'll be a soccer player.

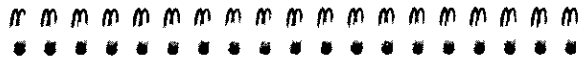
Ben: I'll be a pilote just like my dad.

Teacher: What will you be in the future, Alex?

Alex: What will I be? Mmm... I think I'll be a teacher.

Richard: And I'll be a farmer.

Teacher: Ok, thanks for your answers.



Language watch

Dialogue structure

2 Ask students to read the Language watch and notice the parts of the dialogue. Then, play the audio and invite students to repeat every line of the dialogue. Ask for other expressions to use in the opening and closure.

4. Label the parts of the dialogue.

Invite students to read the dialogues on a, b and c, and label with the structure of the dialogue in the lines.

Answers: a. Body. b. Closure. c. Opening.

Closure

Ask students to decide between two jobs or professions, and have them explain their decisions. You can have them share their thoughts in front of the class or in a report. It is a good idea to expand this activity by asking them to bring objects related to the job they have chosen to the following class, to contextualize their presentation and add some vocabulary to it.

BACKGROUND INFORMATION

Expressions to begin a conversation

- Hello! Hi!
- Good morning/afternoon/evening!
- How are you?
- How are you doing?
- How is everything?
- How's everything going?
- What's up?
- Good to see you.

Expressions to finish a conversation

- Good bye! Bye
- See you soon!
- Take care!
- Have a nice day!
- So long



BY-PRODUCT 1: a dialogue in the correct order.
Create a dialogue with your partner and write it. Use some of the expressions below.

- I hope you are OK.
- What would you like to be when you grow up?
- See you!
- How are you?
- Fine, thank you



Ask your teacher for more tips on this activity.

Reflect!

- I can listen to expressions connected to expectations
- I can identify the order of a dialogue
- If your answers are insufficient, check pages 6 to 10 with your teacher.

10

Lead-in

Invite students to remember last class, how the structure of a dialogue is, and ask them for some examples. Ask students where the gym or any other facilities in the school are, and which is their favorite place.

Development



BY-PRODUCT 1: a dialogue in the correct order. Create a dialogue with your partner and write it. Use some of the expressions below.

Ask students to work in pairs and read the expressions in the boxes. Then, ask them to create a dialogue with the correct structure. Give them some time to do this activity and help them if necessary. Finally, invite some pairs to present their dialogues. Check for spelling and pronunciation.

Reflect!

Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.

• Understand the main idea and dialogue

1. Match the words to the pictures below.

a. Cafeteria	e. Gym	i. Music room
b. Classroom	f. Library	j. Playground

2. Listen to the dialogue between two boys and a girl and circle the correct answer.

- The boy shows the cafeteria and the gym.
- One of the boys says he likes gym.
- The children decide to make new friends this year.
- One of the boys wants to study a lot this year.
- One of the boys will be a pilot.
- The girl will be a farmer in the future.



3. Listen to the dialogue once more and complete this chart with all the places and jobs you can hear.

Places	Jobs

6. ^A | ^Z Match the words to the pictures below.

Ask your students to look at the pictures and see if they can identify places in their everyday life. Then, ask them to work in pairs and match the pictures to their corresponding written form. Check the answers. Invite students to look up at the Picture Dictionary on page 126 to explore the meaning of the highlighted words.

Answers:

a. vi. b. iv. c. ii. d. v. e. i. f. iii.

7. ⁵ Listen to the dialogue between two boys and a girl and circle the correct answer.

Play the CD and ask students to listen again, carefully. Then, ask them to read the sentences and circle the correct answer, according to what they hear. Play the CD again and check.

Answers:

a. yes. b. no. c. yes. d. yes. e. yes. f. no.

TRANSCRIPT

Boy 1: We are going to show you our school. Please, come with us.

Girl 1: This is the playground, and that is the library.

Boy 1: This is the gym and that is the cafeteria

Girl 2: And my favorite place, our classroom. I like to study here.

Boy 2: Fantastic! What are your expectations for this new school year?

Girl 1: I'm going to make new friends and visit many places.

Boy 1: That's great! I'm going to study and learn a lot.

Girl 1: What will you be in the future?

Boy 2: What will I be? Mm, I think I'll be a pilot.

Girl 1: I'll be a dentist.

Boy 1: And I'll be a farmer.

Girl 1: That's a beautiful job!

8. ⁵ Listen to the dialogue once more and complete this chart with all the places and jobs you can hear.

Play the CD once more and ask students to listen again and complete the chart with all the places and jobs they can hear. Stop the CD at times to help with the comprehension. Check spelling on the board and practice the vocabulary aloud as a class.

Answers:

Places: school, playground, library, gym, cafeteria, classroom.

Jobs: dentist, farmer, pilot.

Closure

To finish up the class, ask students to come in front, in pairs, and act out a profession. The rest of the class has to guess what profession is and say it aloud. Then another pair continues with the activity. Check pronunciation and fluency.

English exercises page 12/13 registration

8. Match the sentences to the pictures.

- a. Will Frank ever be a soccer player?
- b. Bruce and Rick are going to visit the museum.
- c. Maria will be a dentist.
- d. I will not be a lawyer, he will be a doctor.
- e. Are they going to travel to France?
- f. Pedro will be a pilot.



Lead-in

As a review before starting the class, invite students to listen to the dialogue of last class. Play the CD on track 5 and ask students for the places and jobs mentioned. Write a sentence with *going to*, and other with *will*. Ask students for the difference between both.

9. Match the sentences to the pictures.

Ask students to read the sentences. After you check comprehension, invite them to match the sentences to their corresponding pictures. Then, ask for volunteers to read the sentences and make the whole class call out the correct picture.

Answers:

- a. iv. b. vi. c. vi. d. v. e. iii. f. i.

BACKGROUND INFORMATION

Future Will / Going to

Will is used to express unplanned future intentions that are decided at the time of speaking (spontaneous offers, promises and decisions):

Come on, **I'll help you with those bags.** (seeing that someone is struggling with their shopping bags).

Be going to is used to express future intentions that have already been decided before the time of speaking:

I can't make it on Saturday. I'm going to help my parents around the house. (referring to a decision that the speaker has made in the past).

10. Order these words to write proper sentences.

a. at - going to - play - the - soccer - Victoria -

b. will - you - be - dentist - future? - Maria -

c. will - dentist - Maria -

d. OK - you - I -

e. will - famous - soccer - Francisco -

11. Listen and check the sentences in exercise 10. Compare with your classmates.

12. Look at the picture and create a sentence about the girl's expectation. Check with your partner.





10. Order these words to write proper sentences.

Invite students to read the scrambled words and order them into a proper sentence. Then, check if they had problems in doing so, so that you can identify their difficulties and reinforce the Language watch.

Answers:

- a. Victoria is going to play at the playground.
- b. What will you be in the future?
- c. Maria will be a dentist.
- d. I hope you are OK.
- e. Francisco will be a famous soccer player.

11.   Listen and check the sentences in exercise 10. Compare with your classmates.

Play the CD and invite students to listen to the sentences and check their answers. Play it again, write the sentences on the board and read them aloud as a class.

12.  Look at the picture and create a sentence about the girl's expectation. Check with your partner.

Invite students to look at the picture and create a new sentence about the girl's expectation. Encourage them to use activity 10 as a model. Check orally and on the board.

Answers: may vary.


TRANSCRIPT

- a. Victoria is going to play at the playground.
- b. What will you be in the future?
- c. Maria will be a dentist.
- d. I hope you are OK.
- e. Francisco will be a famous soccer player.

Closure

To check spelling related to jobs and professions play hangman as a class. Draw a hangman on the board and mark out blanks for each letter of the sentence (eg. She will be a doctor = 5 blank lines). Choose students to call out a letter, and if the sentence contains the letter once or more, write it/ them on the corresponding blank. If the letter is not in the sentence, erase a part of the hangman. Students who saves the hangman wins.

• Understand the main idea in a dialogue • Participate in oral exchange.

13.  Complete this dialogue with *going to* or *will* and other expressions from the unit. Then, practice it with your partner.

Albert: Hi, Rod. (a) _____ ?
Rod: Fine. (b) _____ and your _____ ?
Albert: I'm good! The guys and I are (c) _____ play soccer tomorrow. Are you (d) _____ come?
Rod: Yes, of course. Is Steve (e) _____ play?
Albert: No, because he doesn't like it.
Rod: He doesn't? Wow, I have soccer in the future. I (f) _____ be a famous soccer player.
Albert: OK, see you tomorrow, then. Bye, Rod.
Rod: Bye, Albert.



14

Lead-in

Ask students if they have ever thought about being a professional sportswoman/sportsman. Elicit the name of some sports and types of sports people (soccer player, tennis player, rhythmic gymnast, judoka, swimmer, etc.). Invite them to ask and answer questions in pairs, and motivate them to explain why they choose (or don't) any particular sport.

TEACHING TIP

Advantages of pairwork

- It dramatically increases the amount of speaking time students get in class.
- It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.
- Helps the classroom to become a more relaxed and friendly place.

Hamer, J. (2015). *The practice of English language teaching*. Harlow, Essex, England: Pearson Education Limited.

13. Complete this dialogue with *going to* or *will* and other expressions from the unit. Then, practice it with your partner.

Ask students to read the dialogue in pairs and fill in the gaps with the expressions they consider are correct for each sentence. After that, invite them to practice it orally. Check around the classroom and encourage some of them to act out the dialogue in front of the whole class.

Answers:

- How are you.
- Thanks.
- Going to.
- Going to.
- Going to.
- Will.

Listen and check the answers in exercise 13. Complete the table comparing expectations.

Name	Expectation

15 Read the text *School expectations* on page 4 in the Reader. Match the names of the children to their corresponding expectations.

- | | |
|----------|-----------------------------|
| a. Kitty | i. to be a vet |
| b. Tom | ii. to be a football player |
| c. Rita | iii. to be a doctor |

16 **BYPRODUCT 2: sentences to express expectations.**

- Make a list of sentences, expressing expectations in your copybook. Use the examples in exercises 3, 7, 9 and 12.
- Write a short dialogue.
 - Include greetings and say goodbye.
 - Use the dialogues in exercise 12 as a model.
 - Write full sentences for each speaker.
- Read the dialogue with your partner and act it out using exercise 7 as a model. Check with your teacher and the whole class.

Reflect ✓ / ✗

I can express expectations

I can participate in oral exchanges

If your answers are insufficient, check pages 6 to 15 with your teacher.

15

14. Listen and check the answers in exercise 13. Complete the table comparing expectations.

Play the CD and have students listen to the dialogue. Ask them to pay special attention to the tone and rhythm. Play the CD again, this time pausing after each sentence, so students can check their answers.

TRANSCRIPT

Albert: Hi, Rod. How are you?

Rod: Fine, thanks, and you?

Albert: I'm good! The guys and I are going to play soccer tomorrow. Are you going to come?

Rod: Yes, of course. Is Stevie going to play?

Albert: No, because he doesn't like it.

Rod: He doesn't? Wow, I love soccer! In the future I will be a famous soccer player.

Albert: OK, see you tomorrow, then. Bye, Rod.

Rod: Bye, Albert.

15 Read the text *School expectations* on page 4 in the Reader. Match the names of the children to their corresponding expectations.

You may assign this exercise as a pre-reading activity or do it while reading the text in the Reader.

See notes on the session devoted to the Reader on page 22.

Copy the table on the board and give an example related with your own expectations. Tell students to complete it in their notebooks and invite some of them to share their answers with the rest of the class.

16 **BYPRODUCT 2: sentences to express expectations.**

- Invite students to revise the exercises mentioned and make a list of expressions of expectations as a review, in their copybooks.
- With the sentences they wrote, challenge them to create a short dialogue like the one in exercise 12.

You may assign these two points as homework.

- Invite your students to read the dialogues they have written with a partner and act it out using exercise 7 as a model. Check with every pair and then with the whole class.

Closure

Reflect!

Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.

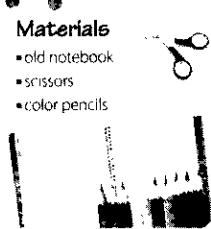
TEACHING TIP

Remember to collect students' work throughout the development of the unit such as words and expressions of expectations. In this way, you will have enough evidence of your students' performance before they carry out the final product.

Closure: Final product

Materials

- old notebook
- scissors
- color pencils


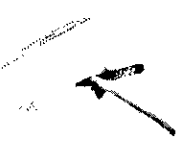


I. Preparation

- Work in groups. Collect all the materials you need.
- Think of a design for your movable book. It can be horizontal or vertical, depending on the shape of your old notebook.
- Review the by-products you prepared in the unit. Check them again with your teacher.

II. Production

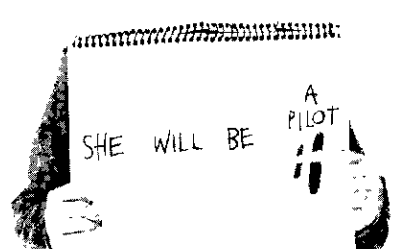
- Divide and cut your sheets into 4 parts.
- Choose some of the sentences about expectations and copy them using one part for each word.
- Illustrate the sentence in the last part. Make a drawing or stick a picture.

A movable book

III. Presentation

- Use your movable book to create different combinations of sentences.
- Share your different expectations with your classmates.



Self-reflection

- I can listen to expressions about expectations.

very well	well	not very well
-----------	------	---------------

 What can I do to improve?
- I can understand the main idea in a dialogue.

very well	well	not very well
-----------	------	---------------

 What can I do to improve?
- I can participate in oral exchanges.

very well	well	not very well
-----------	------	---------------

 What can I do to improve?

If most of your answers are insufficient, check pages 6 to 17 with your teacher.

Lead in

Put the children in a horseshoe and explain that they will be involved in a very interesting product in which they have to create a movable book with the sentences expressing expectations. Ask some volunteers to read the instructions of the product and check for understanding. Inform them that they will work only on the first stage of the product during this class.

I. Preparation

Invite students to look at the list of expressions they have made in exercise 14 in their copybooks, and compare them in the group. Depending on its size, the group has to define if the movable book will be horizontal or vertical.

Ask students to choose five expressions in group. Tell them to come to your desk and show it to you so as to give them feedback on what to improve. If they have to change some things, explain to them that they

have to come back and show you the modifications. Tell students to keep their notes and the old notebook for next class, since they will use them to produce the final product.

Review the vocabulary you saw with the students at the end of the previous class. Check spelling on the board. Ask them to continue with their product on the second stage.

II. Recognition

Invite students to look at the steps they have to follow to finish the product. Point some students at random and tell them to read aloud the three steps. Students have to divide and cut the sheets into 4 equal parts so they can write in every piece of paper a word from a sentence and make a draw of it.

Ask your students to show you what they have done so far. Invite them to share with their partners some of the expressions they have selected and the way the movable is taking form.

Give some minutes so each group can finish the work of previous class before pass to the next stage.

III. Presentation

Invite students to stay in their groups. Choose one child in each group and ask him/her to hold up the mobile book and show the sentences they have created. Invite students to swap their movable book with others. The idea is that every group plays with the movable books of their classmates.

Unit reflection

Ask students to complete the self-evaluation activity. Explain to students that they have to assess their achievements in the unit and also their work in the product, how they behaved with their classmates and if they fulfilled the objectives. Invite them to open their activity book on page 17, read the statements and ask them to answer accordingly, also suggesting how they can improve their results regarding the specific learning objective. Call them to your desk and talk a little about the results of the self-assessment.

TEACHING NOTES FOR READER AND EXTRA MATERIAL

READER Page 4

Lead in



z School expectations

Ask your students to open their Readers on page 4, and tell them they will work on the text *School expectations*. Invite them to make some predictions, ask them *what do you think the text is about?* Accept all the children's answers and write some of their ideas on the board so as to compare them when they finish the reading.

Development

Elicit from students the expressions connected to professions and the dialogue that they learned during this unit. Make students read the text in silence. Ask if they have any difficulties with the vocabulary. When students finish the reading, play the CD and invite them to following the text with their fingers and read aloud. Invite students to look up at the Picture Dictionary at the end of the text to explore the meaning of the highlighted words.

Closure

Assign three students to perform the three roles in the dialogue and ask them to read it aloud, and act it out in front of the class.

TRANSCRIPT

School expectations

This is a new school year! Study hard and have fun!

Kathy: Hello, Tom. How are you?

Tom: Hi, Kathy, I'm fine, thanks. And you?

Kathy: I'm good! Look, we have a new classmate!

Tom: Hi, there! What's your name?

Raul: I'm Raul.

Kathy: Hi, Raul! I'm Kathy.

Tom: And I'm Tom! Where are you from, Raul?

Raul: I'm from Brazil!

Kathy: That's nice!

Raul: You know, we're going to visit the zoo tomorrow with our Science teacher. I hope we have a great time!
Tom: Good! I love animals! When I grow up, I will be a vet!

Kathy: Nice, I really hope you can make it. I think I will be a doctor or a nurse, I like helping people.

Tom: I hope you become the best doctor ever!

Raul: In my case, I want to be a famous guitar player, and have many fans!

Tom: You will be an amazing guitar player, I'm sure!

Tom: You know, we're also going to write the school magazine this year, are you interested?

Kathy: Of course I am!

Raul: I will write articles!

Kathy: And I will take photographs!

Tom: I'm sure this year will be so much fun!

Page 4

Lead in



Explain to students that they will solve some tasks connected to the reading. Invite students to read the text again. Play the CD so they can listen the text as well.

Development

3. Answer these questions according to the text.

Ask your students to take another quick look at the text, then read the questions in exercise 2 and write the answers. After that, invite them to check the answers with a partner. Check orally.

2. Look at the pictures and create a short sentence with an expectation for each of them.

Invite your students to look at the pictures and create a short sentence expressing an expectation. Encourage them to go back to the

text and look for examples of expressions of expectations to use as a model.

Check orally and on the board.

Answers: may vary.

Closure

After you finish the activities in the Reader, have students work in pairs and talk about what their school expectations for the year are. Let them talk about it with the class.

COMPLEMENTARY ACTIVITIES Page 25 Teacher's Guide

Lead in

Invite students to come to the front, in pairs, and share with the class what job they would like to have when they grow up, and explain why. Check vocabulary and fluency.

1. Write sentences using the words in the box to express long term plans.

Invite students to rewrite each sentence replacing the subject to the personal pronoun.

Answers:

- b. She will be a vet.
- c. They will be musicians.
- d. He will be a cook.

2. Create a short dialogue using the the information in exercise 1. Practice it with a partner and check with your teacher.

Encourage your students to use the information in exercise 1 to create a short exchange about people's expectations. Invite them to get in pairs and practice the exchange orally. Check around and encourage your students to present their exchange in front of the whole class.

CHECK YOUR PROGRESS 1 Page 26 Teacher's Guide

Learning Outcomes:

- Listen to expressions connected to expectations.
- Understand the main idea in a dialogue.

Explain to students that they will have a test to check how much they have learned in this unit. Deliver the test on pages 26 – 27, and read the instructions aloud. Point to the exercise and show some actions that must be done to solve them. Walk around the classroom to support children work in case they need it.

Answers:

1. a. I will be a dentist.

- b. I will do exercise.
- c. I will be a pilot.
- d. I will be a teacher.

2. a. Going to.
 - b. Will.
 - c. Going to.
 - d. Going to.
 - e. Going to.
 - f. Going to.
3. a. Closure.
 - b. Opening.
 - c. Body.

4.

TRANSCRIPT

Sofi: Hi! María How are you?

María: Hello! I'm fine, thank you. I hope you are ok!

Sofi: Yes, I'm doing well.

María: Hey, Sofi, Can you help me please?

Sofi: Sure!

María: Where is the library?

Sofi: It's next to the music room.

María: Ok, thank you. Bye Sofi!

Sofi: Goodbye, see you!

5. Answers will vary.

Suggested assessment instrument:

Observation sheet (See sample on page 165)

COMPLEMENTARY ACTIVITIES

Name: _____ Class: _____

- 1** Write sentences using the words in the box to express long term plans. Replace the names by *he, she, they* as in the example.

teacher · chef · musician · vet

- a. Alice enjoys teaching.

Alice / she will be a teacher.



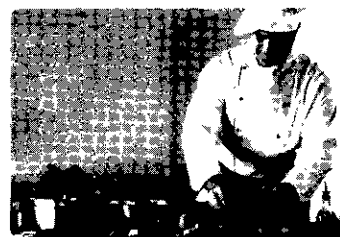
- b. Ruth loves animals very much.




- c. Carol, Beth and Ken enjoy music a lot.



- d. David likes to cook.



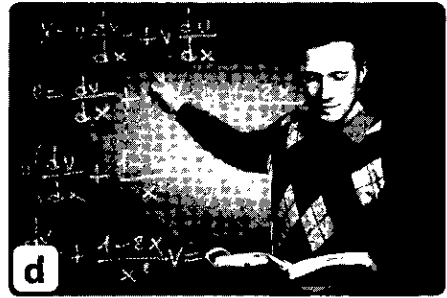
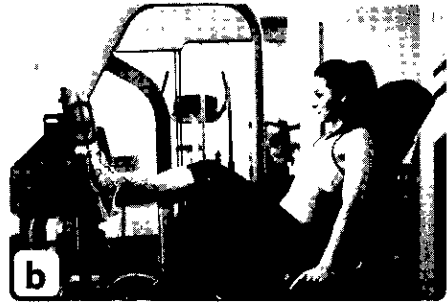
- 2**  Create a short dialogue using the information in exercise 1. Practice it with a partner and check with your teacher.

CHECK YOUR PROGRESS 1

Name: _____

Class: _____

- 1** Write a sentence that describes the expectations of the people in the photos. (6 points)



- 2** Circle the correct answer. (6 points)

- a. Ann is going to / will make hot dogs next Saturday.
- b. Pat and Sue are going to / will be excellent tennis players in 10 years.
- c. I am going to / will visit the museum tomorrow.
- d. My mom is going to / will the supermarket after my classes.
- e. We are going to / will travel to Disneyland next year.
- f. My granny is going to / will visit me the next weekend.

3 Match the structure of the dialogue in exercise number 3.

(3 points)

a. **Maria:** Ok, thank you, Bye Sofi!
Sofi: Goodbye, see you!

Opening

b. **Sofi:** Hi! María How are you?
Maria: Hello! I'm fine, thank you.
I hope you are ok!
Sofi: Yes, I'm doing well.

Body

c. **Maria:** Hey, Sofi, Can you help
me please?
Sofi: Sure!
Maria: Where is the library?
Ricardo: It's next to the music room.

Closure

4  Read and listen to the dialogue. Then, practice it with a partner.

Sofi: Hi! María How are you?

Maria: Hello! I'm fine, thank you. I hope you are ok!

Sofi: Yes, I'm doing well.

Maria: Hey, Sofi, Can you help me please?

Sofi: Sure!

Maria: Where is the library?

Sofi: It's next to the music room.

Maria: Ok, thank you. Bye Sofi!

Sofi: Goodbye, see you!



5 Create a short dialogue using exercise 4 as a model.
Practice it with your partner.

Total score: ___ / 15 points

UNIT 2

LET'S SING SONGS!

Environment

Recreational and Literary.

Communicative Activity

Literary expression.

Social Practice of the Language

Sing songs.

Learning Outcomes

- Listen to lyrics of songs.
- Identify the parts and structure of the song.
- Participate in singing songs.

Spiral Review of Learning Outcomes throughout Unit 2.

Final Product

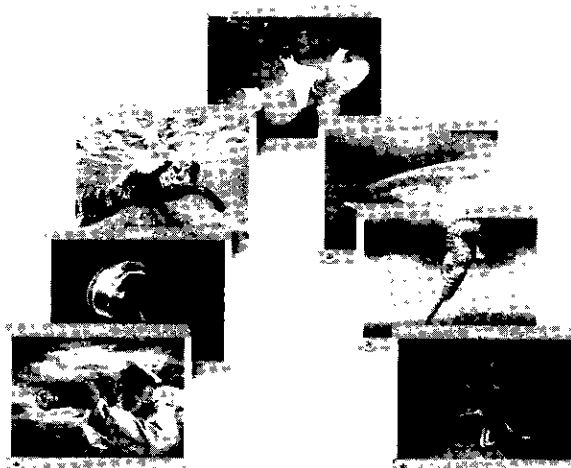
My first concert.

Informative Reader

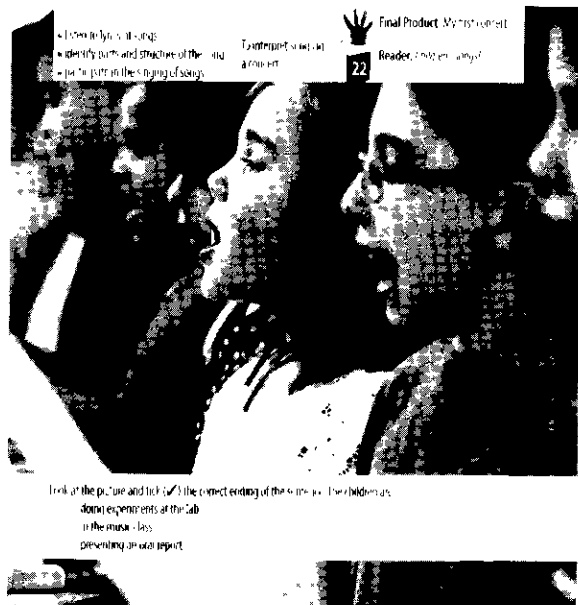
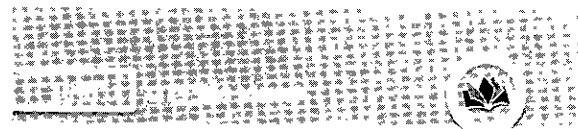
Children's songs!

Materials

Musical instruments, a picture of you and your friends, a big piece of paper, and flashcards of sea animals.



Pages 18 - 19



Lead-in

Put in a box different musical instruments and invite students to guess what is inside. Start taking them out one by one and elicit the names of those instruments from the children. Let them explore the instruments and ask them to say what the instruments are for. Ask them about the genre of music they like and if they have a favorite song. If students are willing to sing a song, let them do it.

Development

Ask students to open their activity book on page 18 and observe what the children are doing in the picture. Ask students to give different ideas about what they think the children are singing in the picture. Write those ideas on the board.

TEACHING TIP

Prepare some flashcards in advance. Include expression that will be worked during the unit so as to show to students and invite them to read and mime the actions described.

Getting started

Look at the pictures and name the animals you know. Then, listen and check. Practice the names of the animals with your partner.



Circle the animals that contain the letters *sh*. Then practice saying their names aloud.

Start <ul style="list-style-type: none">Listen to lyrics of songs	Closure <ul style="list-style-type: none">Present the final productReflect on the unit content
Development <ul style="list-style-type: none">Identify parts and structure of the songParticipate in the singing of songsReflect on achievements	

2. Circle the animals that contain the letters *sh*. Then practice saying their names aloud.

Tell students to read the words and identify the letters *sh* in them. Then, read the names of the animals again, emphasizing the pronunciation of the sound /ʃ/. Ask students to repeat aloud.

TRANSCRIPT

1. shark,
2. seahorse,
3. turtle,
4. fish,
5. octopus,
6. jellyfish.

Closure

If you have internet connexion and data show in the classroom, ask students what animal they would like to research about and google it. Check some important ideas about where they live, what they eat, how they reproduce, how long they live, etc. Share information and then ask students to draw in their copybooks the animal they have research about. Give them some time to do this task and when finishing, ask some volunteers to show and say what he/she has drawn about the animal.

Unit plan

Draw students' attention to the plan for this unit, and comment with them the stages they will go through to elaborate and present the final product.

1. Look at the pictures and name the animals you know, aloud. Then, listen and check. Practice the names of the animals with your partner.

Show the flashcards and ask students to say the animal names aloud. Invite them to classify the flashcards into three groups; air, land and sea animals. Ask students to look at the pictures in this item and say their names aloud. Then, play the audio track and check. Paraphrase what students say in their mother tongue. Hold up your book and point at any picture at random. Choose a child to say the name of the animal. Take advantages of this activity and check pronunciation and intonation. Then, encourage them to practice the names of the animals with their partners. Repeat this activity until covering the vocabulary at least twice.

1. Listen and sing the song.

1. Listen and sing the song.

A sailor went to sea

A sailor went to sea, sea, sea to see what he could see, see
see, see but all that he could see, see, see was the bottom of the
deep blue sea, sea, sea!

A seahorse!

A sailor went to sea, sea, sea to see what he could see,
see, see but all that he could see, see, see was a jellyfish and a
seahorse swimming in the sea, sea, sea!

A jellyfish!

A sailor went to sea, sea, sea to see what he could see, see
see, see but all that he could see, see, see was an octopus and a
seahorse swimming in the sea, sea, sea!

An octopus!

A sailor went to sea, sea, sea to see what he could see, see
see, see but all that he could see, see, see was an octopus and
a jellyfish and a seahorse swimming in the sea, sea, sea!

A shark!

A sailor went to sea, sea, sea to see what he could see, see
see, see but all that he could see, see, see was a shark, an octopus
and a jellyfish and a seahorse swimming in the sea, sea, sea!

2. Add other animals to the song. Tell them to your teacher and sing the song again.

Lead in

Mime some actions and ask students to guess what you are doing. Mime as you were at the bottom of the sea, swimming and looking at different animals over there. Ask them if they have ever sailed and how they have felt.

Development

1. Listen and sing the song.

Invite students to open their book on page 20 and explore the lyric of the song. Ask them to find any word they know in advance and invite them to say it, aloud. Explain to students that it is a song. Hold up your book and point to the title of the song, "A Sailor Went to Sea". Ask students if they know who a sailor is. Show a flashcard of a sailor. Invite students to read and listen to the song. Play the CD and ask students to follow the song with their fingers and sing along. Then, invite students to identify the animals that the

sailor sees at the bottom of the sea. Show the flashcards and review the animals. Invite students to stand up and sing along. Encourage them to mime some words in the song, especially those that are repeated all the time, like see, sailor, the bottom of the sea, etc. Repeat this activity as long as it is interesting for students. Divide the class into five groups; ask them to sing one stanza of the song. Play the CD and point to the group that has to stand up and sing its part. Invite students to look up at the Picture Dictionary on page 126 to explore the meaning of the highlighted words.

TRANSCRIPT

A sailor went to sea

A sailor went to sea, sea, sea to see what he could see,
see, see but all that he could see, see, see was the bottom
of the deep blue sea, sea, sea!

A seahorse!

A sailor went to sea, sea, sea to see what he could see,
see, see but all that he could see, see, see was a seahorse
swimming in the sea, sea, sea!

A jellyfish!

A sailor went to sea, sea, sea to see what he could see,
see, see but all that he could see, see, see was a jellyfish
and a seahorse swimming in the sea, sea, sea!

An octopus!

A sailor went to sea, sea, sea to see what he could
see, see, see but all that he could see, see, see was an
octopus, a jellyfish and a seahorse swimming in the sea,
sea, sea!

A shark!

A sailor went to sea, sea, sea to see what he could see,
see, see but all that he could see, see, see was a shark,
an octopus, a jellyfish and a seahorse swimming in the
sea, sea, sea!

2. Add other animals to the song. Tell them to your teacher and sing the song again.

Invite to students to think of other animals they know and that live in the sea. Write them on the board and ask students to say their names aloud. Finally, invite students to sing the song again and say the names of the animals they have proposed. Point to the words on the board to guide students.



Language watch

Sounds /i/ - /sw/

1. Listen.
Invite students to listen to the recording. Then, read the pairs of words. Ask students to repeat and check pronunciation and intonation.

TRANSCRIPT

deep - see
swim - sweet

2. Invite students to listen to the recording. Then, read the pairs of words. Ask students to repeat and check pronunciation and intonation. In exercise 2 explain to students that they will listen to a recording with some words that have the same sounds in exercise 1. Play the CD for the last time and ask them to write the words next to the same sound. Finally, choose a couple of students to say the words of each sound aloud. Check the answers by writing the words on the board.

Answer:

Deep/see: green – sea.

Swim/sweet: sweater – swan.

TRANSCRIPT

sweater, green, swan, sea.

3. Compare your answers with your classmate. Then check with your teacher.
Choose a couple of students to say the words of each sound aloud. Check the answers by writing the words on the whiteboard. Invite the students to check their work.

3. Read the lyrics of the song and find three words that you don't know. Use a dictionary to find their meaning.

Ask students to read the lyric of the song again, and look for three unknown words. Have them find the meaning in a dictionary and register the information on their activity book.

- 4 Go to the text *Children's songs!* in the Reader.

Ask students to open their Readers on page 24 and read the information aloud.

Then read the words aloud and ask students to repeat after you.

Tell students that they will read and listen to the whole text on a separate session.

Read the information on page 38.



- 5 Read the lyrics of the song and find three words that you don't know. Use a dictionary to find their meaning.

- 4 Go to the text *Children's songs!* in the Reader.

Read the information aloud on page 24.

Practice saying the words that they heard.

Can identify words according to the sounds.

Can look up the meaning of new words.

If your answers are insufficient, check pages 18 to 21 with your teacher.

EXTENSION TIP

Play a brief game with students to consolidate the sounds that they have worked in this class. Invite them to look at your mouth and you will say any of those words but without using your voice. When a student guesses he/she has to say another word that sound the same. You can divide the group to do this game as a competition. Give a point for every word they say and matches with the sound.

Closure

After your students finish the activities on page 21, play the CD of the song again and invite students to stand up and sing along. Divide the group into five small groups again, and assigned one stanza to each of them. When they have sung the song several times, ask them to open their copybooks and draw the sequence of the song. To help them, draw five squares on the board in a line. Point at the first and ask them what they have to draw in there. Repeat the same with the rest of the squares. Give them some time to draw and color the stanzas. Finally, invite some students to sing the song and point at the pictures they have in their copybooks.

Reflect!

Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.

TEACHING TIP

Nursery rhymes represent a great source of learning new sounds and vocabulary. Throughout comprehensive repetition, students learn new expressions, rehearse the pronunciation and intonation of the words.

Use nursery rhymes when students are working on their own and include them in your daily routine.

BACKGROUND KNOWLEDGE

Nursery rhymes as we know them date back to the Middle Ages, though the first collection in English was Tommy Thumb's Song Book in 1774. That book included London Bridge Is Falling Down, with the word "broken" instead of "fallen".

They were not called "nursery rhymes" until 1806 when Ann and Jane Taylor published their Rhymes For The Nursery. That book included Jane Taylor's five-verse poem The Star of which the first verse was the now common Twinkle, Twinkle Little Star rhyme.

Development

Pages 22 - 23

BACKGROUND KNOWLEDGE

Listen to lyrics of songs. Participate in the singing of songs.

Practice the pronunciation of these activities that will appear in the song, with the whole class, aloud. Check with your teacher.



Play with a ball.



Make new friends.



Listen to songs.



Care about plants.

Listen to the lyrics of the song and sing it. Is your favorite activity mentioned in the song?

Making new friends,

CHORUS

Making new friends, making new friends

We'll invite them all, to play with the ball

Playing with the ball, playing with the ball

I will invite them all, to play with the ball

CHORUS

Running in the park, running in the park

We will care about the plants, running in the park

CHORUS

Listening to some songs, listening to some songs

We will clap to the song and sing along



Lead in

Bring a picture of you with your friends and show it to students. Say the name of your friend and what you normally do with him/her. Ask them if they have good friends and what they do with them. Write the actions they mention and write them down on the board. For example, play football, play with dolls, watch television, play computer games etc.

Development

5. Practice the pronunciation of these activities that will appear in the song, with the whole class, aloud. Check with your teacher.

Hold up your book and point at the first picture. Ask students to say the name of the activity aloud and check for pronunciation and intonation. You can complement this activity by inviting them to raise their hands if they like the activities and to justify why they like them. Repeat the same process with every picture, and invite them to use some expressions to give reasons, such as *I like it because, I want to do that because* etc.

6. Listen to the lyric of the song and sing it. Is your favorite activity mentioned in the song?

Ask students to explore the lyric of the song and find any word they know in advance. Explain to students that it is a song. Hold up your book and point to the title of the song, "Making new friends". Ask students if they know what means making new friends. Invite them to read and listen to the song. Play the CD and ask students to follow the song with their fingers and sing along. Then, invite them to identify the actions mentioned in the song when children make new friends. Prepare some pictures in advance with the actions mention in the song. Play the CD again and show the pictures when the actions appear. Encourage them to mime the expressions in the song, especially the actions. Divide the class into three groups and ask them to sing one stanza of the song. Play the CD and point to the group that has to stand up and sings its part.

TRANSCRIPT

Making New Friends

CHORUS

Making new friends, making new friends
All what I want to do is to make new friends.

Playing with the ball, playing with the ball
I will invite them all, playing with the ball.

CHORUS

Running in the park, running in the park
We will care about the plants, running in the park.

CHORUS

Listening to some song, listening some songs
We will clap to the song and sing along.

Identify parts and structure of the song

1. What is the title of the song?

2. How many stanzas does the song have?

3. How many verses does each stanza have?

4. How many parts does the chorus have?

5. How many parts does the verse have?

Song title

The song title

The stanza

The verse



Think of a song you already know. Write in your copybook the song's title, chorus, and one of the verses as a model.



Language watch

Structure of a song

Invite one student to read what it is written in the language watch and then, invite students to complete part 1, 2, 3 and 4 with the information from the song "Making new friends". Check the answers with the class.

Answer:

1. **Title:** Making new friends.
Chorus: Making new friends, making new friends.
All what I want to do it is making new friends.
2. This song has 3 stanzas.
Every stanza has 2 verses.
4. All-ball, song-along.



BY-PRODUCT 1: a song for a school concert.

Think of a song you already know. Write in your copybook the song's title, chorus, and one of the verses as a model.

Ask students to think of one favorite song of theirs. The one they usually sing while are doing chores or walking home. Ask them to write the title, chorus and some verses they can remember in their copybook. Invite some volunteer to sing the chorus of the song.

Closure

Invite students to make a poster with the activities they like to do with new friends. Give one big piece of paper to each group with the following sentence written on top: *What I like to do with my new friends is...* Ask them to use drawings or cutouts to represent the activities. Help students to write the expressions on the board, and encourage them to copy them. Finally, invite students to stick their posters so each group can present it.

BACKGROUND KNOWLEDGE

Verse / Stanza / Rhyme / Chorus

According to the Cambridge English Dictionary & Thesaurus a **verse** is generally considered to be one of the parts that a poem or song is divided into.

A **stanza** is a group of lines of poetry forming a unit.

Note that sometimes they are considered synonyms.

Words that **rhyme** have the same last sound.

The **chorus** is the part of a song which is repeated after each verse.

Pages 24 - 25

Unit 10: The seasons - 2025-2026

8. Look at the pictures and tell your partner what seasons they show.



9. Listen and practice the pronunciation of the words.

10. Let's sing *The seasons' song*.

The seasons' song

Summer is cool, we go to the swimming pool!
It's so nice, we play the whole day outside.
Winter is cold, but we play inside with a ball.
Spring is my favorite, my family and I like to tan.

CHORUS

There are four seasons in a year.
Summer is hot, winter is cold, spring is warm,
Autumn is beautiful, my family and I like to tan.
Summer is sunny, the whole day is sunny.
Fall is great, on weekends we sleep until late.
Winter is quiet, we start a new diet.
And spring is here! Kill it in my eye!

CHORUS

Lead-in

Prepare in advance strips of paper with different activities written on them. For example, playing ball, playing computer games, watching television, watching movies, listening to music, running in the park, etc. You can also include other activities from previous units. Show the cards to students and invite them to do the action without reading them aloud. Write on the board *I like* and start adding the cards one by one. Invite to students to read the whole sentences. Ask them to add *with my friends* at the end. Tell them to think in their friends and say the whole sentence. For example, *I like watching movies with my friends*.

Development

8. Look at the pictures and tell to your partner what seasons they show.

To introduce this activity ask students for the weather. Write the words *sunny*, *cloudy*, and *rainy* or any other (according to the day) on the board. Ask students to mention the season of the year they are going through. Invite students to look at the pictures in exercise 8. Hold up your book and point to any picture at random, ask students to say the name of the season and what their favorite season is and why. Make a chart on the board with the four seasons and put a tick for every child that says it likes it. Invite them to identify what the most and least popular seasons are.

9. practice the pronunciation of the words.

Invite students to listen to the recording and practice the words that will be present in the song in exercise 10. Play the CD and ask students to point to the pictures while they are listening to it. Check pronunciation.

TRANSCRIPT

a. Summer b. Fall c. Winter d. Spring

10. Let's sing the *Season song!*

Ask students to explore the lyric of the song. Have them find any word they know in advance and invite them to say them, aloud. Explain to students that it is a song. Hold up your book and point to the title of the song, "The season song". Invite students to read and listen to the song. Play the CD and ask students to follow the song with their fingers and sing along. Then, invite students to identify the actions that children do in every season. Prepare some pictures in advance for the actions mentioned in the song.

Play the CD again and show the pictures when

the actions appear in the song. Invite students to stand up and sing along, and mime the expressions in the song, especially the actions. Repeat this activity as long as it is interesting for students. Divide the class into three groups and ask them to sing one stanza of the song. Play the CD and point to the group that has to stand up and sing its part.

Answers:

Pictures up to down: d, c, a, b.

TRANSCRIPT

The Seasons' Song

Summer is cool! We go to the swimming pool
 Fall is nice; we play the whole day outside
 Winter is cold, but we play inside with a ball.
 Spring is my favorite one, my family and I start to run.

CHORUS

Here we go Oh! Oh!, here we go Oh! Oh!
 Seasons of the year, seasons of the year
 Which is the most beautiful?, I don't know
 I really like them all, I really like them all.

Summer is funny, the whole day is sunny
 Fall is great, on weekends we sleep until late
 Winter is quiet, we start a new diet
 And spring is here! Tell it in my ear.

CHORUS

TEACHING TIP

Using songs in the classroom

The songs are a good didactic resource in teaching second languages because:

1. They help decrease anxiety.
2. They are a technique to acquire and memorize vocabulary.
3. Improve oral expression and pronunciation.
4. They improve reading comprehension.
5. Contain grammar and syntax.
6. They are a link with the culture of the second language.

Edwards, J.C. (1997). *Using music for second language purposes*.

Jenny participated in the singing

10. Complete.

- This song has 4 stanzas
- very short and fat
- The chorus has 2 verses

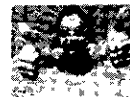
11. Read the lyrics of *The seasons' song*. Match the seasons to the pictures.

In **summer**, we go swimming. We love it!

In **fall** we play outside. It is so beautiful!

In **spring**, we run. The entire family does.

In **winter**, we play ball inside.



I can participate in the singing of songs
 I can identify the structure of a song
 if your answers are insufficient, check pages 18 to 25 with your teacher.

11. Complete.

Ask students to remember the parts of the song. Invite them to count the stanzas and verses, and to write it in the activity book. Have them underline the title and the chorus as well with colored pencils. Check answers with the class.

Answers:

a. 2. b. 4. c. 4.

12. Read the lyrics of the *Season's Song*. Match the seasons to the pictures.

Activate prior knowledge by asking students if they have done the activities from the pictures and when they normally do it. Hold up your book and point to the first sentence on the left. Read it aloud and ask students to follow the reading with their fingers and to identify the picture that best represents the sentence. Show the match to students and explain that they have to read the rest of the sentences and match with the right picture. Give them some time to do the task and walk around the classroom to support students' work. When finishing the task, hold up your book again and point to the second sentence, ask students to tell you what picture must be matched with, and do it with your fingers. Repeat the same activity with the rest of the sentences.

Answers:

Pictures up to down: d, c, a, d.

Reflect!

Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.

Closure

Adapt the game Simon says. Explain to students that they have to follow the instructions and do the actions but just when they listen to *in summer, I...* Then, change the season of the year and continue with the game. Invite one student to play the role of the teacher and suggests actions to do. Repeat the game as long as it will be interesting for students.

TEACHING TIP

Use videos that can be found on the web to work different action verbs with students. Other kinds of visual support are also useful and encourage students to widen their vocabulary. Leave a special board to add pictures and flashcards that show people doing certain actions.

Pages 26 - 27

1. Listen to the song.

2. Listen to the song again and match the words that rhyme.



great

nice



sunny



outside

late

3. Choose three activities mentioned in the song and create a short stanza, using words that rhyme. Check with your teacher.

4. Choose a stanza from *The seasons' song* to sing individually. Then, sing along with your group.

Let's work in pairs. Each student will choose a stanza from the song and sing it to their partner. Then, they will sing together.

Lead in

Review the expressions worked in previous classes. Write four big cards, each of them with the name of one season. Show to students one card and invite them to say activities to do in that season. Repeat the same with other seasons. Then, invite four children to stand in front of the class and give them one card to each of them. Say one activity and ask the student who is holding the card to raise it up. You can change students so that all of them have the opportunity to participate.

Development

13. Listen to the song again and match the words that rhyme.

Play the CD and invite students to sing the song again. Ask them to pay attention to the words that rhyme. Point to a student and ask him/her to say a rhyme in the song. Ask them to look at the song again and circle the words that rhyme. Explain to students that they have to look at the two columns in exercise 13 and match the words that rhyme. Hold up your book, point to the first word (*cool*) and ask students to find the word that rhymes in the opposite column. When finishing this task, ask them to share their answers with their classmates next to them.

Answers:


- a. Cool-pool.
- b. Great-late.
- c. Funny-sunny.
- d. Nice-outside.
- e. Cold-ball.

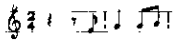
14. Choose three activities mentioned in the song and create a short stanza, using words that rhyme. Check with your teacher.

Invite students to choose some activities from the song and create a whole new stanza, using words that rhyme. Give them time to explore the song again. Walk around the classroom to help your students if they need it. Invite your students to share their stanzas with the whole class.


15. Choose a stanza from *The seasons' song* to sing individually. Then, sing along with your group.

Ask students to work in groups and choose a stanza of *The seasons' song*. Invite them to memorize it and then, sing the song individually and chorally.

 Listen to *The seasons' song* once more and choose one stanza. Then, replace the activities mentioned with others that rhyme. Sing the stanza aloud with your partner.



- Write the lyrics of the song you chose in the by-product 1 on a separate sheet of paper.
- Check the words that rhyme, underline them and practice them with your partner. Check the pronunciation with your teacher.

18  Read and listen to the text *Children's songs* on page 22 in the Reader. Choose one stanza and write down the words that rhyme. Practice them with your partner.

I can identify parts and structure of the song.
I can participate in the singing of songs.
If your answers are insufficient, check pages 18 to 27 with your teacher.

EXTENSION TIP

Ask students to bring different items of clothes that they wear according to the seasons. Invite them to put them on and mime different activities they frequently do in that season.

18 Read and listen to the text *Children's songs* on page 22 in the Reader. Choose one stanza and write down the words that rhyme. Practice them with your partner.

Ask your students to take a look at the text on page 22 in the Reader, choose one stanza and invite them to write down the words that rhyme. Encourage them to practice them with your partner. Check pronunciation. Explain that they will sing the whole song once they get to the Reader, at the end of the unit.

Closure

Reflect!

Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.

16. Listen to *The seasons' song* once more and choose one stanza. Then, replace the activities mentioned with others that rhyme. Sing the stanza aloud with your partner.

Invite your students to listen to *The seasons' song* once more and ask them choose one stanza and replace the activities mentioned with others that rhyme. You can help them by providing them with ideas of words taken from a dictionary. After they finish, invite them to sing their new stanza aloud with their partners. Check orally and in front of the class.



BY-PRODUCT 2: the lyrics of a song

Refer students to the song they chose in the by-product 1.

- a. Separate sheet of paper. (They may divide the song among the members of the group and write one part each).
- b. Once they have copied the song, ask them check the words that rhyme, underline them and practice them with their partner. Check pronunciation.

Collect the students' material and keep it for the presentation of the final product.



Materials

- sheets of white paper
- scissors
- construction paper (different colors)
- pencils/markers
- glue
- a musical instrument

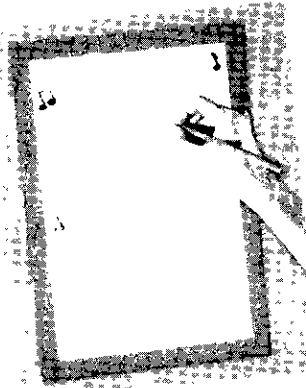
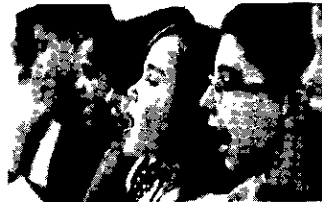
Collect any musical instruments you can find (maracas, drums, tambourines, etc.).

Divide the stanzas and the chorus of the song among the members of the group. Assign turns of participation.

Practice singing the song in the group.

- Work in your group.
- Collect all the material you developed in the by-products 1 and 2, on pages 23 and 27.
- Revise and check the material with your teacher.

- Present the lyrics of your song to your teacher.
- Practice a few times before starting the concert.
- Participate in the class concert.



I can listen to lyrics of songs.
 very well well not very well
 What can I do to improve?

I can identify parts and structure of a song.
 very well well not very well
 What can I do to improve?

I can participate in the singing of songs.
 very well well not very well
 What can I do to improve?

If most of your answers are insufficient, check pages 18 to 29 with your teacher.

Lead in

Put the children in a horseshoe and explain that they will be involved in a product to present a concert. Invite students to have a look at the songs and expressions that they have learned during this unit in their activity books and that can be useful to prepare themselves for singing other songs. Ask them to remember the songs in the unit and practice them.

I. Preparation

Have students collect all the material they developed along the unit. Give them the song that they pasted on a piece of construction paper.

When all the groups are ready, invite them to think about the organization of the concert.

Ask students to check their notes and sing along with the members of the group. Give them feedback on what to improve. If they have to change some things, explain to them that they have to come back and show you the modifications. Tell students to keep their notes for next class, since they will use them to produce the final product.

Invite students to sing some of the songs they have collected and written in previous class to the rest of the groups and receive any comments of improvements from their classmates. The idea is not to repeat the songs. Ask them to organize themselves in their groups and collect the material they will need to start working on the final choral book and the presentation of the concert.

II. Production

Motivate students to find a musical instrument to support the singing. The maraca, the drums, and the tambourine are very useful to set the rhythm of the song.

Ask every member of the group to sing the songs with the musical instrument. Take advantages of this moment and check pronunciation and intonation. Ask them to practice several times before they perform the presentation.

Invite students to stay in their groups and start practicing the songs they have written in their choral

book. Tell them to find a place in the classroom to organize the presentation. Help them by leaving no more than two groups inside the classroom and the rest practicing the songs outside. Explain to the groups that they have to present only when they feel really confident about their performance.

III. Presentation

When finishing, invite students to make a horseshoe and keep in their hands the choral books they have created. Ask for some volunteers to start the concert. Make some questions after every presentation so as to check if students were paying attention to their classmates work.

Unit reflection

Ask students to complete the self-evaluation activity. Explain to students that they have to assess their achievements in the unit and also their work in the product, how they behaved with their classmates and if they fulfilled the objectives. Invite them to open their activity book on page 29, read the statements and ask them to answer accordingly, also suggesting how they can improve their results regarding the specific learning objective. Call them to your desk and talk a little about the results of the self-assessment.

TEACHING TIP

Remember to collect students' work throughout the development of the unit such as words and expressions, songs, and a list of rhyming words. In this way, you will have enough evidence of your students' performance before they carry out the product.

TEACHING NOTES FOR READER AND EXTRA MATERIAL

READER Page 22

Lead in



Children's songs

Ask your students to open their Readers on page 22, and tell them they will work on the text *Children's songs*. Invite them to make some predictions, ask them *what do you think the text is about? What songs do you know?* Accept all the children's answers and write some of their ideas on the board so as to compare them when they finish the reading.

Development

Make students read the text in silence. Ask if they have any difficulties with the vocabulary. When students finish the reading, play the CD and invite them to follow the song with their fingers and read aloud. Start reading the first part of the song and ask students to memorize the lyrics. Repeat the same with the rest of the stanzas of the song. Divide the class into four groups and assign one stanza of the song so they can practice. Give them some time for this activity and walk around the classroom to support groups' work. Invite students to look up at the Picture Dictionary at the end of the text to explore the meaning of the highlighted words.

Closure

Invite students to stand up and start singing the song. Repeat this activity as many times as possible; it will help them memorize the song. Give a piece of paper to each group and invite them to draw and write some parts of the song. When they finish, ask them to show their work and recall some specific expressions in English that appear in the song, especially the rhymes. Explain to students they will do some tasks connected to the song that they learned.

TRANSCRIPT

Children love to sing, and what can be more fun than singing along with your friends?

A children's song is usually invented by children or by adults to sing and have a lot of fun.

Songs usually rhyme! Practice these rhymes with your friend!

Red- HeadHat – Cat

House - Mouse

Let's read and listen to this children's song.

Beautiful Colors

CHORUS

The world is full of beautiful colors;

You see those colors all around;

Now if you're wearing one of these colors.

Stand up and jump up and down.

If you're wearing red, remember what I said,

If you have on green, stand up and be seen,

You can dance around, just like a circus clown,


And now it is time for
you to sit down.

(wave arms in the air)
If you're wearing blue,
you know just what to do,
If you're wearing yellow,
why, you're a lucky fellow,
You can dance around,
just like a circus clown,
And now it is time for
you to sit down.

CHORUS

The world is full of
beautiful colors;
You see those colors
all around;
Now show a friend your
beautiful colors,
Then hold hands and
jump up and down.
'Cause I like pink, you
know it helps me think,
And I like black, but
purple makes me
laugh, I like orange
and brown, like fall
leaves on the ground,
There are beautiful
colors all around,
There are beautiful
colors all around.

Lead in

 Explain to students that they will solve some tasks connected to the reading. Invite students to read the text again. Play the CD so they can listen to the text as well.

Development

1. Read and paint.

Invite students to read the faces and color them according to the right color. Use a dictionary if necessary.

2. Match the actions to their corresponding pictures, using a pen or pencil.

Encourage students to read the action words in silence and look at the pictures. Explain that

they have to match the action words with the right picture. Hold up the reader and point to the first word (stand up) and ask them to show in their books what the correct picture is. Match the word with the picture using your fingers and encourage the children to do the same. When they finish, check by reading the words and invite them to make the right match in their worksheets. Then, point to the pictures and ask them to tell you what the action word is.

Answers:

a. i. b. ii. c. iv. d. vi. e. iii. f. v. g. viii. h. vii. i. ix.

3. Listen again and match words that rhyme.

Ask students to read the words in exercise 3. Say the first word (*full*), point to a student at random and ask him/her to find in the opposite column the word that rhymes. Repeat a couple of times and then ask them to do the rest on their own. Give them some time to read, and match. When they finish, ask them to share their answers with their classmates next to them to check. Then, start saying the words in the left column and invite the children to say the word that rhymes in the right column. Make the match when getting students' answers.

Answers:

a. ii. b. iv. c. i. d. v. e. viii. f. vi. g. ix. h. x. i. vii. j. iii.

4. Answer these questions.

Ask students to remember the song and answer the questions. Choose one student to read the first question. Invite the class to answer that question. Check students' answers by looking and pointing to the information in the song. Ask them to answer the other three on their own. Recheck answers.

Answers:

- They are invented by children or adults.
- Remember what I said.
- Yellow.
- Green.

5. Read and sing the song with your classmates.

Invite students to sing the song again in groups and individually.

Closure

Invite students to summarize the ideas in the song. Divide the class into small groups, give them a big paper and ask them to draw and write some verses of the

song. When they finish drawing, coloring, and writing, ask them to stick the paper on the wall and present their summary of the song to the rest of the class.

COMPLEMENTARY ACTIVITIES Page 42 Teacher's Guide

Lead in

Mime some actions that represent the vocabulary you have worked during this unit: sea animals, seasons, and activities done with friends. Ask them to guess what you are doing and say the words aloud. Invite some students to play the role of the teacher and mime different words as well. Write some words on the board and invite students to spell them. Write as many words as possible and divide the class to play a spelling contest. Give them one point for each right answer. The group that answers more correct answers, wins the game.

Development

1. Complete the lyrics of the song below with the words in the box.

Deliver the worksheet and ask one student to read the instruction. Hold up your worksheet and point at the words in the box. Explain that they have to complete the lyrics of this childrens' song with the words provided. Explain that they can ask for help to you or work with their classmates if necessary.

Answers:

WEE WILLIE WINKIE

Wee Willie Winkie **runs** through the town,
Upstairs and **downstairs** in his nightgown,
Rapping at the **window**, crying through the **lock**,
"Are the **children** in their beds,
for now it's eight **o'clock**?"

2. Read the song and connect each verse to a picture.

Explain to students that they have to read the song in exercise 1 again and connect each verse to the pictures provided. Choose some students at random and ask them to share their answers with the whole class.

3. Invent a melody for the song and sing it in pairs. Compare your versions with the whole class.

Explain to students that, on this activity, they will have to work in pairs. Explain to them that they have to create a simple melody for the song's lyrics they worked on in exercises 1 and 2 and sing it aloud. Encourage them to think of some of their favorite songs to get inspiration for their melodies. Check with the whole class.

Closure

Invite students to create a comic on their copybooks. Encourage them to use the vocabulary in the songs, sea animals, seasons, activities done with friends. Ask students to show you what they have drawn. After that, tell them to write short texts for each scene of the comic.

CHECK YOUR PROGRESS 2 Page 42 Teacher's Guide

Learning Outcomes:

- Listens to lyrics of songs.
- Identifies the parts and structure of the song.

Explain to students that they will have a test to check how much they have learned in this unit. Deliver the test on pages 43 – 44, and read the instructions aloud. Point at the exercise and show some actions that must be done to solve them. Walk around the classroom to support children's work in case they need it.

Answers:

- a. You could see jellyfish at the bottom of the sea.
 - b. I like to listen to music with my friends.
 - c. Fall is my favorite season of the year.

3. Baa Baa Black Sheep

Baa, baa, black **sheep**,
Have you any wool?
Yes sir, yes sir,
Three **bags** full
One for the master,
One for the **dame**,
And one for the little boy
Who **lives** down the lane
Baa, baa, black sheep,
Have you any **wool**?
Yes sir, yes sir,
Three bags full

- a. 3 stanzas
 - b. 12 verses
 - c. 4 verses
 - d. wool, full – dame, lane

Suggested assessment instrument:

Rubric (See sample on page 167)

COMPLEMENTARY ACTIVITIES

Name: _____ Class: _____

1 Complete the lyrics of the song below with the words in the box.

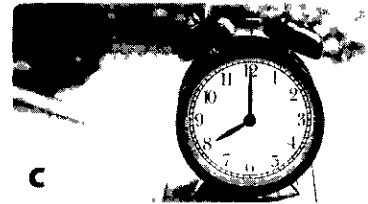
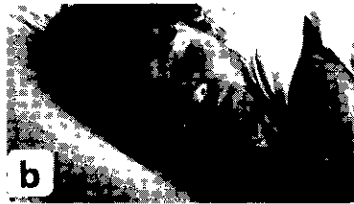
children downstairs lock
o'clock runs window

WEE WILLIE WINKIE by Leslie Brooke

1. Wee Willie Winkie _____ through the town,
2. Upstairs and _____ in his nightgown,
3. Rapping at the _____, crying through the _____,
4. "Are the _____ in their beds,
5. for now it's eight _____?"

Taken from: <http://www.gutenberg.org/files/23598/23598-h/23598-h.htm>

2 Read the song and connect each verse to a picture.



3 Invent a melody for the song and sing it in pairs. Compare your versions with the whole class.

CHECK YOUR PROGRESS 2

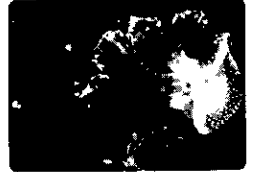
Name: _____ Class: _____

1 Unscramble the sentences and then practice them with your partner.

(6 points)

a. see jellyfish / / of the sea. / You could / at the bottom

.....



b. with my friends. / I like to / listen to / music

.....



c. of the year. / Fall / season / is my favorite

.....




2 Read the lyrics of the song and draw what it says. Compare with your classmates.

(4 points)

Little Bun Rabbit

“Oh, Little Bun Rabbit, so
soft and so shy,
Say, what do you see with
your big, round eye?”

“On Christmas we rabbits,”
says Bunny so shy,
“Keep watch to see Santa
go galloping by.”

- 3**  Listen to the song and circle the correct words. **(6 points)**

Baa Baa Black Sheep *By L. Frank Baum*

Baa, baa, black **deep**/sheep,
Have you any wool?
Yes sir, yes sir,
Three **bags** / **rugs** full

One for the master,
One for the **dame** / **fame**,
And one for the little boy
Who **lives** / **reads** down the lane

Baa, baa, black sheep,
Have you any **fool** / **wool**?
Yes sir, yes sir,
Three / **free** bags full



Taken from: http://www.gutenberg.org/files/5312/5312-h/5312-h.htm#Page_257

- 4** Answer the following questions. **(4 points)**

a. How many stanzas does the song have?

.....

b. How many verses does the whole song have?

.....

c. How many verses are there in each stanza?

.....

d. Does the song have rhyming pair of words? Which ones?

.....

- 5** Sing the song with the whole class. **(10 points)**

Total score: _____ / 18 points

UNIT 3

LET'S CREATE SOMETHING

Environment

Academic and educational.

Communicative Activity

Interpretation and follow-up of instructions.

Social Practice of the Language

Follow and produce steps of an instruction manual to make an object.

Learning Outcomes

- Explore a set of instructions to make an object.
- Understand illustrated instructions.
- Write an instruction manual to create an object.

Spiral Review of Learning Outcomes throughout Unit 3.

Final Product

Set of instructions to make an object.

Informative Reader

D.I.Y. How to make a milk carton pencil holder.

Materials

Students' craft works, paper plate, black or orange paint, scraps, black, pink and green construction paper, black wool, elastic, glue stick, a small ball, ten different school objects. Flashcards of actions.



Pages 30 - 31



Lead-in

Get previous art and craft works that students have made. Invite them to sit in a horseshow and show those works to the class. Ask them what they are for, when they made them, etc. Choose one student and ask him/her to choose one of them. Pick it up and ask to students what activities they had to do in order to make that object. Emphasize in the actions they mention and write them down on the board. For example, paint, color, cut, stick, etc. Invite students to mime the actions.

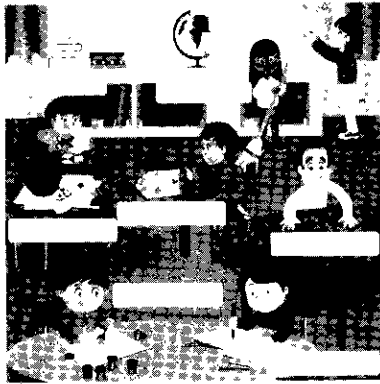
Development

Invite students to look at the picture on page 30. Ask them what the boy is doing in that picture. Elicit information about what their favorite art activity is and why. Add any other action words to the list in the board. Invite students to read those words aloud and spell them. Finally, explain to students that they will learn in this unit how to follow instructions to create something.

Getting started

1. What are the children doing? Look and label the actions.

clean paint cover draw stick decorate put cut



2. Listen and check. Practice saying the words.

Start

Explain a set of instructions to make an object.

Development

Understand illustrated instructions.

Write instructions to make an object.
Reflect on achievement.

Closure

Present the final product.
Reflect on the unit content.

1. What are the children doing? Look and label the actions.

Ask students to look at the picture. Choose some students at random and ask them to choose a child in the picture and describe what he/she is doing. Repeat this activity to cover all the vocabulary in the box. Hold up your book and point to the first word in the box, read it aloud. Do the same with the rest of the words, and encourage students to read them aloud. Explain to students that they have to write the correct word from the box in the pictures from a to h.

Answers:

- a. Paint. c. Draw. e. Clean. g. Stick.
b. Cut. d. Cover. f. Put. h. Decorate.

2. Listen and check. Practice saying the words.

Explain to students that they will listen to a recording and they have to check the actions they labeled in exercise 1, from a to h word from a to h. Play the CD and pause after each word, to give them time to write. Play the CD again and ask students to check. Invite students to spell the words and write them on the board.

Answers:

- a. Paint. c. Draw. e. Clean. g. Stick.
b. Cut. d. Cover. f. Put. h. Decorate.

TRANSCRIPT

- a. Paint c. Draw e. Clean g. Stick
b. Cut d. Cover f. Put h. Decorate

Unit plan

Draw students' attention to the plan for this unit, and comment with them the stages they will go through to elaborate and present the final product.

Closure

Prepare some word cards with the same actions. Take one by one and start miming. Ask students to say the word aloud and spell it.

Start

CLASS 2

pages 32 - 33

1. Read and listen to the instruction manual to make an animal mask.

2. Read and listen to the instruction manual to make an animal mask.

Cat mask

Materials:

- Glue
- White paper
- Black ink
- Black paper
- Rubber band
- Scissors
- Cardstock
- Black wool
- Cotton wool

Instructions:

1. Cut out the white paper to make a mask.
2. Draw the cat's face on the white paper.
3. Cut out the black paper to make a mask.
4. Draw the cat's whiskers on the black paper.
5. Cut out the black paper to make a mask.
6. Draw the cat's whiskers on the black paper.
7. Cut out the black paper to make a mask.
8. Draw the cat's whiskers on the black paper.
9. Cut out the black paper to make a mask.
10. Draw the cat's whiskers on the black paper.

3. Look at these materials. Tick (✓) the ones that are mentioned in the instructions above.



Lead-in

Ask students to pay attention to your movements and to describe what you are doing. Mime some actions as you were following instructions to make an object. Invite students to identify and say what action you are doing. When you finish, have students to recall the steps from the beginning and say what you were trying to make. Explain to students that in order to make something, you normally have to follow instructions and steps to get the final product.

Development

1. **Read and listen to the instruction manual to make an animal mask.**

Ask students to explore and read the instruction manual. Play the CD and ask them to follow the reading with their fingers. Play the CD again and pause after each line. Invite students to read that part aloud. Finally, check students' understanding making questions such as what they need to make the mask, which are the steps, etc. Invite students to look up at the Picture Dictionary on page 126 to explore the meaning of the highlighted words.

TRANSCRIPT

Cat mask

Materials:

Paper plate- Black or orange paint- Scraps of black, pink and green construction paper- Black wool- Rubber band- Glue stick

Instructions:

First, paint the back of the plate black or orange.

Second, leave to dry.

Third, cut out two eye holes.

Fourth, cut three short pieces of black wool and glue them to the centre of the mask to make whiskers.

Fifth, use the scraps of paper to make the eyes, nose and two ears.

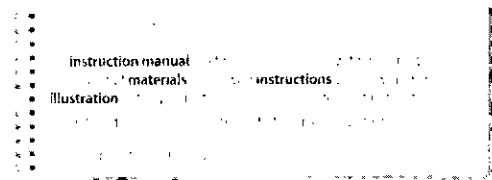
Sixth, punch a small hole on either side of the mask.

Seventh, insert the rubber band in each hole.

Your mask is ready!!!! Try it on!

2. **Look at these materials. Tick (✓) the ones that are mentioned in the instructions above.**

Ask students to look at the pictures and say the names of the objects they see from left to right. Invite them to write them on the board. Ask students to work in pairs and propose what can be done with those materials. Write students' proposals on the board.



Read the instruction manual to make a cat mask again and answer:

What's the most difficult part of the process? Why? Explain.

Complete the instructions with your own words and then number them in the correct order using ordinal numbers.

Use colors such as _____, _____ and _____.

Insert the rubber band in each hole.

Insert the _____.

Use _____ to make the eyes.

Punch a small hole on either side of the mask.

Use _____ to make the _____.



Language watch

Instruction Manual

Invite students to read in silence the language watch. Then, read it aloud and explain to students what an instruction manual is by pointing at the Cat Mask on page 32. Ask students to circle in different colors the main part of this type of text. Make sure everybody understand, and check students work.

3. **Read the instruction manual to make a cat mask again and answer:**

a. What's the most difficult part of the process? Why? Explain.

Ask students to read "Cat mask" instruction manual and then, identify the most complex or difficult part of the process for them. Encourage them to explain why and share their answers with the whole class.

b. Complete the instructions with your own words and then number them in the correct order. Use ordinal numbers.

Invite students to read the Cat Mask instruction manual and use it as a model to complete the instructions provided and then number them. Ask a student to read each step of the instruction aloud. Check individually.

Answers:

- i. First, use colors such as black or orange to to paint the back of the plate.
- ii. Second, leave to dry.
- iii. Third, cut out two eye holes.
- iv. Fourth, to make whiskers, cut three short pieces of black wool and glue them to the center of the mask.
- v. Fifth, to make the eyes, nose and two ears, use the scraps of paper.
- vi. Sixth, punch a small hole on either side of the mask.
- vii. Seventh, insert the rubber band in each hole. Your mask is ready, try it on!!!

Closure

Collect the materials to make the Cat mask from exercise 2. Show them, and invite students to say their names. Then, ask them to recall the instructions to make the mask and emphasize the actions done. Invite students to create their mask (cat or any other animal with similar characteristics).

Development

CLASS 3

pages 34 - 35

Development

Understand illustrated instructions

-  Read the words in boxes A and B aloud. Match the words that rhyme.

A					
P	t	C	t	G	P
P	te	P	rch		
B					
Nut	Hunch	Blue	Taste	Rain	

-  Listen and check.



Explore the instructions of the mask one more time. Write the action the child is doing in each picture.



I can understand illustrated instructions


If your answers are insufficient, check pages 30 to 34 with your teacher.

Lead-in

In a bag, collect different school objects. Be sure to have the amount of objects that represent numbers from 1 to 12. Invite students to discover what is inside the bag. Ask them to make predictions naming

different characteristics of the objects, size, color, number, etc. Take objects one by one, and ask students to count them. Put objects in a line on your desk and point to the first one and say *first*. Invite students to continue saying the ordinal numbers. Paraphrase what they say in their mother tongue.

Development

4.  Read the words in boxes A and B aloud. Match the words that rhyme.

Hold up your book and point to any word in column A. Ask some volunteers to read it aloud. Then, ask them to find a word in English that rhymes with it. Repeat the same with the other words. Invite students to read the words in column B. Encourage students to find rhymes while they are saying them. Ask them to read them one more time in silence and make the correct match according to the sound. Invite students to look up at the Picture Dictionary on page 126 to explore the meaning of the highlighted words.

Answers:

Paint - Rain / Cut - Nut / Glue - Blue / Paste - Taste / Punch - Route

5.  Listen and check.

Invite students to listen to the recording and check their books. Find other words that rhyme with the words on the left and ask them to identify them.

TRANSCRIPT

Paint – Rain / Cut – Nut / Glue – Blue / Paste – Taste / Punch – Hunch



BY-PRODUCT 1: repertoire of words.

Explore the instructions of the mask one more time. Write the action the child is doing in each picture.

First, ask students to read the instruction manual again and identify the actions in each instruction. Then, have students look at the six pictures, and write below the corresponding action according to the instructions or steps from the manual.

Answers:

- | | |
|-----------|---------------|
| a. Paint. | d. Paste. |
| b. Cut. | e. Insert. |
| c. Glue. | f. Try it on. |

Reflect!

Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.

Bring a small ball to the class. Invite students to stay in their positions and explain them that you will say a number and throw the ball to someone. Who

Lead-in

Instructions:

Step 1: Look at the picture. Cut out the head and stick it to the top of the egg carton.

Step 2: Use the sticks to make a face for the person.

Step 3: Use the paint to color the face.

Step 4: Put the person in the line and throw the ball to someone.

Materials:

- egg carton
- sticks (tope)
- paint
- scissors
- part of scissors
- part of books

Activity: Look at the materials. What are they for? Talk to your partner. Then, complete the illustrated instructions.

Pages 36 - 37

EXTENSION TIP

Encourage students to look for more sets of instructions to make different crafts. Ask them to write one down in their copybooks and show them to the rest of the class. Invite students to write the source where they took it.

Divide the class into smaller groups and put them in a line. Say an instruction so children have to move to the place that's mentioned. For example, *the third child swaps with the fifth child, the first child goes to the last position*, and so on. You can change the dynamic of the game, by asking one group to give the instructions and another group to follow it, and change the roles. Keep the game along as it is interesting for students.

Closure

- Answers:**
- a carton pencil holder
 - i. first; ii. second; iii. third; iv. fourth; v. fifth; vi. sixth

- Ask them to identify the object related with the instructions.
 - As a practice activity connected with the content in the language watch, challenge students to write the corresponding ordinal number.
- (Explain that the instructions are in the correct order).

Refer students to the text in the Reader. (You may also leave this activity to complete while reading the whole text, see information on page 53).

7 Read the text on pages 36 - 42 in the Reader. Answer the questions.

- Answers:**
- a. count
 - b. express position or sequence.

Read the left sentences and ask students to show the number with their fingers. Then, read the sentences on the right and ask students to identify the difference between both. Remind them what they did at the lead-in of the class with the objects line. Ask them to read the rule and circle the correct word in each case. Ask them if they remember the steps to make a mask they read last class and what of the two forms they used (ordinal numbers).

Ordinal and cardinal numbers

Language watch



Work in pairs. Give the reader a number. Write it on the board. The first student to say the number correctly gets a point. The student who says the number incorrectly loses a point. The student who says the number correctly first gets a point. The student who says the number incorrectly loses a point. The student who says the number correctly first gets a point. The student who says the number incorrectly loses a point.

7 Read the text on pages 36 - 42 in the Reader. Answer the questions.

First	one	two	three	four	five	six	seven	eight	nine	ten
Second	eleven	twelve	thirteen	fourteen	fifteen	sixteen	seventeen	eighteen	nineteen	twenty

Read the text on pages 36 - 42 in the Reader. Answer the questions.


receives the ball has to say the number that follows. Swap between cardinal and ordinal numbers. Give the opportunity to some students to play the role of the teacher.

Development

8. Look at the materials. What are they for? Talk to your partner. Then, complete the illustrated instructions.

In pairs, invite students to look at the five materials and predict what they can be useful for. Then, have them read the instructions of the illustrated instruction. Finally, ask students for the difference between an instruction manual and an illustrated instruction.

Explains a simple English dialogue.

 **Read and listen to the dialogue. Practice it with your partner.**

Boy: Let's make a musical instrument!

Girl: Yes, let's make some maracas. Do we have all the materials?

Boy: Yes! Let's do it.


Girl: First, put the beans or peas inside one cup.


Boy: Ready! Second, paste the two cups together. Use masking tape or sticky tape.

Girl: OK. Third, paint and decorate the cups.

Boy: Great! Fourth, start playing some music with it.

Girl: Very good! I love this instrument!



 **Complete the set of instructions to make the maracas. Use the information in exercise 9.**

First,

second,

Third,

Fourth,

9. Read and listen to the dialogue. Practice it with your partner.

Ask students to think of the musical instrument they like the most and write it down on the board. Play the CD and ask students to follow the dialogue with their finger and pause after each line. Ask them to read the line aloud. Play the CD for the last time and ask students to read at the same time. Check students understanding by asking questions connected to the dialogue, such as *What is the musical instrument they will make? What are the materials they need?* Etc. Ask students to practice the dialogue with their partner. Finally, invite students mime the actions to make the maracas.

TRANSCRIPT

Boy: Let's make a musical instrument!

Girl: Yes, let's make some maracas! Do we have all the materials?

Boy: Yes! Let's do it.

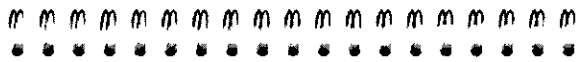
Girl: First, put beans or peas inside one cup.

Boy: Ready! Second, paste the two cups together. Use masking tape or sticky tape.

Girl: OK. Third, paint and decorate the cups.

Boy: Great! Fourth, start playing some music with it.

Girl: Very good! I love this instrument!



Language watch

Connectors and - or

Choose one student at random and ask him/her to read the examples given in the language watch. Encourage them to focus on the words in bold. Prepare two big cards, one with the word AND, another one with the word OR. Invite students to apply the rule by giving examples on their own. Ask them to use known words and expressions.

TEACHING TIP

Post-Listening

Students will want to hear the audio again to pick up the things they missed the first time. You may well want them to have a chance to study some of the language features on the audio. The first listening is used just to give students an idea of what the listening material sounds like, so that subsequent listening activities are easier for students.

Harmer, J. (2015). *How to teach English*. Harlow: Pearson Longman.

BY-PRODUCT 2: a list of instructions. **Complete the set of instructions to make the maracas. Use the information in exercise 9.**

Refer students to the dialogue in exercise 9. Then, challenge the groups to write a set of instructions to elaborate the maracas, following the ordinal numbers given.

Ask students to remember the difference between cardinal and ordinal numbers. Invite five students to come in front, and put them in a line. Then, ask to the class *Who is first? Who is third?* Etc. Finally, ask students to say aloud the name of each child with his/her position. For example, *Juan is the first, María is the second*, etc. Have students read the instructions, write the correct ordinal number, and

read it aloud.

Answers:

First, put beans or peas inside one cup.

Second, paste the two cups together.

Third, paint and decorate the cups.

Fourth, start playing some music.

Closure

Ask students to take their copybooks and think of an object that they have made at school before. Invite them to write the title of the object on top of the page and write the list of the materials they needed. Encourage students to use the dictionary if necessary. Then, invite them to write the steps. Write on the board the ordinal numbers as well as the actions verbs they have learned during this unit to help them complete their ideas. Finally, ask students to divide one sheet of their copybooks into the same parts of the steps and draw the actions like an illustrated instruction.

EXTENSION TIP

Invite the Art teacher to participate of this unit and to do similar activities in class. To encourage students to make an object with an instruction manual or an illustrated instruction.

Pages 38 - 39

ACTIVITIES

Match the words to the pictures.

Milk can

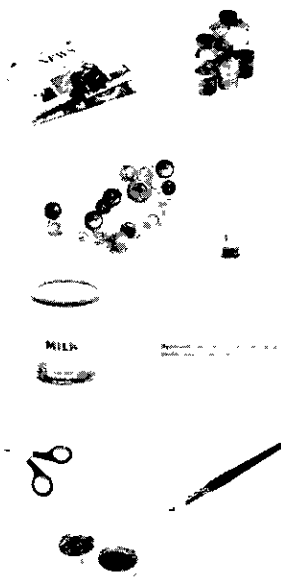
Paints

Newspaper

Glitter

Buttons

White Paper



Lead-in

Ask students to recall the materials and the steps to make the Maracas. Prepare strips of papers in advance and write the five steps in each of them. Divide the class into groups of five and give them the papers. Ask them to put the sequence in order. To check, point to any group and ask them to read the sequence aloud.

Development

11. Match the words to the pictures.

Ask students to look at the pictures and identify if they are materials or instructions, and name them. Read the words in the right column and ask students to match them with the corresponding picture. Give them some time, and check their answers.

Answers:

- a. v. b. iv. c. vii. d. ii. e. i. f. vii. g. ix. h. iii. i. vi.



Complete the list of materials to make a milk can drum. Can you think of any other materials you could use? Discuss with your class.

MATERIALS

MILK CAN DRUM

I can understand illustrated instructions.
I can write an instruction text to create an object.
If your answers are insufficient, check pages 30 to 39 with your teacher.



BY-PRODUCT 3: an instruction manual.

Complete the list of materials to make a milk can drum. Can you think of any other materials you could use? Discuss with your class.

Ask students to look at the pictures and complete the list of materials. Ask them to compare their answers to their classmates'. After that, encourage them to discuss which other materials they would use in the construction of a milk can drum and

motivate them to explain to their partners the reason of their choices. Check pronunciation and help if necessary.

Answers:

- One milk can with a plastic lid.
- Glue
- Paints (different colors)
- Newspaper
- Two paintbrushes
- Buttons and glitter

13.  Listen and check the instructions you wrote.

Check students' answers by asking some students at random to read the sentences for each step. Then, play the audio so students listen to the six instructions. Ask them to check their answers and write the instructions on the board if necessary.

Answers:

- First, cover the milk can with newspaper.
- Second, draw on the milk can.
- Third, paint on the milk can.

TRANSCRIPT

Materials:

- One can with a plastic lid.
- Glue
- Paints (different colors)
- Newspaper
- Two paintbrushes
- Buttons and glitter

Instructions

- First, cover the milk can with newspaper.
- Second, draw on the milk can.
- Third, paint on the milk can.
- Fourth, decorate the can with glitter and buttons.
- Fifth, dry up the can under the sun.
- Sixth, play the drum!

Closure


Reflect!

Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.

TEACHING TIP

Remember to collect students' work throughout the development of the unit such as words and expressions, questions about instructions, scripts, draft copy. In this way, you will have enough evidence of your students' performance before they carry out the product.

Closure: Final product









Materials

- a milk can with a plastic lid.
- glue
- paint
- newspaper
- paintbrushes
- buttons and glitter

Instructions:

1. Work in your group. Revise the byproducts you developed in the unit and check them with your teacher.
2. Look at the pictures and write the instructions to make a milk can drum below each one of them. Add ordinal numbers to show the sequence of the instructions. Then, listen and check.

Instructions:



1. Copy the list of materials and instructions on a construction paper.
2. If necessary, draw pictures to illustrate the instructions more clearly.

Set of instructions to make an object

Instructions:

1. Practice reading the instructions aloud.
2. Show the set of instructions to make a milk can drum to your classmates and teacher as the example below.
3. Invite your classmates to follow the set of instructions and make the milk can drum as an instrument for your music class.

A milk can drum

I can explore a set of instructions to make an object.	very well	well	not very well
What can I do to improve?			
I can understand illustrated instructions.	very well	well	not very well
What can I do to improve?			
I can write an instruction manual to create an object	very well	well	not very well
What can I do to improve?			

If most of your answers are insufficient, check pages 30 to 41 with your teacher.

Lead-in

Put the children in a horseshoe and explain that they will be involved in a product where students have to write a set of instructions to make a milk can drum. Invite students to have a look at the instructions they have read in this unit, and recall the essential parts or elements they have, especially vocabulary and expressions.

1. Preparation

Ask your students to look at the pictures and discuss in the group the plan of writing with the materials and set of instructions. Invite them to revise the vocabulary they have seen during the unit, to use it when they draft the instructions.

Check their writing plan on the board, for the whole class to see. Classify the information into "instruction words" and "ordinal numbers." A good idea would be to draw a chart on the board, to present the information transparently.

Ask students to look at the pictures and complete the instructions below with their own words. Check students' answers by asking some students at random to read the sentences for each step.

Then, play the audio so that students can listen to the six instructions. Ask them to check their answers and write the instructions on the board if necessary.

Ask students to use their creativity as much as possible, so they can write and design a special way to present the instructions. Tell students to use different kind of pencils, colors, etc.

Organize yourself in this part of the class to stay in each group and help them if necessary. Ask students to show you what they have written, and take advantages to check spelling and pronunciation. Tell them that they have to present their work in front of the group next class, so they have to organize themselves to explain different parts each.

Invite your students to make some comments on what they have been doing. Ask them to finish their product.



Ask students to show their instruction manual to make a milk can drum with the classmates and teacher. Have them read it aloud in front of the class.

Unit reflection

Ask students to complete the self-evaluation activity. Explain to students that they have to assess their achievements in the unit and also their work in the product, how they behaved with their classmates and if they fulfilled the objectives. Invite them to open their activity book on page 41, read the statements and ask them to answer accordingly, also suggesting how they can improve their results regarding the specific learning objective. Call them to your desk and talk a little about the results of the self-assessment.

EXTENSION TIP

If you have the possibility to take pictures and print them, take a picture of each group and ask them to put it in the photo frame they have made.

TEACHING NOTES FOR READER AND EXTRA MATERIAL

READER Page 34

Lead-in

34 **24** **A** | **Z** **D.I.Y. How to make a milk carton pencil holder**

Ask your students to open their Readers on page 102, and tell them they will work on the text "D.I.Y. How to make a milk carton pencil holder." Ask them to make predictions on the acronym that appears on the title, what they believe it is stand for. Ask them *what do you think the text is about?* Accept all the children's answers and write some of their ideas on the board so as to compare them when they finish the reading.

Development

Invite students to read by saying, *Now, this is story time!* Deliver the readers to the children and invite them to explore their books. Ask them to start reading in silence and use their dictionary in case that getting the meaning of a word in context is

difficult for them. When students finish the reading, play the CD and invite them to following the text with their fingers and read aloud. Make questions to check students understanding such as what we have to do first, second, as well as details such as the materials they need to collect. Invite them to read the book for the last time to their partners. Invite students to look up at the Picture Dictionary at the end of the text to explore the meaning of the highlighted words.

Closure

Explain to your students that they can make many crafts or decoration out of recycled materials. Elicit some possibilities (owers out of plastic, bowling pins out of tin cans, etc.), pick one and, as a class, write the steps to make it on the board. Check orally.

TRANSCRIPT

D.I.Y. Do it yourself

"Do it yourself" is a term that refers to the practice of doing things on your own, without the help or service of an expert or professional.

It's very popular, and there are many sites on the Internet where you can learn how to repair, build, create or modify anything by yourself.

Do you want to play the drums? We all know drum sets aren't cheap. So why not make one yourself?

You can use paint cans or even saucepans, it all depends on what you have at home. If necessary, ask your parents, brothers, sisters or friends for some help. You can have a great time making something together.

Give it a try and have fun creating something with your own hands!

How to make a milk carton pencil holder

You are going to create an incredible pencil holder to keep your school supplies organized!


Materials:

Safety scissors
Pen and ruler
White glue
Milk carton
Old magazines

Instructions:

1. Mark a straight line around the milk carton with a pen.
2. Using safety scissors, cut along the marked line.
3. Again, using safety scissors, cut out a selection of pictures for your pencil holder.
4. Choose your favorite pictures and glue them to the milk carton.
5. Brush on more glue to protect your pictures.
6. Put your pens, pencils, crayons and paintbrushes into the new pencil holder.

Lead-in

34  Explain to students that they will solve some tasks connected to the reading. Invite students to read the text again. Play the CD so they can listen to the text as well.

Development

1. Look at the pictures. Listen to your teacher's example and then mention the names of these objects out loud.

Ask your students to take a look at the pictures of the objects and if they can recognize them. Model the words orally, saying them out loud, clearly and slowly, so that they can hear them. Then, invite them to work in pairs and mention them out loud. Invite some students to come in the front of the class to describe the objects in their own words and encourage the rest of the class to guess which object they are talking about.

Answers:

- 1.** Glue. **5.** Ruler. **4.** Scissors.
3. Milk carton. **2.** Pen. **6.** Magazines.

2. Look and order the steps according to the text.

Invite your students to take a look at the pictures and organize them, writing the corresponding ordinal numbers on the spaces provided. Allow them to read the text again, if necessary. Check the answers on the board.

Answers:

- a.** 6. **b.** 3. **c.** 1. **d.** 5. **e.** 4. **f.** 2.

Closure

Write on the board five materials and invite students identify what to do with them. Then, ask them to write the instructions and make a drawing. Have students paste the instruction manuals on the board to show them.

COMPLEMENTARY ACTIVITIES Page 56 Teacher's Guide

Lead-in

Mime some actions that represent the instructions to make an object that students have worked in this unit. Ask them to guess the action word and the possible material aloud. Invite some students to play the role of the teacher and mime different actions as well.

Development

1. Read the instruction, identify the highlighted words and complete the chart below.

Invite your students to read the instructions to make "speaking stones", focus on the highlighted words and classify them in the chart below. You can check orally and on the board.

Answers:

1.	Verbs	Materials	Order of steps
	Collect	Stones	First
	Paint	Poster paint	Second
	Write	Black marker	Forth
	Take turns	Bag	Fifth

2. Read the instructions in exercise 1 again and connect them to the pictures.

Explain to your students that they have to take a look at the instructions in exercise 1 again and connect them to the pictures provided. Encourage your students to check their answers with the whole class.

Answers

- i.** c **ii.** e **iii.** d **iv.** a **v.** b **vi.** f

CHECK YOUR PROGRESS 3 Page 57 Teacher's Guide

Learning outcomes:

- Explore a set of instructions to make an object.
- Write an instruction manual to create an object.

Explain to students that they will have a test to check how much they have learned in this unit. Deliver the test on page 57 – 58, and read the instructions aloud. Point at the items and show some actions that must be done to solve them. Walk around the classroom to support children work in case they need it.

Answers:

- 1. a.** 2 **b.** 5 **c.** 6 **d.** 3 **e.** 1 **f.** 4
2. a. Cut a piece of paper.
b. Paint the milk can.
c. Decorate with buttons.
4. a. put the rubber bands around it.
b. fill the tubes with rice.
c. play some music with your rattles.
d. pain the cardboard tubes with paint.

Suggested assessment instrument:

Questionnaire (See sample on page 169)

COMPLEMENTARY ACTIVITIES

Name: _____ Class: _____

1 Read the instruction, identify the highlighted words and complete the chart below.

How to make speaking stones

- a. To make speaking stones, first you need to collect twenty small stones.
- b. Second, clean them very well.
- c. Third, paint the stones with poster paint, and let them dry for one hour.
- d. Fourth, write a word covered during the unit with a black marker.
- e. Fifth, put the stones in a bag and start playing.
- f. With your friends, take turns to take a stone out of the bag, read the word and make a sentence with it. The one who gets more sentences correct is the winner.

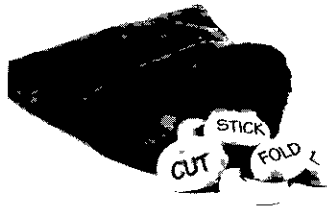
Verbs

Materials

2 Read the instructions in exercise 1 again and connect them to the pictures.



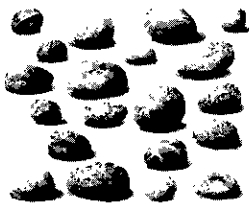
i. _____



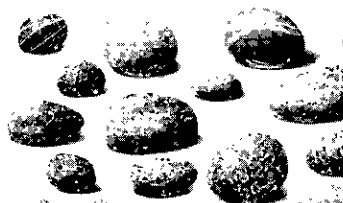
ii. _____



iii. _____



iv. _____



v. _____



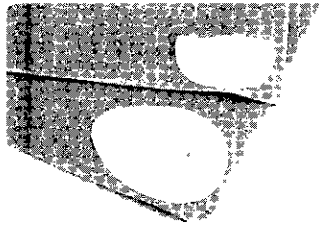
vi. _____

CHECK YOUR PROGRESS 3

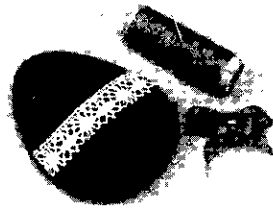
Name: _____ Class: _____

- 1** Look at the pictures and put them in the correct order, using Ordinal Numbers. (6 points)

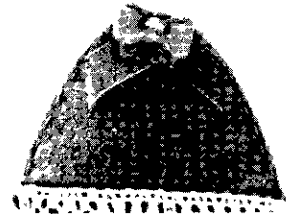
How to make a felted Easter egg



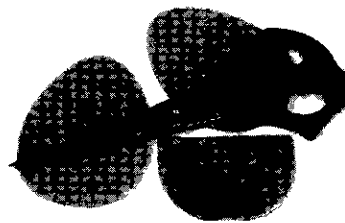
a. _____



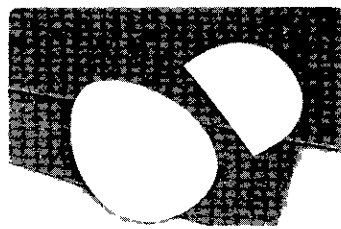
b. _____



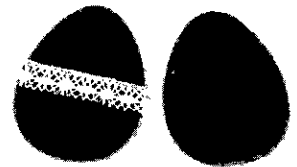
c. _____



d. _____



e. _____

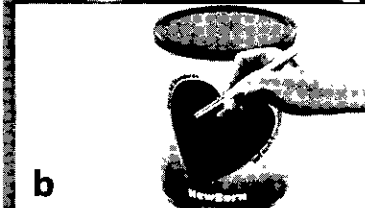


f. _____

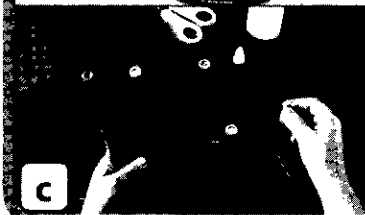
- 2** Look at the pictures and write the instruction. (3 points)



a



b



c

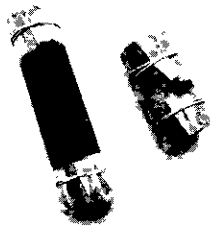
3 Complete the instructions with the words in the box.

(7 points)

play · dry · put · paint · cover (x2) · fill

Materials:

1. Cardboard tubes (toilet paper roll)
2. A piece of wax paper
3. Rubber bands
4. Buttons and rice
5. Paint



Instructions:

First, the cardboard tubes with paint.

Second, up the tubes a little.

Third, the ends of the cardboard tubes with the wax paper.

Fourth, the rubber bands around it.

Fifth, the tubes with rice or buttons.

Sixth, the other end with wax paper and the secure it with the rubber band.

Seventh, some music with your rattles.
Have fun!

4 Look at the pictures and say the correct instruction aloud, from the instructional manual in exercise 3 and share it with your partner.

(4 points)



Total score: _____ / 20 points

UNIT 4

WHAT'S ON?

Environment

Family and community.

Communicative Activity

Exchanges associated to media.

Social Practice of the Language

Interpret messages in advertisements.

Learning Outcomes

- Explore different kinds of advertisements in public places.
- Understand messages written on public advertisements.
- Create and write messages in an advertisement.

Spiral Review of Learning Outcomes throughout Unit 4.

Final Product

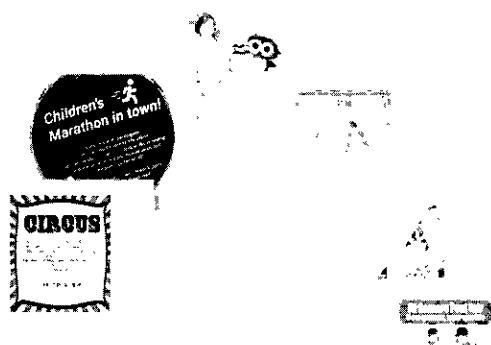
Advertisement.

Literary Reader

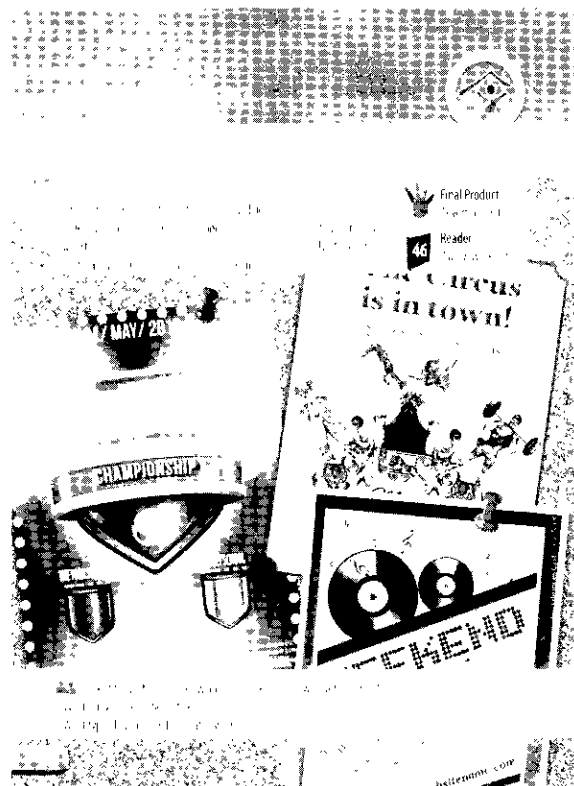
A great weekend.

Materials

Flashcards of advertisement, newspaper or magazine.



Pages 42 - 43



Lead-in

Ask your students to open their books on page 42 and read the name of the unit. Explain to them that an Ad (advertisement) is an announcement in public media (radio, newspaper, television, etc.) promoting a product, service, event or even publicizing a job vacancy. Invite students to see the ads on page 42 and say what are they about. Bring to school a newspaper or magazine and show them some examples of ads. Ask them to share what their favorite T.V. advertisement is. You can share yours to encourage them to share theirs. Ask a volunteer to read the "Your achievement" section.

Help students identify that the advertisements are promoting a football match, a circus performance and a concert.

Getting started

Getting started

1. Look at the pictures and discuss with your partner the places where you can find these events. Write their names on the spaces provided.



Unit plan

<p>Start</p> <ul style="list-style-type: none"> Explore different kinds of advertisements in public places <p>Development</p> <ul style="list-style-type: none"> Understand messages written on public advertisements 	<p>• Create and write messages in an advertisement</p> <p>• Reflect on achievements.</p> <p>Closure</p> <ul style="list-style-type: none"> Present the final product. Reflect on the unit content.
---	---

43

Development

1. Look at the pictures and discuss with your partner the places where you can find these events. Write their names on the spaces provided.

Ask students to look at the pictures and discuss with their partners the places in which they think these events may happen or where they can be found. Make sure they understand the event or object present on each picture. Then, invite them to write down their answers below each picture. Write the answers on the board and check orally.

Answers:

Cinema: c

House: d

Amusement park: b

School: f

Museum: e

Theater: a

Unit plan

Draw students' attention to the plan for this unit, and comment with them the stages they will go through to elaborate and present the final product.

Closure

Ask students if they have visited any of the places introduced during the class. Create a bar chart

with their answers. Allow students to work in small groups and write the answers on the board.

CULTURAL AWARENESS

Advertisements are public notices designed to inform and motivate. Their objective is to change the thinking pattern (or buying behavior) of the recipient, so that he or she is persuaded to take the action desired by the advertiser. They can also inform about a product, a service or event.

Advertising is always present, though people may not be aware of it. In today's world, advertising uses every possible media to get its message through. It does this via television, print (newspapers, magazines, journals etc), radio, press, Internet, direct selling, hoardings, mailers, contests, sponsorships, posters, clothes, events, colors, sounds, visuals and even people (endorsements). These can vary depending on the addressee of the product, service or event.

Start

Pages 45 - 46

Start

- Connect images with a message

1. Look at the images. What is their purpose? Discuss with your partner.

III Gamers Fest Fair

New games, new worlds

- GREAT RIFLES
 - INTERESTING WORKSHOPS
 - INCREDIBLE DISCOUNTS
 - THE LATEST GAMES
- at The York School gym
September 30th to October 2nd
10 a.m. to 6 p.m.

Blue World

Let blue be your smile

Exciting toboggans and big swimming pools
Comfortable camping areas for families and friends

Open only on weekends
10.00 to 20.00
www.blueworld.ch

The Kids Museum

Exp., create and learn

• Interactive exhibitions for children
• Be part of a fantastic, experiential and hands-on journey about the universe, physics, nature and more
• 3 classes daily sessions
• Open on Wednesday, Friday, Saturday and Sunday

The Hangman

Come along and we will hang longer. Adults and children are welcome.

Saturday, August 19th 10h-12h
4th Bedford Street.

These are advertisements and a cartoon in a public medium. Write the messages in the correct advertising placement.

44

Lead in

Invite students to play *The hangman* game as a class. Draw a hangman on the board, choose a word from the previous class and mark out blanks for each letter of the word. Ask students to call out a

letter, and if the sentence contains the letter write it on the corresponding blank. If the letter is not in the sentence, erase a part of the hangman.

Development

1. Look at the images. What is their purpose? Discuss with your partner.

Invite your students to take a look at the ads carefully and then, answer the question. Encourage them to share their answers with a partner. Then, invite them to read the definition provided below.

Answers:

Advertisements inform people about products, services or events.

Development

Development

• Understand general ideas and textual resources

2. Read and listen to this advertisement and discuss these questions with your partner.

- What kind of products do you think the fair will offer?
- Why do you think the ad shows only children?
- Do you think the fair is interesting? Why?

III Gamers Fest Fair New games, new worlds



- GREAT RAFFLES
- INTERESTING WORKSHOPS
- INCREDIBLE DISCOUNTS
- THE LATEST GAMES

At The York School gym
September 30th to October 2nd
10 a.m to 6 p.m.

III Gamers Fest Fair
New games, new worlds

Headline: New games, new worlds

Slogan: New games, new worlds

Illustration: Two children playing video games.

Body: Great Raffles, Interesting Workshops, Incredible Discounts, The Latest Games.

Contact: At The York School gym, September 30th to October 2nd, 10 a.m to 6 p.m.

45

2. Read and listen to this advertisement and discuss these questions with your partner.

Invite your students to read and listen to the advertisement and discuss the questions presented to their partner. Encourage them to use their own experiences with videogames, so that they get engaged with the topic. If some of them do not have any background related to the topic, ask them if they would like to know more about it and explain why. Invite students to look up at the Picture Dictionary on page 126 to explore the meaning of the highlighted words.

Answers:

- it offers videogames at discount prices.
- because the target is mostly children, since they are who are most interested in videogames.
- answers will vary.

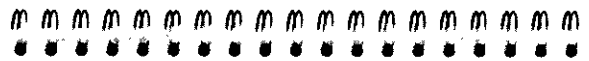
TRANSCRIPT

III Gamers Fest Fair

New games, new worlds

- Great Raffles
- Interesting workshops
- Incredible discounts
- The latest games

At The York School gym, September 30th to October 2nd, 10 a.m to 6 p.m.



Language watch

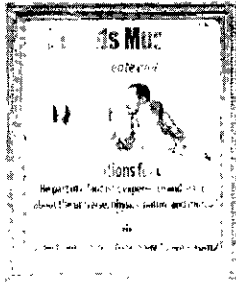
Parts of an advertisement

Tell your students that the poster in the Language watch advertises an event addressed to gamers or people who like video games. Tell them that these kinds of ads must include some specific information. Ask them to read the Language watch and notice the parts of the announcement.

Closure

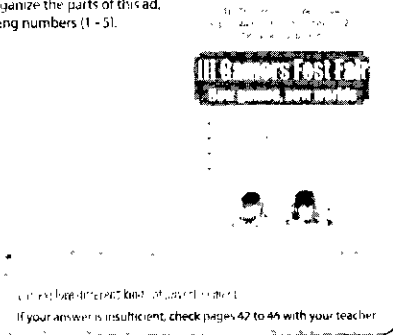
Previously, ask students to bring a newspaper or magazine. Have them look for an Ad, cut it out and stick it in their notebooks. Finally ask them to circle and label each part of the Ad.

Read and listen to this ad and answer the questions with your partner.



1. What is the ad for?
 2. Who is the ad for?
 3. What is the ad for?
 4. What is the ad for?

Organize the parts of this ad, using numbers (1 - 5).



4. Organize the parts of this ad, using numbers (1 - 5).

Ask students to look at the ad, identify its parts and number them. Invite them to read it in the correct order to check. Write the key on the board.

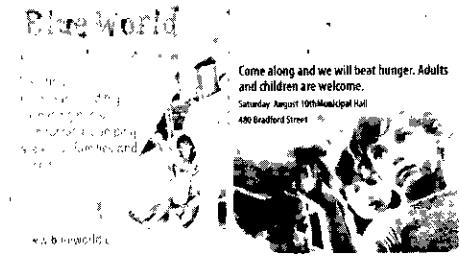
Answers:
 5, 1, 2, 4, 3.

Reflect!

Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.



Read and listen to the announcements and complete the statements about them.



Lead in

Ask students if they like going to museums. Ask them for the elements a museum's ad should have in order to persuade them to go. Finally, have students look at the museum ad on page 46 and ask them: *After seeing this Ad, would you like to visit the museum? Why?*

Development

3. Read and listen to this ad and answer the questions with your partner.

Invite your students to read and listen to the ads and answer the questions with their partner. Encourage them to share their answers with the class.

- Answers:**
- a. children and families.
 - b. answers will vary.
 - c. answers will vary.

TRANSCRIPT

- a. Headline
- b. Slogan
- c. Illustration
- d. Body, Contact



Language watch

Slogans

Ask students to read the information in the Language watch section, and answer the question. Then, ask a volunteer to read the definition. Invite them to share any slogan they remember from TV or the radio. Elicit an example. Ask them if the slogan make the product more attractive to them. Encourage them to justify their answers.

Answer: a. i

5.  **Read and listen to the announcements and complete the statements about them.**

Ask students to listen to the recording and pay special attention to pronunciation and intonation of the information in the announcements. Then, ask students to complete the statements about them. You may check their answers orally and on the board.

Answers:

- a. Both events are for adults and children.
- b. Only in one event, people can have fun/help people (answers may vary here).
- c. Both events take place on the weekend.

TRANSCRIPT

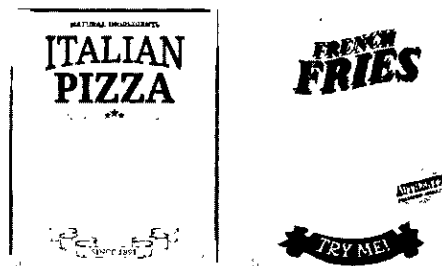
- a. **Blue World**
 Let blue be your smile
 Exciting toboggans and big swimming pools.
 Comfortable camping areas for families and friends.
 Open only on weekends
 9.00 to 20.00
 HYPERLINK "<http://www.blueworld.cl>"www.blueworld.cl
- b. **Susan's 10th Birthday Party!**
 Fun games, delicious cakes and candies, colorful decorations.
 Let's meet at my house on Sunday, July 4th at 5 p.m.

Closure

Ask students to create a slogan that encourages them to stop bullying in school. Have them write a draft and finally encourage them to publish their work. Place each slogan on a visible area of the classroom

- a. Both events are for adults and children.
- b. Only in one event, people can have fun/help people.
- c. Both events take place on the weekend.

 **Listen and draw the corresponding illustration for each ad.**



Exploring well-known advertisements.


- a. Work in pairs. Talk about the next community event you know (at school, theater, mall, square, etc.) and draw what you can promote with an advertisement.
- b. Make a list and choose the best one with your partner.



Lead in

Elicit from students anything they might remember about ads. Write their answers on the board. Now ask volunteers to provide a definition of an ad or announcement. Write it on the board, check grammar and spelling if necessary. Finally, ask volunteers to name each part of an Ad. Write them on the board.

Development


6.  **Listen and draw the corresponding illustration for each ad.**

Invite students to look at the ads and listen the audio. Then, ask them to draw the corresponding illustration to each one.

TRANSCRIPT

- a. After school, I am eating out with my Mom. I think we will try some pizza.
- b. We want to eat something quick tonight. I think French fries are OK.



 **BY-PRODUCT 1: Conceptualizing an advertisement.**


Exploring well-known advertisements.

Invite students to work in pairs and talk about the next community events they know (at school,


theater, main square, etc.) and that they would like to promote with an advertisement.

Encourage them to discuss about it, make a list of options, and narrow it down until they decide on the best one. Encourage them to share their answers with the class.

• Understand messages written on public advertisements.


8  In pairs, answer these questions about the *Blue World* announcement on page 47.

- Who is the target of this announcement?
 - Families
 - Only children
- What does this add offer?
 - A good time with your family
 - A special day at the beach
- What kind of place is *The Blue World*?
 - An amusement park
 - A sports club
- What time does it open and close?

9  In pairs, write questions about the fundraising announcement on page 47. Then, listen and check.

- The purpose of the event is to raise money.
- At the Municipal Hall.
- On August 10th.
- 480 Bradford Street.


10  In pairs, ask and answer the questions in exercise 9.

8.  In pairs, answer these questions about the *Blue World* announcement on page 47.

In the same pairs, ask students to read the questions and circle the correct answer. Choose students at random to answer the questions out loud.

Answers:


a. i. b. i. c. i. d. It opens at 9:00 and closes at 20:00.

9.  In pairs, write questions about the fundraising announcement on page 47. Then, listen and check.

Ask students to read the answers and infer the questions for each of them. Have them read in front of the class to check. Write them on the board.

TRANSCRIPT

- What's the purpose of the event?
- Where is the event?
- When is the event?
- What's the address?

10.  In pairs, ask and answer the questions in exercise 9.

Give students some time to practice exercise 9. Walk around the class and check orally.

Answers:

- What's the purpose of the event?
- Where is the event?
- When is the event?
- What's the address?

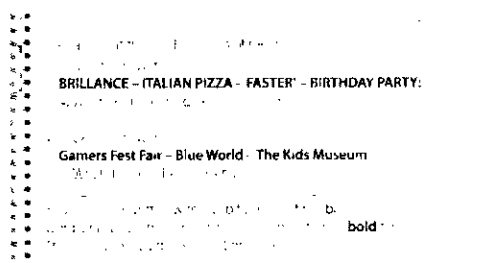
Closure

Organize students in pairs. Have them create a slogan to encourage students to study. Ask volunteers to read aloud their slogan. Write some of them on the board and then vote to choose the best one. Publish the top three slogans on a visible place in the classroom.

Pages 50 - 51

• Understand and write messages on advertisements.

11 Look at the ads and write a new slogan for each of them, in English. You can use your dictionary if necessary.



Lead in

Recall your student's favorite ad. Encourage them to tell you about colors, size and font letter, images and dates or places shown on it. Ask volunteers to describe it out loud. Write their answers on the board. Find any connection among their answers and make a list with the most important elements that an ad must have.

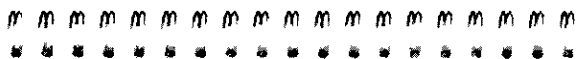
Development

11. Look at the ads and write a new slogan for each of them, in English. You can use your dictionary if necessary.

Ask students to work in pairs. Invite them to look at the ads, and ask them to write a slogan for each of them. Encourage them to share their answers with the rest of the class. Remind them that a slogan must be short and easy to understand.

Answers:

Multiple answers may be provided.



Language watch

Headlines

Ask students to look at the ads' headlines used in this unit and to think on how they are written. Invite the students to look and answer on **a** and **b**. Make sure students understand the importance of the use of capital letters and exclamations marks on headlines.

Answers:

- They are written in capital letters and have exclamation marks.
- Each word of the headline is written with capital letter.



Write sentences to advertise an event. Use this information and invent a slogan and an illustration.

Headline
Contact

Body



BY-PRODUCT 2: sentences for an advertisement.

Write sentences to advertise an event. Use this information and invent a slogan and an illustration.

Ask a student to read the information in the chart. Have them use this information to make a small poster advertising the event. Give them some time to work with it. Walk around the class and monitor the work. Allow them to work in pairs.



13 Read the text *A great weekend* in the Reader. Discuss these questions with your classmates.

You may assign this activity at this point or leave it for the Reader session.

See the information on page 66.

Invite your students to get in small groups and ask and answer the questions provided. Check as a class.

Closure

Reflect!

Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.

TEACHING TIP

Remember to collect students' work throughout the development of the unit such as words and expressions and created ads. In this way, you will have enough evidence of your students' performance before they carry out the final product.

13

Read the text *A great weekend* in the Reader. Discuss these questions with your classmates.

- What did you do on the weekend?
- How did you feel about the weekend?


If your answers are insufficient, check pages 42 to 51 with your teacher.



Closure: Final product

Materials

- dictionary
- old magazines
- scissors and glue
- colored cardboard
- colored pencils, markers, crayons



Remember to ask your teacher to check the layout and punctuation.

Choose pictures from the magazines or decide what you are going to draw.


Take a look at the ads shown in the lesson again.

Write the final version of your ad on the cardboard. Be careful with the spelling of words.

Advertisement

Go to the Language watch on pages 45, 47 and 50. Remember the important tips before you write the ad.


Compile all the information you collected in By-Products 1 and 2 and write a draft of the ad in your notebook. Ask your teacher for help, if necessary.



Glue or draw the selected pictures.

Show your ad to the whole class and read the information aloud.

Place your ad somewhere in the classroom.



I can explore different kinds of advertisements in public places.

very well	well	not very well
-----------	------	---------------

What can I do to improve?

I can understand messages written on public advertisements.

very well	well	not very well
-----------	------	---------------

What can I do to improve?

I can create and write messages in an advertisement.

very well	well	not very well
-----------	------	---------------

What can I do to improve?

If most of your answers are insufficient, check pages 42 to 53 with your teacher.

Lead in

Tell students that it is time to put in practice what they have learned so far. Tell them they will create an advertisement.

TEACHING TIP

Make a product in advance, so that you can present it to your students as a model of what they are expected to deliver.

Allow your students to work in pairs. Tell them to talk about the next events that are going to take place in their community or again, and compile all the information they worked on during By-Products 1 and 2. Remind them they must decide the information they will include; who the addressees will be, headline, contact, images, colors, font and slogan.

Remind them to include the contact data such as place, date, and time of the event. Organize your students in

pairs and ask them to prepare the product, choosing a topic, words, color and font they will use in the ad.

Invite your students to come to the front, as a group, and explain to the rest of the class the topic they have chosen, why they chose it and why they think it's something worth promoting. Check orally.

Give students time to carry out the product. Ask them to make a draft of the written part of the ad to check it. Monitor them from time to time. After that, invite them to work on the visual aspect of the poster, selecting pictures or drawings from old magazines or the Internet.

Ask your students to finish this step on the construction of the ad. Make sure everyone in the group has participated. Keep their works in a safe place to the next class. Ask students to show you what they have done so far.

Invite students to make some comments on what they have been working. Ask them what the easiest and most difficult part of the product has been so far. Invite



Invite the students to present their ad to the rest of the class. Publish it on the bulletin board of your school or classroom.

Unit reflection

Ask students to complete the self-evaluation activity. Explain to students that they have to assess their achievements in the unit and also their work in the product, how they behaved with their classmates and if they fulfilled the objectives. Invite them to open their activity book on page 53, read the statements and ask them to answer accordingly, also suggesting how they can improve their results regarding the specific learning objective. Call them to your desk and talk a little about the results of the self-assessment.

TEACHING NOTES FOR READER AND EXTRA MATERIAL

READER Page 46



A | z A Great weekend

Ask your students to open their Readers on page 46, and tell them they will work on the text "A great weekend". Ask them *what do you think the story is about?* Accept all the children's answers and write some of their ideas on the board so as to compare them when they finish the reading.

Development

Invite students to read by saying, *Now, this is story time!* Deliver the readers to the children and invite them to explore their books. Ask them to start reading in silence and use their dictionary in case that getting the meaning of a word in context is difficult for them. When they have read in silence, invite one student to read aloud and ask the rest to follow their texts with their fingers. Play the CD and invite them to follow the text with their fingers and then, read it aloud. Invite them to recall the different ads mentioned in the story. Encourage the students to tell you what type of events they are in the story. Invite students to look up at the Picture Dictionary at the end of the text to explore the meaning of the highlighted words.

Closure

Invite students to mime the story in groups. Give them some time so they can organize the work and rehearse the text.

TRANSCRIPT

A GREAT WEEKEND

Ben and Michelle are neighbors and also best friends. They always play and have a lot of fun together, but today they don't know what to do.

While they are walking, they see a poster that says something about a circus. The kids like acrobats and daredevils a lot, so they get very excited.

CIRCUS

The best circus in the country is finally here: acrobats, tightrope walkers, daredevils, and the funniest clowns! Come and see! Bring your family and friends. Saturday 16th May, 6 pm in the big tent next to the Natural History Museum. Ticket's on sale now!

They go home and ask their parents if they can go to the circus. Their parents don't have any problem, and they agree to go with them; Ben will go with his mum, and Michelle will go with her dad and her little sister. They are very happy.

The children go out again and tell each other the good news. They were talking about it, when another kid from the neighborhood comes and tells them about a marathon that will take place in town. He shows them the advertisement with the information.

Children's Marathon in town!

We invite you to participate in the second Children's Marathon to be held on May 17, at 10 o'clock in the morning. If you are between six and twelve years old, come and register NOW! We will start at the town's Main Square and finish at the Town Hall.

The kids get really excited. They like marathons and this would be the second time they participate in one. They think about the great weekend they are going to have.

Michelle and Ben run to their parents again and ask them if they can participate in the marathon. Their parents agree; they are very happy to see that the kids have so many different interests.

And here they are now, at the circus, having fun and thinking about how lucky they are.

Page 46

Lead in



Explain to students that they will solve some tasks connected to the reading. Invite students to read the text again. Play the CD so they can listen the text as well.

Development

- Match the ideas (a – e) to the events (circus or marathon) with a line.**

Invite your students to read the sentences and match them with the events that best suit them. Encourage them to tell you which of these activities they prefer and why. Check orally and on the board.

Answers:

Marathon: a, c, e. **Circus:** b, d.

- Read these sentences. Tick (✓) the ones that are true and correct the false ones in your notebook.**

Ask students to read the statements and indicate whether they are true or false. Choose students at random to read the sentences to check. Write the key on the board.

Answers:

- a. ✓
- b. ✓
- c. ✗ With their parents.
- d. ✓
- e. ✗ It starts at 10 in the morning.

3. Match the words in the box with the pictures.

Ask students to look at the pictures, identify and label them with vocabulary from the box. Ask volunteers to answer out loud. Write the answers on the board.

Answers:

- a. Clown.
- b. Juggler.
- c. Tent.
- d. Tightrope Walker.
- e. Acrobat.

4. Fill in the chart with the information from the advertisements in the text.

Ask students to scan the necessary information to complete the chart. Draw it on the board and ask students to write the info on the board to check.

Answers:

Circus Carnival: Family event, Saturday May 16th, 6 pm, Big tent next to museum, Acrobats, tightrope, walkers, daredevils, clowns.

2nd Children's Marathon: Children event, May 17th, 10 am, Main Square, Marathon in town.

Closure

Invite students to work in pairs and talk about how they like the weekends to be. Give them the possibility to draw their answers.

COMPLEMENTARY ACTIVITIES Page 69 Teacher's Guide

Lead in

Ask students to have a look at the expressions that they have worked on during this unit, especially those connected to advertising.

Development

1. Tick (✓) the picture that better illustrates the slogan. Then, practice them aloud with your partner.

Explain to your students that they have to read the slogans provided and match them to the picture that best represents it. After they are finished, encourage them to practice the slogans aloud with the class. If time allows, you can expand this activity by asking them to create a whole new slogan for the pictures.

Answers:

1. a. i b. ii c. ii d. i

2. Read the advertisement and answer the following questions.

Encourage your students to read and look at the advertisement provided very carefully and answer the questions below. Invite them to share their answers with the whole class.

Answers

- 2. a. It's about a dinosaurs children's playday.
- b. Arts, crafts, play, storytelling and fun.
- c. Children from 3 to 10 years old.
- d. At the Brighton Toy and Model Museum.

Closure

Bring as many ads (with their corresponding slogans) as you can find in the media. Write the slogans on the board or write them on a handout and give them to your students. Ask them to guess, in pairs, what kind of product goes with each slogan. Invite them to share their answers with the rest of the class and finally show them the actual Ad.

CHECK YOUR PROGRESS 4 Page 70 Teacher's Guide

Learning Outcomes:

- Explore different kinds of advertisements in public places.
- Understand messages written on public advertisements.

Explain to students that they will have a test to check how much they have learned in this unit. Deliver the test on pages 70 – 71, and read the instructions aloud.

Answers:

- 1. Multiple answers may be provided.
- 2. Students must include: place, date, time and activities.
- 3. a. The celebration of kid's day.
b. There will be carfts, animals, artwork and dance.
c. It is on May 3rd
d. The entrance is free.
- 4. a. Incorrect, it's about toys.
b. Correct
c. Correct
d. Incorrect, it's called Top Fun.
e. Correct
f. Incorrect, they do have a good range of prices.

TRANSCRIPT

Let's celebrate the 11th annual Kids' day, activities and adventures just for kids. It will be full of activities: artwork, animals, dance, crafts, and delicious food. Join us next May 10th from 10 A.M. to 4 P.M. at the King's School gym. We will be waiting for you. It's free!!!

Suggested assessment instrument:

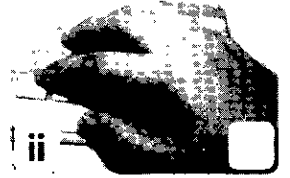
Questionnaire (See sample on page 165)

COMPLEMENTARY ACTIVITIES

Name: _____ Class: _____

1 Tick (✓) the picture that better illustrates the slogan. Then, practice them aloud with your partner.

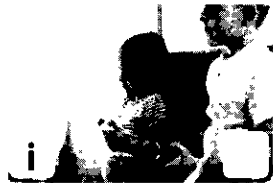
a. Professionals at your fingertips.



b. Let blue be your smile.



c. Explore, create and learn!



2 Read the advertisement and answer the following questions.

a. What is the purpose of the advertisement?

b. What kind of activities does the event promote?

c. What kind of people can participate in the event?

d. Where does the event take place?

DINOSAURS
children's playday

SUNDAY 13TH MAR 2016
2:00 PM - 4:30 PM
FOR AGE 3 TO 10 YEARS OLD

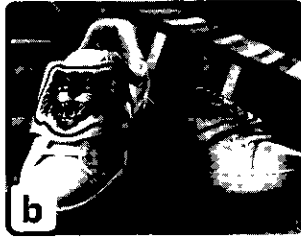
\$5.50 TICKET AVAILABLE ONLINE
INCLUDES THE ENTRY OF AN ADULT AND A CHILD
ART AND CRAFTS, PLAY, STORYTELLING AND FUN!

BRIGHTON TOY AND MODEL MUSEUM
ACCREDITED MUSEUM
01273 749494

CHECK YOUR PROGRESS 4

Name: _____ Class: _____

1 Look at the pictures and write a slogan for each of them. (6 points)



2 Add the necessary information to this image to create a proper advertisement. (4 points)



3  Listen to the advertisement and answer with your partner. (4 points)

- a. What's the announcement promoting?
- b. When is it happening?
- c. Are there going to be any activities?
Which ones?
- d. How much is the entrance?



4 Read the ad and decide if the information below is correct or not. Discuss with your partner and justify your answers. (6 points)

TOP FUN Hobbies

Now for Kids!

Quality Brands = Quality Fun

Huge range and best prices on
your favourite children's toys from
the world's leading makers.

107 Hunter Street, Newcastle
T: 02 5689 1234 F: 02 9876 5432
www.topfun.com

OPEN
7 days



TOP FUN

- a. It is an ad about kids.
- b. According to the ad, the toys are of good quality.
- c. It is open from Monday to Sunday.
- d. The name of the shop is Fast store hobbies.
- e. They have a web page.
- f. They do not have good prices.

Total score: _ _ _ / 22 points

UNIT 5

I LOVE FABLES!

Environment

Recreational and Literary.

Communicative Activity

Recreational expression.

Social Practice of the Language

Listen to stories to put them in order.

Learning Outcomes

- Listen to fables with an illustrated sequence.
- Explore disarranged illustrated sequences of fables.
- Order illustrated sequences of fables.

Spiral Review of Learning Outcomes throughout Unit 6.

Final Product

Game of illustrated sequences.

Literary Reader

The Hare and the Tortoise.

Materials

Flashcards of animals.



Pages 54 - 55



Lead in

Ask students to sit in a horseshoe. Start talking about your childhood and tell students what your favorite story was, and who used to tell you that story. Write the name of the story on the board and invite students to say the name of their favorite story too.

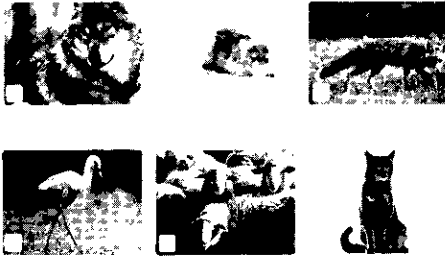
Development

Invite students to open their activity book on page 54 and ask them to look at the girl in the picture. Elicit information from students about what they believe the boy is doing. When students guesses, ask them to make some predictions about what she is reading. Hold up your book and point to one of the pictures of the animals. Invite them to say the names. Tell them that what he is reading is connected to those animals. Ask them to make more predictions and write some of their ideas on the board.

Getting started

32 Do you know these animals? Label the pictures with words from the box. Then, listen, check and practice the words with your teacher, aloud.

sheep · stork · mouse · fox · wolf · cat



Start

Start

· Listen to fables with an illustrated sequence

Development

· Explore disarranged illustrated sequences of fables

Order illustrated sequences of fables

Closure

· Present the final product

· Reflect on the unit content

they remember in which some of the animals in exercise 1 may appear. Paraphrase what students say in their mother tongue and ask them to say some of the sentences to describe the story. Explain to students that in this unit they will know the fable, which is a short children story that is told to teach children a moral lesson. Make sure they understand this definition and give them examples, if necessary. You may ask them if they know of have ever read any fables before. Ask them to raise their hands to tell you what their favorite animal is and why.

TRANSCRIPT

- | | | |
|----------|----------|----------|
| a. Wolf | c. Fox | e. Sheep |
| b. Mouse | d. Stork | f. Cat |

TEACHING TIP

Prepare flashcards about different animals and be sure to include the animals which will appear in the fables that were selected for this unit with the names of the animals. Take advantages of this visual support to review some adjectives to describe animals, such as colors, size etc...

1. 32 Do you know these animals? Label the pictures with words from the box. Then, listen, check and practice the words with your teacher, aloud.

Ask students to look at the pictures. Choose a child at random and ask her/him to say the name of one animal. Hold up your book and paraphrase the name in case the student says the word in their mother tongue. Repeat the same activity with the rest of the pictures. Invite them to read the words in the box on their own. Then, hold up your book and start reading the words. Ask them to write the correct word under the right picture. Then, listen to the audiotrack to check and invite students to repeat the words aloud, following the intonation on the cd. This activity will get them familiarized with vocabulary that will be present throughout the whole unit.

Answers:

- Wolf
- Mouse
- Fox
- Stork
- Sheep
- Cat

Invite your class to read the definition of "fable" and then ask them about any stories

Unit plan

Draw students' attention to the plan for this unit, and comment with them the stages they will go through to elaborate and present the final product.

Closure

Invite students to think on a fable they already know. Ask them to tell the story to the class and draw a scene in their notebooks. Write the titles on the board, as well as the animals that appear on the fables.

Listen to the text with an audio player.

Read and listen to the fable.

The wolf in sheep's clothing



There was a wolf that was very hungry, because the shepherd was always watching his sheep.

One night, the wolf found a sheep's skin near the farm.



The next day, the wolf got dressed in the skin and went to hunt a sheep.

But in the evening, he was locked up by the shepherd with all the sheep.



That night the shepherd went to the farmyard to obtain meat for the next day and mistakenly caught up the wolf instead of a sheep.

Moral: Be careful of what you see.

Invite students to look up at the Picture Dictionary on page 126 to explore the meaning of the highlighted word.

TRANSCRIPT

The Wolf in Sheep's Clothing.

There was a wolf that was very hungry, because the shepherd was always watching his sheep. One night, the wolf found a sheep's skin near the farm.

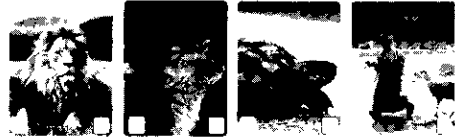
The next day, the wolf got dressed in the skin and went to hunt a sheep.

But in the evening, he was locked up by the shepherd with all the sheep.

That night, the shepherd went to the farmyard to obtain meat for the next day and mistakenly caught up the Wolf instead of a sheep.

Listen to the text with an audio player.

Tick (✓) the characters of the fable.



Listen to the fable again and read the sentences. Circle YES or NO.

- The wolf was hungry. Yes No
- The wolf found a cow's skin. Yes No
- The wolf hunted a sheep. Yes No
- The shepherd hunted the wolf. Yes No
- The wolf fell into his own trap. Yes No

Writing game: With your partner, write two sentences describing a different ending for the fable *The Wolf in Sheep's clothing*. Check with your teacher.

Lead in

Use the flashcards you have prepared in advance and invite students to review the names of the animals. Show them one by one and ask them to say their names. Then, stick the flashcards on the board and say one name at random. Ask one student to touch the correct flashcard. Repeat this activity until covering all the flashcards at least twice.

Development

1. **Read and listen to the fable.**
Ask students to open their activity book on page 56 and look at the pictures. Invite them to think before the listening and make some predictions on the story. Ask them to mention the names of the animals that they see in the pictures. Hold up your book and point the title, read it aloud and ask students to follow the title with their fingers. Explain to students that they have to listen to the fable and follow the text with their fingers. Play the CD and ask them follow the fable in silence. When it finishes, hold up your book and point to the pictures. Ask them to recall the story to check students understanding. Invite students to read the moral lesson at the end of the page. Ask them to say what they understood and give examples.

2. **Tick (✓) the characters of the fable.**

Invite students to read the fable again. Ask them to identify the characters of the fable and point them in the activity book. Ask them to look at the pictures and put a tick in the pictures that correspond with the characters of the fable. Encourage students to work with their partners and compare their answers. Check the exercise by asking them questions about the pictures. For example, *Is there a dog in the fable?* (No) *Is there a wolf?* (Yes) Model the answers by putting an imaginary tick in the pictures while students are giving the answers.

Answers:

b, d.

3. Listen to the fable again and read the sentences. Circle YES or NO.

Invite students to listen to the fable again and read the sentences. Ask students to answer by circling Yes or No. Hold up your book and point to the first sentence, read it aloud and ask a student to answer if the information is correct or incorrect. Model the answer by circling the answer. Ask them to do the same with the rest of the sentences. Finally, read the sentences one by one and ask students to tell you the answers.

Answers:

- a. Yes.
- b. No.
- c. No.
- d. Yes.
- e. Yes.

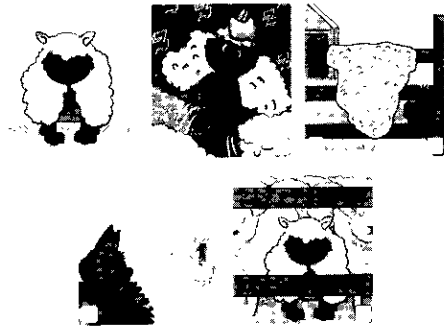
4. Writing game: With your partner, write two sentences describing a different ending for the fable *The Wolf in Sheep's clothing*. Check with your teacher.

Encourage your students to read the fable in exercise 1 again and, in pairs, think of a different ending for the story. After that, invite them to get their ideas together and write two sentences describing the different ending. Invite your students to share their endings with the rest of the class, so that they can compare them. Check orally and help around.

Closure

Prepare in advance worksheets with the character faces: a wolf, a sheep, and the shepherd. Deliver one of them to every student and ask them to color it and decorate it. Explain that they have to cut it out and make a mask with that face. When they finish, play the CD of the fable again and ask them to dramatize the fable while listening. If the class is too large, divide the whole class into small groups and ask them to dramatize the fable but respecting turns.

Put the sequence in order. Then listen to check your answers.



Complete this definition.

I can listen to fables with an illustrated sequence. If your answer is insufficient, check pages 54 to 58 with your teacher.

Lead in

Ask students to recall the fable they learned last class. Ask them to mention the characters, the setting, the events, etc. Read the fable again but making some mistakes. Students have to detect the error and correct it. When you finish doing this activity, invite a student to play the role of the teacher and say something wrong about the fable. If students are not able to say that in English, help them by paraphrasing what they say.

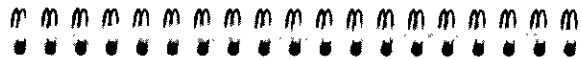
Development

5. Put the sequence in order. Then listen to check your answers.

Invite students to look at the pictures and describe them. Paraphrase what children say in their mother tongue. Ask students to order the sequence of the fable by writing numbers from 1 to 5. Encourage them to compare their answers with their classmates next to them. When they finish, play the CD and ask students to check their answers. Play the CD again and pause after every number. Finally, describe one picture and ask students to say the number.

Answers:

- a. 3.
- b. 5.
- c. 2.
- d. 1.
- e. 4.



Language watch

Fables

Invite students to complete the definition with their own words. Write their ideas on the board. Hold up your book and read the definition yourself, for everyone to hear. Then, invite them to answer the questions. Check with the whole class.

Answers:

- a. Harm seek, harm find.
- b. Aesop's.

Reflect!

Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.

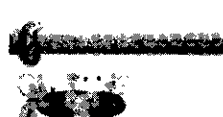
Development

Development

• Explore disarranged illustrated sequences of fables • Order illustrated sequences of fables

Read and listen to the fable

Belling the cat



One day, some mice held a meeting to decide how to free themselves of their enemy, Cat.



They wanted to find the way to know when Cat was coming, so they have time to run away.



Mice were always scared of Cat's claws. They could not leave their house at day or night.



They discussed for a long time, because they could not come up with a good idea.



Then, one of them said: "Let's hang a bell around Cat's neck so we can hear when he is coming".



Everyone thought it was a good idea. Then, a mouse asked: "But, who will hang the bell on Cat's neck?"

Moral: *Easyer said than done.*

Illustration: *...*

on the board so they can be checked after the listening. Explain to the children that they will listen to a new fable called "Belling the cat". Play the CD and ask students to follow the text with their fingers. Play the CD again and pause after every event so students can read the text aloud. Explain to them that the word *mouse* refers to one animal, and the word *mice* to more than one. Recall the different events of the fable with students and check children's understanding. Finally, read the moral lesson aloud and ask students if they understand what it means. Invite them to give examples from experiences. Invite students to look up at the Picture Dictionary on page 126 to explore the meaning of the highlighted word.

TRANSCRIPT

Belling The Cat

One day, some mice held a meeting to decide how to free themselves of their enemy, Cat.

They wanted to find the way to know when Cat was coming, so they have time to run away.

Mice were always scared of Cat's claws. They could not leave their house at day or night.

They discussed for a long time, because they could not come up with a good idea.

Then, one of them said: "Let's hang a bell around Cat's neck, so we can hear when he is coming".

Everyone thought it was a good idea. Then, a mouse asked: "But... who will hang the bell on Cat's neck?"

Closure

Invite students to model with plasticine the whole fable "Belling the cat". Divide the group into six groups and assign one event of the fable. Deliver the plasticine and ask them to create the different characters and situations that were assigned to them. When they finish working, invite students to make a horseshoe to show the sequence of the fable together by putting what they have done in the right order.

TEACHING TIP

In order to improve Reading Comprehension skills, help students use different strategies to consolidate what they have read. Inferring, summarizing, and recalling are one of the strategies students should always use. Do not forget to include them when working with different kinds of texts.

6. Read and listen to the fable.

Before the listening, show flashcards of a mouse and a cat. Ask students if these animals are friends or not and what the problem between them is. Elicit as much information as possible and let them tell you their own experience. Invite students to look at the pictures on page 59 and to make predictions on what the fable is about. Write them

• Explore disarranged illustrated sequences of fables • Order illustrated sequences of fables

27 Look at the pictures and put them in order. Then, complete the sentences with your own words.



One mouse had a great idea Mice were scared of Mice discussed a lot to



Mice held a meeting to decide A mouse is thinking

28 Tick (✓) the setting of this fable.



I can order an illustrated sequence of a fable
If your answer is insufficient, check pages 54 to 60 with your teacher.

60

Lead in

Invite a group of students to stand in front of the class. Explain to the children that they have to dramatize the fable listened last class. Assigned the roles to students and play the CD. Invite them to follow the text and do the actions to represent every event. Then, switch the group so everyone can participate.

Development

7. Look at the pictures and put them in order. Then, complete the sentences with your own words.

Ask students to look at the pictures and recall the fable "Belling the cat". Invite them to read the sentences aloud, put them in order, and complete them. Check the answers by inviting some students to read the sentences aloud.

Answer:

- One mouse had a great idea: hang a bell on Cat's neck.
- Mice were always scared of Cat's claws.
- Mice discussed a lot to come up with a good idea.
- Mice held a meeting to decide how to free themselves from Cat.
- A mouse is thinking who can bell Cat.

8. Tick (✓) the setting of this fable.

Invite students to think of the setting of the fable "Belling the cat". Hold up your book and point at every picture so students can describe the places they are looking at. Finally, invite them to tick the setting of the fable.

Answer:

Picture at the middle: A mouse hole.

Reflect!

Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.

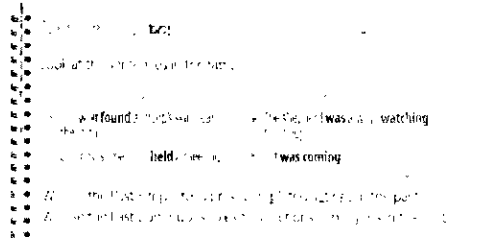
• Listen to fables with an illustrated sequence

29 Listen to the fable again and complete the sentences. Choose the words from the box.

discussed · were · wanted · held · could · was coming

- One day, some mice _____ a meeting _____ to find the way to know when _____.
- They _____ Cat _____.
- Mice _____ always scared of Cat's claws _____.
- They _____ for a long time _____.
- They _____ not come up with a good idea _____.

30 Listen to the sentences in exercise 9 and check your answers.




9. Listen to the fable again and complete the sentences. Choose the words from the box.

Invite students to listen to the fable "Belling the cat". Then, hold up your book and point to the box. Read the words and explain to them that they have to complete the sentences by using one word from the box. Encourage them to try to do the task on their own. Then, ask them to explore the fable again and find the information to complete the sentences. Invite students to share their answers with their classmates before listening to them.

Answers:

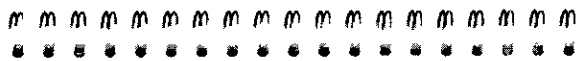
- a. One day mice **made** a meeting.
- b. They **wanted** to find the way to know when the Cat **was coming**.
- c. Mice **were** always scared of the Cat claws.
- d. They **discussed** for a long time.
- e. They **could** not find a good idea.

10.  **Listen to the sentences in exercise 9 and check your answers.**

Choose a student to read the first sentence, and to give the answer to the rest of the class. Ask students if they agree or disagree with their classmate. Invite them to listen and check their answers. Play the CD and ask them to read their sentences in silence. Play the CD again and pause after each sentence. Ask students to say the missing word aloud.

TRANSCRIPT

- a. One day, some mice **held** a meeting
- b. They **wanted** to find the way to know when Cat **was coming**.
- c. Mice **were** always scared of Cat's claws.
- d. They **discussed** for a long time.
- e. They **could** not come up with a good idea.



Language watch

Simple Past and Past Continuous

Stick on the board a big card with the word *yesterday*. Explain to students what *yesterday* means using examples and some mimicry. Write a sentence in past tense and circle the verb. In another part of the board write a sentence in past continuous. Ask students to tell you what the differences between them are. Help them if necessary. Then, ask them to look at the chart in the language watch. Hold up your book and invite them to read the sentences and definitions. Mime some actions to clarify the concepts. Invite to the students to mime the actions as well.


TEACHING TIP

Grammar is the part of the language that is more difficult to understand by young learners, since it involves to grasp abstract concepts. Use different types of visual support to help them get the concepts. Miming, flashcards and videos are good tools to work this important ability of the language.

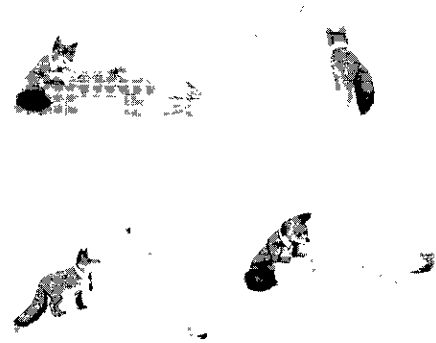
Closure

Prepare a worksheet in advance and divide it into

two parts. Write a prompt in each section. For example, *Yesterday I..... Yesterday at 8 am I was.....* Explain to students that they have to draw what they did yesterday (any activity) and what they were doing in a specific moment of the day. Give them some verb in past tense (played, ate, watched, slept) and write an example on the board as guidance. Check students work and help them if necessary.

 Order these pictures of Aesop's fable. Then, think and create a text for each illustration.

The Fox and the Stork



Read these moral lessons and circle the most suitable one for the fable.

Familiarity destroys fear.

Do not do to others what you would not have done to you.

Lead in

Invite students to play a guessing game. Read some lines of the fables they listened in unit 6 and ask students to guess what fable is. To make it more interesting, divide the class into smaller groups. Say the sentences again and the group which answers correctly first wins a point. Repeat this activity as long as it is appealing for students.

Development

  **BYPRODUCT 1: an illustrated sequence.**

Order these pictures of Aesop's fable. Then, think and create a text for each illustration.

Show the flashcards of a fox and a stork and invite students to describe physically how each animal is. Ask students to work in pairs and look at the

four pictures. Ask them to explore the illustrated sequences in disorder and identify the correct order writing the numbers from 1 to 4. Then, have them write and create a simple text that describe the illustrations of the fable. Check students writing and help if necessary. Finally read some version from the fable so students can know it.

Answer:

- a. 2. The fox served soup in a very flat dish and the stork could not sip it.
- b. 3. One day the Stork invited the Fox for dinner.
- c. 1. Once a fox invited a stork to a dinner.
- d. 4. The Stork prepared a soup in a jug with a narrow neck, and the Fox couldn't eat.

12. Read these moral lessons and circle the most suitable one for the fable.

Invite students to read the three moral, and help them understand what they are about. Then, give students some time to find the suitable moral lesson to the fable "The fox and the stork" and have them tick it.

Answer:

Do not do to others what you would not have done to you.

of "The fox and the stork" fable that they have created. Make sure everyone understand it before continue with the activities. Read the questions in the boxes and invite students to answer them. When they finish, ask students one by one to read the answers they have completed.

Answers:

What are the characters? The Fox and the Stork.
 What is the setting? The house of the Fox and the Stork.
 What is the moral lesson? Do not do to another what you would not have done to you.


14 Read the fable *The Hare and the Tortoise* in the Reader. In your notebook, copy and complete the table in exercise 13 with information about the fable.

You may do this activity at this point, or leave it pending till the session devoted to the Reader (See page 81)

Tell students to copy a diagram like the one in the model in their notebooks and talk about the fable The Hare and the Tortoise.

As homework, ask students to complete the diagram with information from the text.

13 Complete the chart with the fable's information.

Who are the characters?	What is the setting?
	What is the moral lesson?

14 Read the fable *The Hare and the Tortoise* in the Reader. In your notebook, copy and complete the table in exercise 13 with information about the fable.

I can order illustrated sequences of fables.
 I can explore disarranged illustrated sequences of fables.
 If your answers are insufficient, check pages 54 to 63 with your teacher.

Closure

Reflect!

Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.

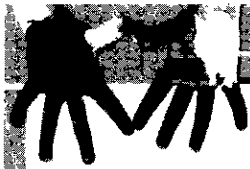
TEACHING TIP

Remember to collect students' work throughout the development of the unit such as words and expressions, illustrated sequences, name of characters, and moral lessons. In this way, you will have enough evidence of your students' performance before they carry out the product.

BYPRODUCT 2: literary elements of fables.

Complete the chart with the fable's information.

Ask some students to read their final version



Materials

- sheets of white paper
- scissors
- construction paper (different colors)
- pencils/markers
- glue



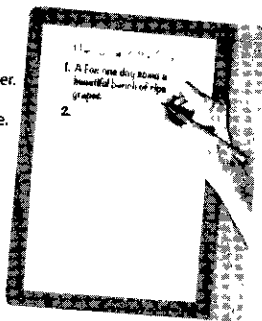
Work in groups. Revise the by-products you developed and check them again with your teacher.

Choose one of the fables in the unit (*The wolf in sheep's clothing, Belling the Cat, The Fox and the Stork, The Hare and the Tortoise*).

1. Make a draw of each scene and color it.
2. Stick the pictures on the construction paper.
3. Identify the correct order of the sequence.
4. Write a text for each illustration on a separate sheet of paper.

Play the game!

- Present the cards in disorder (as in the example below). Invite another group to put them in order.
- Take turns to read the fable and invite your classmates to listen and check!
- Change groups and continue playing.



• I can listen to fables with an illustrated sequence.	very well	well	not very well
What can I do to improve?			
• I can explore disarranged illustrated sequences of fables.	very well	well	not very well
What can I do to improve?			
• I can order illustrated sequences of fables.	very well	well	not very well
What can I do to improve?			
If most of your answers are insufficient, check pages 54 to 65 with your teacher.			

Lead in

Put the children in a horseshoe and explain that they will be involved in a product in which students have to make an illustrated game using a fable that they will choose. Invite students to have a look at the fables and their expressions in this unit in their activity books and recall the essential parts and elements they have. Ask them to read them again.

1. Preparation

Ask students to get in groups review all the by-products they elaborated along the unit and help check them again.

Have the groups choose a fable from the unit (making sure they choose different texts to work with).

Ask students to check their notes in their copybooks and read together what they have selected. Tell students to keep their notes for next class, since they will use them to produce the final product.

Invite students to read the selected fable to the class so they can receive any comments from their classmates. The idea is not to repeat the fables. Ask them to organize themselves, and to collect the material they will need to start working in the final product.

2. Production

Invite students to open the activity book on page 64 and observe the steps they have to follow to do the product. Point some students at random and tell them to read aloud the steps. Explain to them that they have to make a draw of each scene of the fable they have selected. Each member of the group has to make a drawing. Then, paste the illustrations on the cards of constructor paper.

Ask every group to show you their game, and the correct order of the cards. Take advantages of this moment and check pronunciation and intonation. Ask them to practice the order of the sequence since they will check their classmates who will play with the cards.

Invite students to stay in their groups and keep the card game that they have created. Tell them to swap the cards with other group and ask them to play with the cards and find the sequence of the fable. When they find the sequence, they must ask to check with the creators if they are correct.

III. Presentation

Ask every group to tell their fable to the class. Then, ask them to swap cards with other group and start playing. Explain to students that they have to play with all the cards that the groups made and check their sequence inviting the team which created the game to their table.

Unit reflection

Ask students to complete the self-evaluation activity. Explain to students that they have to assess their achievements in the unit and also their work in the product, how they behaved with their classmates and if they fulfilled the objectives. Invite them to open their activity book on page 65, read the statements and ask them to answer accordingly, also suggesting how they can improve their results regarding the specific learning objective. Call them to your desk and talk a little about the results of the self-assessment.

TEACHING NOTES FOR READER AND EXTRA MATERIAL

READER Page 58

Lead in



A | z The Hare and the Tortoise

Ask your students to open their Readers on page 58, and tell them they will work on the text "The hare and the tortoise." Invite them to make some predictions, ask them *what do you think the fable is about?* Accept all the children's answers and write some of their ideas on the board so as to compare them when they finish the reading.

Development

Invite students to read by saying, Now, this is story time! Deliver the readers to the children and invite them to explore their books. Have students read the text in silence. Ask if they have any difficulties with the vocabulary. When students finish the reading, play the CD and invite them to follow the fable with their fingers and read aloud. Make questions to check students understanding such as *What animals*

are the characters? What activity they do in the fable? Why did the hare start taking a nap? Etc. Work the moral lesson with your students, "*Slow and steady wins the race.*" Tell them that being persistent is the most important when a person wants to get his/her goals. Ask them to give you examples that represent that moral lesson in their real life. Invite them to read the book for the last time and ask them to write in their copybooks a brief summary of the fable. Invite students to look up at the Picture Dictionary at the end of the text to explore the meaning of the highlighted words.

Closure

Invite students to read their summaries and to draw in their copybooks the scene they like the most of the fable. Invite students to look up at the Picture Dictionary at the end of the text to explore the meaning of the highlighted words.

TRANSCRIPT

The Hare and the Tortoise

In the world of animals, there was a very arrogant hare who was always saying how fast she was, and she was always laughing at the slow tortoise. – Look at the Tortoise! Hey Tortoise! Don't run so much! You're going to get tired of going so fast! The Hare usually said this laughing at the Tortoise.

One day, they were talking and the Tortoise had the idea of making a strange bet with the Hare. –"I'm sure I can beat you in a race"–she said. –"Beat me?" asked the Hare who was surprised.


–"Yes; beat you. Let's put our bet on that stone and let's see who wins the race". The Hare accepted. All the animals met to watch the race. The road and the finishing line were marked. Once it was ready, the race started among applauses. The Hare knew she was really fast, so she stayed exactly where she was. She had enough time to beat such a slow creature!

After a few minutes she started running; she ran as fast as the wind while the turtle went slowly but without stopping. The Hare stopped next to the road and sat down to rest. When the Tortoise passed by her side, the Hare made fun of her once again. She gave her a head start and then began her quick walk. She did the same several times, but the last time, when she was resting, she fell asleep. In the meantime, the Tortoise kept her

way until she arrived at the finishing line. When the Hare woke up, she ran as fast as she could but it was too late, the Tortoise had won the race.

That day was very sad for the Hare, and she learnt a lesson she would never forget: you must never mock others.

Lead in

58  Explain to students that they will solve some tasks connected to the reading. Invite students to read the text again. Play the CD so they can listen to the text as well.

Development**1. Match the pictures with the words.**

Ask students to look at the pictures and say the names of the animals. Choose a student and invite him/her to read the first word on the right. Then, ask another one to read the second word and so on. Hold up your book and point the first word again, invite all students to read it aloud. Do the same with the other three words. Ask them to make the match. Check their answers.

Answers:

a. Hare. **b.** Rabbit. **c.** Turtle. **d.** Tortoise.

2. Read the sentences and color the correct box.

Ask students to read the words in boxes. Hold up your book and point to the first two (short-long). Take a piece of wood, one of them short and another one long. Model the words by showing the pieces of wood. Ask students to find other examples using objects in the classroom. Repeat the same with the rest of the words. Mime the words or use a concrete material to demonstrate the concept. Then, ask students to read the sentences and choose the word that best complete them. Check the answers by choosing different students to read the sentences.

Answers:

b. slow. **c.** long. **d.** heavy. **e.** slowly. **f.** short.

3. Write T if true or F if false. Then read again and check.

Explain to students that they have to read the sentences and say if they are True or False according to the fable. Tell students that they have to try to do it by recalling the story, but if is still difficult, go back to the story and check the information in there. When they finish, encourage them to share their answers with their classmates and compare them. Ask one student to read the first sentence and say the answer. Repeat the same activity with the rest of the sentences. Write the answers on the board, so students can check and modify any wrong answer.

Answers:

a. F. **b.** T. **c.** F. **d.** T. **e.** F.

4. In pairs, complete the chart with information from the story.

Invite students to work in pairs. Ask them to read the information in the chart. Check students understanding by asking them if they know all the words. Ask them to complete the chart and explore the fable again if necessary. Invite a couple to stand in front of the class and read the information that they have written.

Answer:

Main characters	The Hare and the Tortoise
Secondary characters	All the animals
Setting	Into the woods
Attitude of the Hare	Arrogant
Attitude of the Tortoise	Persistent

5. In pairs, discuss and answer these questions.

Invite students to work in pairs and read the questions together. Encourage them to make questions if they do not understand the meaning of a word. Give them some time to work and walk around the classroom to support students' work. When they finish, ask some volunteers to tell you what they have discussed. Ask students if they agree or disagree with their classmates answers.

Closure

Ask students to sit in a horseshoe and share what they most like of the fable "The Hare and the Tortoise". Invite them to compare with the fables they read during this unit in terms of similarities or differences.

Lead in

Mime some actions that represent the events in the different fables that students worked in this unit. Ask them to guess what you are doing and say the whole event aloud. Write some words from the fables on the board and invite students to spell them. Write as many words as possible and divide the class to play a spelling bee. Give them one point for each right answer. The group that answers more correct answers wins the game.

Development

1. Read the information on the chart. Add any information you need to create a short fable.

Invite students to read the information on the chart. Choose a student to read the column of the characters and ask the rest to mime some actions to check students' understanding. Repeat the same activity with the other two columns. Recall the parts of the fable and ask students to think in a story that includes some of the characters, one setting and one moral lesson. Explain that they can add any extra information to make their story. Encourage them to work in pairs.

2. Use the information in exercise 1 to create your own short fable. Follow the structure provided.

Invite students to create a title to their fable first. Write on the board the words *Beginning, middle* and *end*. Explain to students that they have to organize the information in exercise 1 in the three parts of the fable and give some examples of key words to use in each part of the fable. Give help if necessary. When they finish, invite some couples to read the fable they have created in front of the group.

Learning Outcomes:

- Explore disarranged illustrated sequences of fables.
- Order illustrated sequences of fables.

Explain to students that they will have a test to check how much they have learned in this unit. Deliver the test on page 86 – 86, and read the instructions aloud. Point to the exercises and show some actions that must be done to solve them. Walk around the classroom to support children work in case they need it.

Answers:

1. a. The wolf was very hungry.
 b. The mice held a meeting to decide what to do.
 c. The Shepherd caught up the Wolf.
 d. The Cat didn't leave the mice alone.
 e. The Wolf put a sheep's skin on.
2. d-b
 c-a
3. Answers may vary.

Suggested assessment instrument:

Observation sheet (See sample on page 168)

COMPLEMENTARY ACTIVITIES

Name: _____ Class: _____

- 1** Read the information in the chart. Add any information you need to create a short fable.

Characters	Settings	Moral lesson
A cat	In the forest	Treat other people well
A horse	In the city	Help a friend when they need it
A snake	In the mountain	
_____	_____	_____
_____	_____	_____

- 2** Use the information in exercise 1 to create your own short fable. Follow the structure provided.

Title: _____

Beginning:

Middle:

Ending:

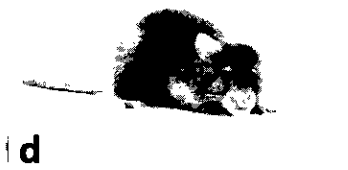
CHECK YOUR PROGRESS 5

1 Correct these sentences about the fables covered during the unit.

(10 points)



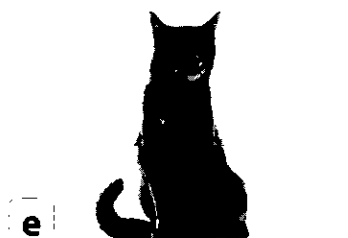
The Wolf was happy and he didn't have anything to eat.



The mice held a party to decide what to do.



The Shepherd kissed the Wolf.



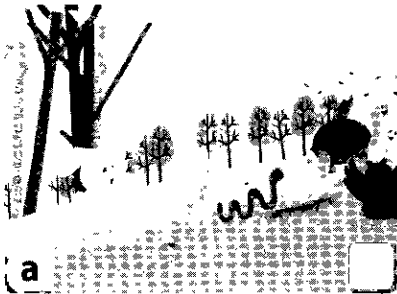
The Cat didn't care about the mice.



The Wolf ate a sheep's skin.

2 Recall the fable "The Hare and the Tortoise" and put the sequence in the correct order.

(4 points)



3 Complete the sentences with your own ideas about the fables you read. You can use the words in the box.

(8 points)

discussed · were · wanted · put
could · was · coming

- a. The Cat _____
- b. The mice _____
- c. The sheep _____
- d. The Wolf _____

Total score: / 22 points

UNIT 6

LIVING BETTER

Environment

Academic and educational.

Communicative Activity

Search and selection of information.

Social Practice of the Language

Make questions to search information about a subject.

Learning Outcomes

- Explore illustrations connected to science topics.
- Listen and understand questions.
- Write questions in order to get specific information.
- Select appropriate words to make questions.

Spiral Review of Learning Outcomes throughout Unit 6

Final Product

Questionnaire of curious questions.

Literary Reader

Renewable energies project.

Materials

Flashcards of action that helps people stay healthy, construction paper (different colors), magazines, and small ball.



Pages 66 - 67

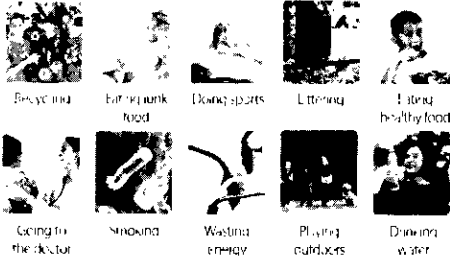


Lead in

Show the flashcards of actions that help people stay healthy. Ask students to describe what they see in there. Elicit information from students so they can discover the topic for this unit "Living better". Invite students to mention other actions or activities that help people to stay healthy. Write them down on the board and do a little survey by asking students which of the mentioned activities they normally do. Ask students to think about what the Earth represents in living better, and what other activities, apart from staying healthy, we have to do in order to live in a better place. Explain to students that they are going to work with that topic in this unit.

Getting started

1. Which of these actions are good or bad for you and the environment?



2. Complete the sentences using some of the words in exercise 1.

is bad for our health.
 helps us not to store trash.
 is good for our health. You have to drink
 two liters a day.
 means to throw trash away. Some parks
 are full of litter.

Start
 Explore illustrations connected to science topics.
Development
 Listen to and understand questions.
 Write questions to get specific information.

Write instructions to make an object.
 Reflect on achievements.
Closure
 Present the final product.
 Reflect on the unit content.

recycle. Point to a student at random and ask him/her to tell you what actions he/she will do. Get as many ideas as possible and ask students to choose only two. Invite them to read the sentences in exercise 3 and complete it with the actions they have mentioned before. Check answers by asking some students at random to read their sentences aloud.

Unit plan

Draw students' attention to the plan for this unit, and comment with them the stages they will go through to elaborate and present the final product.

Closure

Divide the class into small groups and give them a piece of construction paper (different colors), markers and some magazines. Explain to students that each group will make a poster to teach others what to do (or not to do) to stay healthy and help the environment. Encourage each group to choose one topic and write it down on the board so they don't repeat the topics. When finishing, invite students to stick their posters in a particular place that you have prepared for that.

Development

1. Which of these actions are good or bad for you and the environment?

Invite students to look at the pictures and describe what they see. Encourage them to say how good or bad these actions are (for them and the environment) giving some reasons. Write on the board some action verbs they mention so they can use them to describe other activities. Ask students to say what activities in the pictures they do or do not do.

2. Complete the sentences using some of the words in exercise 1.

Hold up your book and point to any picture at random. Invite students to recall the action in there and read the first sentence on their own. Ask for some volunteer to say what the most suitable word to complete the sentence is. Ask students to do the task alone. When finishing, check the answers with the whole group by writing the correct words on the board.

Answers:

a. Eating junk food/smoking. b. Recycling. c. Drinking. d. Wasting energy. e. Littering

Write on the board "I promise to..." and say something to do in order to stay healthy or help the environment. For example, *drink more water and*

Start

Pages 68 - 69

1. Label the pictures using vocabulary from the box.

solar energy · doing exercise · healthy food
 wind power · outdoor activities · hydropower energy



2. Read this short exchange and complete the questions with a suitable word. Check with your teacher.

A: This energy is renewable energy?

B: This energy gets its energy from the sun.

A: How can we get renewable energy from?

B: We can get it from the sun, the wind, rivers, etc.

Lead in

Ask a student to think of an action and do the mime, so the class has to guess it. The child who guessed has to mime another activity and so on.

Development

1. Label the pictures using vocabulary from the box.

Invite students to read the expressions in the box in silence. Then, hold up your book and point to the first expression (solar energy), ask students to share how much they know about it and if they have seen some instruments fed by solar energy. Repeat the same activity with the rest of the expressions in the box. Ask students to look at the pictures and label them using the words from the box.

Answers:

- | | |
|------------------------|-----------------------|
| a. Doing exercise. | d. Hydropower energy. |
| b. Outdoor activities. | e. Solar energy. |
| c. Healthy food. | f. Wind power. |

2. 2. Read this short exchange and complete the questions with a suitable word. Check with your teacher.

Invite students to take a look at the pictures in exercise 1 again and complete discuss which ones are connected to renewable energies. Then, tell your students that they are going to read a short exchange with questions and answers about the same topic. Indicate that they are have to complete the questions with suitable words. You can brainstorm some question words they know and write them on the board. Help them notice the structure of questions, pointing out word order, position of question words, verbs, etcetera. Then, ask students to check their answers with their classmates and check orally and on the board.







Answers:

- A:** What is renewable energy?
B: It's energy generated by natural processes.
A: Where can we get renewable energy from?
B: We can get it from the sun, the wind, rivers, etcetera.

Identify topic for pictures



Take a look at the pictures and circle them, using this color code.

Solar Energy	Wind power	Hydropower
		
Led solar lamp	Hydroelectric dam	Solar panels
		
Big rivers	Wind farms	Solar water panels

 Unscramble the words. Explore the words learned in exercise 3.

s. wind srfam f. for a snpae nib viet s

I can classify illustrations according to the topic.
 If your answer is insufficient, check pages 66 to 69 with your teacher



3. BY-PRODUCT 1: classification of pictures.

Take a look at the pictures and circle them, using the color code.

If you count with IT in your classroom, search on the net to show them different examples of renewable energies in different parts of the world. Ask them if they have seen some of these sources of energy in Mexico and what they are used it for. Ask students to look at the pictures and circle them following the color code. Check the answers by saying one type of energy and students have to say the corresponding kind of energy aloud.

Answers:

- | | |
|------------------|------------------|
| a. Solar energy. | d. Hydropower. |
| b. Hydropower. | e. Wind power. |
| c. Solar energy. | f. Solar energy. |

4. Unscramble the words. Explore the words learned in exercise 3.

Invite students to play the "Hangman" using the words in exercise 3. Ask students to read the words in exercise 4 and ask them to identify them in silence. Then, ask students to write the words correctly. Check the answers by inviting different students to give you the right and spell the words. This activity can be done as a competition by dividing the class into small groups.

Answers:

- a. Wind farm. b. Solar panels. c. Big rivers.

Reflect!

Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.

TEACHING TIP

Watch a video with your students about renewable energies. https://www.youtube.com/watch?v=1sl_ot8qoXE
Invite them to identify the sources of energy that they have worked in class already. Ask them to give their ideas about how to replace some actions at home by using these kinds of energies.

Closure

Invite students to draw and write what they have learned about renewable energies in their copybooks. Ask them to explore their books and ask you any questions connected to expressions for describing the energies they have learned. To end this activity, ask some volunteers to show what they drawn and written.

BACKGROUND INFORMATION

SOLAR energy is a major renewable energy source with the potential to meet many of the challenges facing the world. There are many reasons to promote its share in the energy market. This power source is increasing in popularity because it is versatile with many benefits to people and the environment. Sunlight received by Earth in one hour is enough to meet the annual energy needs of all people worldwide according to National Renewable Energy Laboratory. In 2015 solar energy was the fastest growing energy sector with a 33 % rise. The environmental advantages are the main drivers in promoting solar energy. Solar is a safe alternative which can replace current fossil fuels like coal and gas for generation of electricity that produce air, water, and land pollution. World Wide Fund For Nature, also known as the World Wildlife Fund (WWF), notes that electricity generation from fossil fuels causes pollution of air leading to acid rain, damaged forest areas, and affected agricultural production leading to loss of billions of dollars worldwide. Fracking in the U.S. uses thousands of liters of water mixed with chemicals for extraction contaminating the water used, along with nearby water bodies, and also causes earthquakes. Nuclear power pollutes water and land and has caused environmental catastrophes. Use of solar energy will eliminate these unsafe, unclean consequences from using conventional fossil fuels.

Taken from: http://greenliving.lovetoknow.com/Why_Is_Solar_Energy_Important

Development

Pages 70 - 71

Self-evaluation

1. Listen to the dialogue and circle the right alternative.

Who are the people talking?

A teacher and some students

A teacher and some parents

What are they talking about?

Renewable energy

Renewable energy

How many panels does the house have?

Five panels

Six panels

What's the teacher's opinion about the class?

It was an interesting class

It was a boring class

2. Listen again and complete the questions with the words you hear.

Who are the people you know?

Are they talking?

What are they talking about?

How many panels does the house have?

Is the teacher's opinion interesting?

Is the class interesting?

3. Listen to the dialogue again and write down other questions that you can hear.

Lead in

Ask students to sit in a horseshoe. Start making some questions connected to the contents they have worked in previous classes, such as: *What kinds of renewable energies do you know? What activities allow you to stay healthy? Where can you practice sports? Etc.* Write the questions on the board and highlight the Wh- questions words.

5. Listen to the dialogue and circle the right alternative.

Hold up your book and point to the first question. Ask for a volunteer to read the questions aloud. Emphasize the word words *who*, *what*, *how many* and *what* and ask students to figure out what they refer to. Explain to students that they have to listen to people talking and they have to answer each question by circling the right answer. Play the CD twice and ask students to circle the right answer. Finally, play the CD one more time and ask students to check their answers.

Answers:

- The teacher and some students.
- Renewable energies.
- Six panels.
- They say it was an interesting class.

TRANSCRIPT

Teacher: Good morning everyone!
Students: Good morning Mr. Robinson!
Teacher: Today we are going to talk about renewable energies.
Boy: Very interesting!
Teacher: What renewable energies do you know?
Girl: Solar energy.
Boy: Wind power.
Girl: Hydropower.
Teacher: Great! Now, tell me, what does solar energy use to get the energy?
Girl: Sun light.
Teacher: Excellent! And how is it collected?
Boy: With solar panels.
Teacher: That's correct! Do we have solar panels here at school?
Girl: Yes, we do.
Boy: How many solar panels do we have?
Teacher: Six panels.
Girl: Where are these panels?
Teacher: On the roof.
Boy: Why is this energy so important, Sir?
Teacher: Because we use a natural source of energy. It's completely clean.
Boy: What is this energy used for?
Teacher: We can get hot water, electricity and heat.
Girl: What an interesting class!
Boy: Yes! Very interesting!

6. Listen again and complete the questions with the words you hear.

Invite students to read the incomplete questions in silence. Ask them to make predictions on what the missing words could be. Write on the board WH-words and explain to students that those words are used to get specific information about people, places, time, etc. Play the CD, and ask them to complete the sentences with the correct question word. Play the CD one more time and pause after each question. Point to a student at random and ask him/her to say the correct wh- word aloud. Repeat the same with the all the questions.

Answers:

- a. What. b. Where. c. How.
- d. How many. e. Why. f. What.

7. Listen to the dialogue again and write down other questions that you can hear.

Ask students to read the questions in exercise 6 and recall the dialogue. Invite them to remember other questions that were mentioned in the dialogue, but they do not appear. Play the CD

one more time and invite them to identify the questions.

Answers:

- a. What does solar energy use to get the energy?
- b. Do we have solar panels here at school?

Match the words to their corresponding situations below.

What Where How When Why How many

How does it ...
 How many ... do we ...
 What does solar energy ...
 When do these panels ...

does he / she / it
 do I / you / we / they

8. Match the words to their corresponding situations below.

Ask students to look at the pictures and associate them to its corresponding question word. Check the answers orally and on the board.

Answers:

- a. How. b. When. c. What. d. Where. e. How many. f. Why.



Language watch

Do and Does to make questions

Ask students to pay attention to the words in red. Choose some students at random to read the questions. When finishing, ask them to figure out why those questions used do or does in some cases. Write on the board one question with DO and other with DOES. Circle the subject and ask students to recognize the pronouns.

Closure

Invite students to look at the questions words written on the board and write three questions on their copybooks using the prompts. Ask them to think in making those questions to different classmates.

TEACHING TIP

Question Words with *Do* and *Does*

The order for making sentences with Questions words is the following:

Question Word	Do/Does	Subject	Verb
What	do	you	have for breakfast?
What	does	she	have for breakfast?
Where	do	you	live?
When	does	he	study?
How	do	you	spell your name?

Pages 72 - 73

Subject-subject questions

11 **2** Complete these questions with *do* or *does*. Check answers in your group.

- What **hydropower** use to get energy?
- Where **hydroelectric dams** get the water from?
- How **the machine** work?
- How many people **you** know who work here?

Listen:

1. Where are the wind turbines?
 2. What do they use to get the energy?
 3. How do they work?
 4. How many people do you know who work here?



10 Match the three columns to make questions, using ideas from each box. Write them on your notebook.

Where What How Why How much energy	is do we	produce with wind farms? hydropower? get thermal energy from? is important to take care of the environment?
--	-------------	--

11 Practice asking the questions in exercise 10 in your group. Use what you learned in the Language watch.



Lead in

Divide the class into four groups. Ask students to stand up and make four lines. Start making different questions to the first student in line; if they answer correctly, they have to sit in their places. The first group which answers everything correctly wins. The game can be repeated if you see students are interested in.

Development

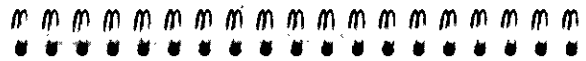
9. **2** Complete these questions with *do* or *does*. Check answers in your group.

Ask students to read the questions and identify

the subject. Then ask them to fill in the gaps with the corresponding auxiliary. Ask students to check their answers. Invite students to look up at the Picture Dictionary on page 126 to explore the meaning of the highlighted words.

Answers:

- a.** does. **b.** do. **c.** does. **d.** do.



Language watch

Intonation in questions

38 Use the questions you have written on the board (from Extension Tip) and read them aloud. Use your finger to demonstrate the falling intonation in case of open questions. Encourage students to say other questions and drill those questions with them. Encourage them to use their fingers to show falling intonation. Play the CD and invite students to read the questions while they are listening to them.

TRANSCRIPT

- a.** Where are the wind turbines?
- b.** What does hydropower use to get the energy?



10 **BY-PRODUCT 2: a list of questions.**

Match the three columns to make questions, using ideas from each box. Write them on your notebook.

Explain to students that making questions in English is different from making questions in Spanish since the word order changes. Ask students to make questions with the words from the boxes. Ask them to read them aloud to check. Write some of them on the board.

11. **Practice asking the questions in exercise 10 in your group. Use what you learned in the Language watch.**

Invite students to check their questions on their copybooks and interview their partner. Encourage them to move around the classroom and find other classmates to make them the questions. Finally, ask a couple of students to show what they have done to the rest of the group.

TEACHING TIP

To make a question in English we normally use **Do** or **Does**. It is normally put at the beginning of the question (before the subject).

Affirmative: You speak Spanish.

Question: Do you speak Spanish?

You will see that we add **DO** at the beginning of the affirmative sentence to make it a question. We use **Do** when the subject is **I, you, we** or **they**.

Affirmative: He speaks Spanish.

Question: Does he speak Spanish?

When the subject is **he, she** or **it**, we add **DOES** at the beginning to make the affirmative sentence a question. Notice that the letter **S** at the end of the verb in the affirmative sentence (because it is in third person) disappears in the question.

Complete interrogative sentences Repeat conversations to practice pronunciation

12. A | 2 Read the second part of the dialogue and fill in the gaps with suitable questions.

Teacher: I'm very happy, this was an excellent class.

Liza: _____ next class, sir?

Teacher: We are going to talk about health.

This unit is about living better.

Mario: Yes, using clean energies and being healthy is a very good idea.

Teacher: What food (b) _____ you usually eat here at school?

Rita: Apples, bananas or oranges.

Juan: I prefer French fries.

Teacher: But they are not healthy.

Liza: _____

Teacher: They eat fruits and vegetables and do exercise too. But let's talk about it next class. Good bye children. See you tomorrow.

39 Listen to the dialogue and compare with your answers in exercise 12.

13. 39 Listen to the dialogue and compare with your answers in exercise 12.

14. 40 Role-play the dialogue in groups. Exchange roles to cover all the characters.

15. Write the affirmative and interrogative forms of the verbs in the box.



12. A | 2 Read the second part of the dialogue and fill in the gaps with suitable questions.

Ask students to go through the dialogue and check for understanding. Then, ask them to fill in the gaps with the missing questions, coming up with their own ideas. Invite students to look up at the Picture Dictionary on page 126 to explore the meaning of the highlighted words.

Remind your students that many different answers can be correct, provided they respect the structure of questions.

13. 39 Listen to the dialogue and compare with your answers in exercise 12.

Play the CD and ask students to check the missing questions. Play the CD one more time and pause after each blank. Invite some students to share their answers aloud, so that they compare them with the version on the CD. Remind your students that many different answers can be correct, provided they respect the structure of questions. Finally, write the questions on the board and invite students to practice them aloud.

TRANSCRIPT Answers:

Teacher: I'm very happy, this was an excellent class.

Liza: What are we going to study next class, sir?

Teacher: We are going to talk about health. This unit is about living better.

Mario: Yes, using clean energies and being healthy is a very good idea.

Teacher: What food do you usually eat here at school?

Rita: Apples, bananas or oranges.

Juan: I prefer French fries.

Teacher: But they are not healthy.

Liza: What does a healthy person do then?

Teacher: They eat fruits and vegetables and do exercise too. But let's talk about it next class. Good bye children. See you tomorrow.

Students: Bye Mr. Robinson.

14. 40 Role-play the dialogue in groups. Exchange roles to cover all the characters.

Ask students to organize themselves in groups of five children. Invite them to assign the roles and start practicing the dialogue. Remind them to change roles so as everyone in the group can play the role of all the characters. Ask some volunteers to perform the dialogue in front of the group.

Closure

Take a small ball and play a question game with your students. Start the game by making a question and throw the ball to a student. He/she has to answer the question and throw the ball immediately, and the other child has to make a question and repeat the same action. Encourage students to throw the ball to different students so as everyone participates.

Answer different WH questions. Complete the questions below.

Why _____ this energy source?

Where _____ these panels?

What _____ this energy source?

is / are singular / plural

are / is singular / plural

15. Complete the questions with the correct form of the verb **To Be**.

- Where _____ the wind turbines?
- What _____ is solar panel used for?
- Why _____ the country use alternative energies?
- What _____ they plan to do?

16. Listen and check.

Forming questions

17. Order the words to make questions.

- do / s. What sport / y. your father / do?
- glasses / water / do. How many / drink you / a day?
- is / what / healthy food? / What is / your
- exercise? / you. / What / do / do

TRANSCRIPT

- a. Where are the wind turbines?
- b. What is a solar panel used for?
- c. Why is the country using alternative energies?
- d. What are they planning to do?

17. **Order the words to make questions.**

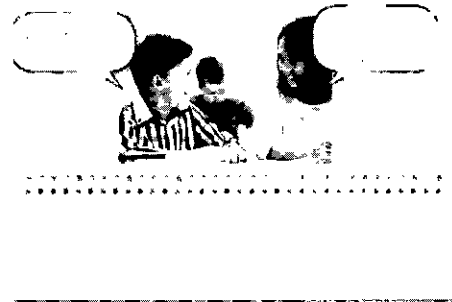
Invite students to identify the right order of the question.

Answers: a. What sport does your father do? b. How many glasses of water do you drink a day? c. What is your favorite healthy food? d. When do you do exercise?

With a partner, ask each other the questions in exercise 17.



Can you write questions in order to get specific information? Can you select appropriate words to make questions? If your answers are insufficient, check pages 66 to 75 with your teacher.



20. **Read the text *Renewable energies project* in the Reader (on page 72). Answer this in groups.**

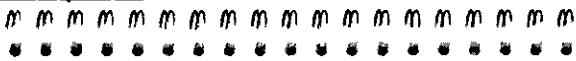
Are there abundant renewable energy sources available in your country? Check up on it. It is one of our main activities.

I can write questions in order to get specific information.
I can select appropriate words to make questions.
If your answers are insufficient, check pages 66 to 75 with your teacher.

Lead in

Write mix questions in present simple and present verb to be on the board. Point at *Do* or *Does* and ask them to find the same words in the rest. Explain to students that the verb to be is like a "super verb" and does not need any other words to work.

Development



Language watch

Verb To Be and WH questions

Hold up your book and point to the underlined words (is/are) and ask students what they have worked in the lead in. Do the same with the other two questions. Take some objects and demonstrate the singular and plural of verb to be.

15. Complete the questions with the correct form of the verb **To Be**.

Ask students to read the questions, identify the subject and fill in the gaps with the corresponding form of the verb To be.

Answers: a. are. b. is. c. is. d. are.

16. **Listen and check.**

Play the CD and ask students to listen and check their answers. Invite students to repeat after the recording.

18. **With a partner and ask each other the questions in exercise 17.**

Ask students to interview each other using the questions in exercise 17.



BY-PRODUCT 3: a mini-dialogue.

Ask students to review the questions they formulated in the by-product 2. Then, have them read the example and create a mini-dialogue replacing the question and the answer.

20. **Read the text *Renewable energies project* in the Reader (on page 20). Answer this question in groups.**

Use these question as a motivation activity aiming at engaging students with the topic of the text.

Unit reflection!

Ask students to complete the self-evaluation activity. Check orally.



Materials

- construction paper
- pencils
- magazines and newspapers to cut
- scissors and glue

Make sure the questions are clear and that the structure and punctuation are correct. Check with your teacher.

Write the answers to the questions on a separate sheet of paper.

Write the final version of the questions on the construction paper, in the form of a questionnaire.

Stick the pictures you selected

Work in groups.

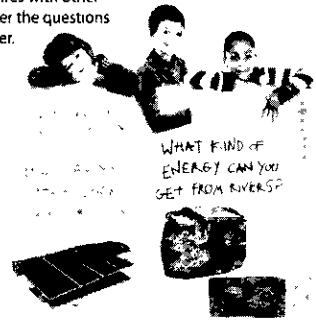
Choose some pictures about a science-related topic from the by-product 1, on page 68.

Decide what information you want to obtain. Respect and value your partners' ideas.

Write questions about the topic as you did in the by-products 2 and 3.

Exchange the questionnaires with other groups and ask and answer the questions with your class and teacher.

Check the answers with the group that created the questions. You can use the Internet or an encyclopedia.



I can listen and understand questions.
 very well well not very well
 What can I do to improve?

I can write questions in order to get specific information.
 very well well not very well
 What can I do to improve?

I can select appropriate words to make questions.
 very well well not very well
 What can I do to improve?

If most of your answers are insufficient, check pages 66 to 77 with your teacher.

Lead in

Put the children in a horseshoe and explain that they will be involved in a product in which they have to make a questionnaire of curious questions. Invite students to have a look at the topics and the questions they have worked during unit 9 and recall the essential parts of questions and the elements to consider. Ask them to read the questions again and share ideas with their classmates next to them.

Tell students get in groups and choose some pictures about a science topic from the list they did in the by-product 1. Tell them to choose the one they want to research about. Invite students to make six questions (as they did in the by-products 2 and 3) and decide what different resources they will use to answer those questions. Tell them to take notes in their copybooks or print some information to

make a selection of the six curious questions. Have them check the writing and punctuation and help them if necessary.

Ask students to check their questions and write their corresponding answers. Check students' work and give them feedback on what to improve. Tell students to keep their notes for next class, since they will use it to the production.

Invite students to share the topic and information they have collected and written in previous class. The idea is not to repeat the topics or at least not more than once. Ask them to organize themselves in their groups and ask them to collect the material they will need to start working in the final product, the questionnaire of curious questions.

Final Production

Ask them to revise their questions and write the final version of it. After that, ask them to stick pictures

related to the questions. Then, ask each group to write the key on a separate sheet of paper.

Ask students to show you what they have done so far. Encourage them to explain to you why they have chosen the pictures they stuck next to the questions. Check orally. Ask students to practice making questions and answering them, since they have to present the questions to their classmates and give the correct answers in case students do not know.

Invite students to stay in their groups and keep their questionnaires. Tell them to swap their questionnaires with another group, ask them to read the questions and think about the answers in silence. Encourage them to write some ideas in their copybooks to use them when the different groups present their curious questions.

III. Presentation

Organize the classroom so as students can present their works, and the class can participate in answering those questions. Ask them to take turns to present, all students have to participate. Give them enough time to answer the questions and receive feedback from students who searched for that piece of information.

Unit reflection

Explain to students that they have to assess their achievements in the unit and also their work in the product, how they behaved with their classmates and if they fulfilled the objectives. Invite them to open their activity book on page 77, read the statements and ask them to answer accordingly, also suggesting how they can improve their results regarding the specific learning objective. Call them to your desk and talk a little about the results of the self-assessment.

TEACHING NOTES FOR READER AND EXTRA MATERIAL

READER Page 72

Lead in



A | z Renewable energies project

Ask your students to open their Reader on page 72, and tell them they will work on the text "Renewable energies project." Ask them *what do you think the story is about?* Accept all the children's answers and write some of their ideas on the board so as to compare them when they finish the reading.

Development

Invite students to read by saying, *Now, this is story time!* Deliver the readers to the children and invite them to explore their books. Ask them to start reading in silence and use their dictionary in case that getting the meaning of a word in context is difficult for them. When students finish the reading, play the CD and invite them to follow the text with their fingers and read aloud. Make questions to check students understanding such as what the characters are, what activity they do in the text, why get into that project, etc. Ask them to give you other examples of saving and using clean energies. Invite students to look up at the Picture Dictionary at the end of the text to explore the meaning of the highlighted words.

Closure

Invite them to read the book for the last time and ask them to write in their copybooks a sequence of events from the story. Just one line that best represents each part.

TRANSCRIPT

Renewable energies project

Mom: Ok, Kids. Think! What do you know about renewable energies? What have you learned at school?

Anna: Well, we know there are different types of renewable energies: solar power, wind power and hydropower.

Oliver: And also geothermal energy.

Mom: Ok, and what do you know about solar power?

Anna: It's energy from the sun and the most abundant renewable energy we have in the planet.

Oliver: It uses solar panels that capture the sun's energy in cells. And it works even on a cloudy day.

Mom: Ok, great. In my case, I know something about geothermal energy. It's energy that comes from beneath the surface of the earth, in the form of hot water. We can use it in central heating and to heat up water. Do you know any examples of natural geothermal energy in action?

Oliver: Volcanic eruptions and geysers!

Anna: And I know something about wind power, because I'm a very good student. Wind power is a very clean source of renewable energy. The wind is used to generate mechanical power or electricity.

Mom: It says here: "Big wind farms have hundreds of individual wind turbines which are located in particular wind spots and connected to the electric power transmission network.

Mom: Experts predict that, in the future, this type of energy will provide the whole world with power.

Oliver: Really? The entire world?

Anna: Well, so now we need to write something about hydropower. Is there anything about it in that book, Mom?

Mom: Yes, it says "This is another type of renewable energy. It captures the energy from moving water that comes from the rain or melted snow. It is used to make electricity in big hydroelectric dams, located in big rivers."

Oliver: According to this book, "it is the cheapest way to generate electricity today, but it can destroy wildlife and nature."

Anna: Yes, it's true. The teacher also said that.

Oliver: There are some very nice pictures in this magazine.

Anna: Yes, the same on the internet. I think this project is looking good.

Mom: Good team work, kids! Congratulations!

Anna and Oliver: Thanks, Mom!

Lead in



Explain to students that they will solve some tasks connected to the reading. Invite students to read the text again. Play the CD so they can listen to the text as well.

Development

1. Write questions about the types of energy in the pictures and ask them to your partner.

Invite students to look at the pictures and identify the different types of renewable energies. Ask them to recall some ideas from the text which are connected to these types of energies. Then, ask them to write questions about the types of energy in the pictures and ask them to their partner.

Answers: may vary.

2. Is renewable energy possible to use in everyday life? Share your reflection with the whole class.

Invite students to read the story again and in silence. When they finish, invite them to answer the question, thinking of their own personal experiences, if they have renewable energies at hand, etcetera. Check orally and on the board.

Answers: may vary.

3. What are the advantages of each renewable energy source? Discuss with your partner. Check with your teacher.

Invite students to look at the pictures and reflect upon the advantages and disadvantages of each type of energy, and discuss them with their classmate. Encourage students to be autonomous in searching for information and use the different resources they have (dictionary, books, etc.) Check the answers by inviting students share their reflections with the whole class.

Answers: may vary.

Closure

Have students to work in groups of three, and invite them to recreate or dramatize one part of the story. Give them some time to memorize the text and ask for volunteers to show their performance to the class.

Lead in

Mime some actions that represent activities to be healthy (or unhealthy) and some other ones to help the environment. Ask students to guess what you are doing and say the action word plus if it is good or bad. Invite some students to play the role of the teacher and mime different actions as well.

Development

1. Fill in the blanks to create proper questions.

Ask students to read the words in the box and use them to fill in the missing words in the questions. Tell them to pay attention to the instructions, since just those words are the possible alternatives. Ask some volunteers to read the questions aloud and give the answers. After that, invite students to complete the answers on their own. Check the answers by writing them on the board.

Answers:

- 1. a. is
- b. are
- c. How
- d. does
- e. Where
- f. What
- g. do

2. Choose the correct answer for each question in exercise 1.

Invite students to work in pairs. Encourage them to interview each other by asking the questions in exercise 1. Explain to students that they have to find the correct answers between two different alternatives. Ask them to circle the correct alternative. Check the answers by asking the questions aloud and inviting students to give the correct answer.


- a. i b. ii c. i d. i e. i f. ii g. i.

Learning Outcomes:

- Explores illustrations connected to science topics.
- Selects appropriate words to make questions.

Explain to students that they will have a test to check how much they have learned in this unit. Deliver the test on pages 100 – 101, and read the instructions aloud. Point to the items and show some actions that must be done to solve them. Walk around the classroom to support children work in case they need it.

Answers:

- 1. a. What
- b. How many
- c. Why
- d. How
- e. Where
- 2. a. How do wind turbines work?
- b. What is a wind farm?
- c. Why don't we use renewable energy all the time?
- d. How many people receive electricity produced by wind farms in U.S.A.?
- e. Where is located the greatest geothermal power plant?
- 3. a. iii
- b. iv
- c. i
- d. v
- e. ii
- 4.  a. 3
- b. 5
- c. 2
- d. 1
- e. 4

TRANSCRIPT

- 1. *What is healthy eating?*
- 2. *Where do you find nutrients?*
- 3. *How many groups of food are there?*
- 4. *Why is it important eating healthy?*
- 5. *What happened if you eat from each food group?*

Suggested assessment instrument:

Anecdotal record form (See sample on page 170)

COMPLEMENTARY ACTIVITIES

Name: _____ Class: _____

1 Fill in the blanks to create proper questions.

- a. What _____ junk food?
- b. Where _____ the wind farms?
- c. _____ does your mother help the environment?
- d. When _____ water produce energy?
- e. _____ are these panels?
- f. _____ is a hydroelectric dam?
- g. How _____ people in your country recycle?

2 Choose the correct answer for each questions in exercise 1.

- a.
 - i. It is unhealthy food.
 - ii. Because it is bad for your health.
- b.
 - i. They collect wind power.
 - ii. In open areas with a lot of wind.
- c.
 - i. She separates the garbage.
 - ii. Because they use a natural source of energy.
- d.
 - i. Only in rainy days.
 - ii. When it falls rapidly.
- e.
 - i. On the school's roof.
 - ii. The panels will be operative next Saturday.
- f.
 - i. Hydroelectric power is produced as water passes through a dam.
 - ii. A construction where the water is collected.
- g.
 - i. They re-use plastic bags and cardboard.
 - ii. Because it is renewable energy.

CHECK YOUR PROGRESS 6

Name: _____ Class: _____

1 Fill in the gaps with WH question words. **(5 points)**

- a. _____ is biomass energy?
- b. _____ times can a bottle cap be recycle?
- c. _____ is renewable energy important?
- d. _____ do we get power from biomass?
- e. _____ do solar panels store energy?

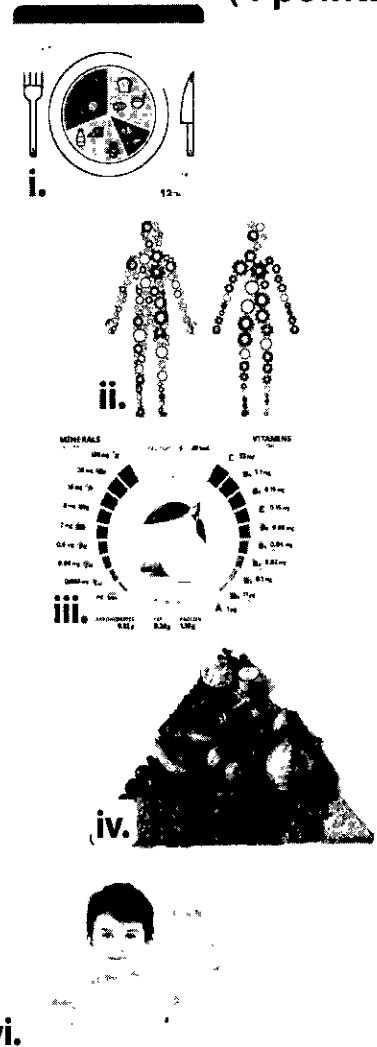
2 Read the following answers and write the corresponding question. **(10 points)**

- a. _____
A wind turbine works the opposite of a fan.
- b. _____
It's a power plant made up entirely of wind turbines.
- c. _____
Because fossil fuels like coal and natural gas are cheaper.
- d. _____
Wind farms produce enough electricity for more than 600,000 families in the U.S.A.
- e. _____
It is located in San Francisco, California.

3 Read the texts and connect them to their corresponding pictures.

(4 points)

- a. Healthy eating means eating a variety of foods that give you the nutrients.
- b. These nutrients can be found in the five groups of food: fruits, vegetables, meat, grains and dairy.
- c. A balanced diet includes food from each of these food groups, and offers a range of different tastes and textures.
- d. Healthy eating is very important to maintain your health, feel good, and have energy.
- e. If you eat a variety of foods from each of these groups, your body will receive all the nutrients and vitamins it needs to function.



4 ⁴² Read the texts in exercise 3 again. Then, listen to the questions and match them to their correct answers.

(5 points)

- a. _____ There are five groups of food.
- b. _____ Your body will receive all the nutrients and vitamins it needs to function.
- c. _____ They can be found in the five groups of food.
- d. _____ It means eating a variety of foods that give you the nutrients.
- e. _____ To maintain your health, feel good, and have energy.

Total score: _____ / 25 points

UNIT 7

I NEED HELP, PLEASE!

Environment

Family and Community.

Communicative Activity

Exchanges associated to information about oneself and others.

Social Practice of the Language

Understand and share expressions to get what is needed.

Learning Outcomes

- Listen to dialogues with expressions to get what is needed.
- Understand and express needs.
- Exchange expressions to get what is needed.
- Write a message to get what is needed.

Spiral Review of Learning Outcomes throughout Unit 3.

Final Product

Notes.

Informative Reader

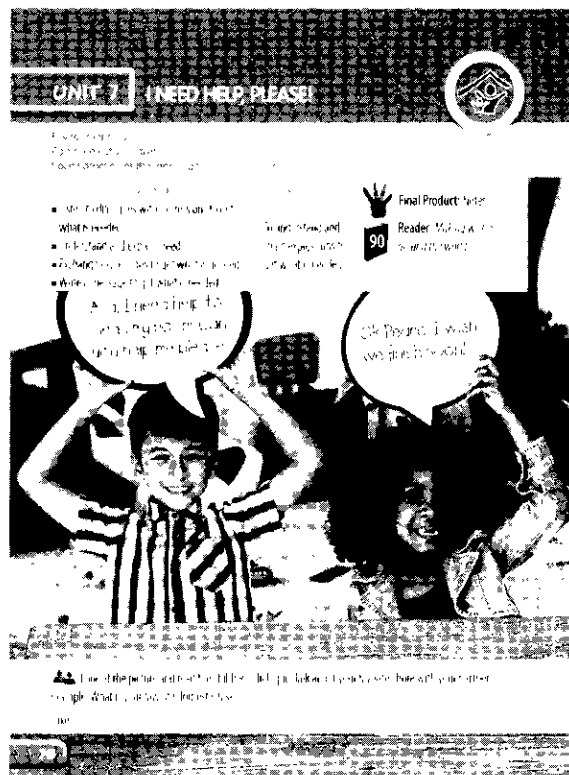
Making wishes around the world.

Materials

Flashcards of chores, magazines, construction paper, sticky notes, and a box.



Pages 78 - 79



Lead in

Invite students to look at the picture on page 78, and guess what the children are talking about. Ask *Who cleans the bedroom by themselves?* Accept students' answers and play the CD. Have students to say aloud the dialogue by row, groups and pair of students. Ask them to talk about the chores they do in their houses. Play a short game with them to see if they have paid attention to what their classmates have said. Ask them about their classmates' chores at home. Add *She/He* on the board and invite them to complete the sentences using the chores. Point to every verb and explain that they have to put an *S* in this case.

Start asking one by one, *What do you like doing at home?* Paraphrase everything that the student says in their mother tongue. Explain to students that they have to complete the sentence in with their own information. Walk around the classroom and support students' work.

Getting started

Getting started

1. Listen to some people expressing needs and write the letter on each picture.



2. Read and listen to the dialogue. What activities in exercise 1 are mentioned?

Mom: Lisa! Can you **help me** with the laundry?

Lisa: Yes, Mom. I **like** doing the laundry.

Mom: I **need** to do other things as well.

Lisa: I want to wash the dishes.

Mom: What about making your bed?

Lisa: I **don't want to**.

Mom: OK. Wash the dishes instead.



Unit plan

<p>Start</p> <ul style="list-style-type: none"> • Listen to dialogues with expressions of desires and requests <p>Development</p> <ul style="list-style-type: none"> • Understand and express needs and wishes • Exchange information to get what is needed 	<ul style="list-style-type: none"> • Write notes to obtain what is wanted. • Reflect on achievements <p>Closure</p> <ul style="list-style-type: none"> • Present the final product • Reflect on the unit content.
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79

Development

Look at the pictures and name the chores you know. Ask students to see the pictures on page 79. Hold up your book and point to any picture at random. Ask them to say what those people are doing. Paraphrase everything your students say in their mother tongue. Repeat the same with all the pictures.

1. Listen to some people expressing needs and write the letter on each picture.

Play the CD and ask students to listen to the recording and write the numbers on each picture. Play the CD again and pause after each number. Ask them to repeat the action aloud and to create a movement for each action in the pictures. Choose six students at random and invite them to stand up. Each of them has to create a movement for each action. When finishing, invite the rest of the class to do the same movements. Say the word and ask them to do the movement and the other way around, do the movement and ask them to say the word aloud.

Answers:

- | | | |
|-------|-------|--------|
| iv. a | ii. c | i. e |
| vi. b | v. d | iii. f |

TRANSCRIPT

- I need you to clean your room.
- I need to make the bed.
- I need help to do my homework.
- Can you help me set the table, please?
- Can you help me wash the dishes, please?
- I need help to do the laundry.

2. Read and listen to the dialogue. What activities in exercise 1 are mentioned?

Ask students to pay attention to the colored words. Write them down on the board and ask students to listen to the recording. Play the CD and invite them to follow the lines with their fingers. Play the CD again and pause after each line. Invite students to read the same line aloud. Play the CD again and ask them to read the dialogue at the same time. Explain to students that the words in bold express preferences, help, wants, needs, likes, etc. Make some questions to check students understanding. For example, *What does the mom need? What does Lisa like doing? What does Lisa want to do?* Etc. Choose two students and ask them to perform the dialogue. Repeat with other two students and so on.

Answers:

iii. (laundry); i. (wash the dishes); vi. (making the bed)

TRANSCRIPT

Mom: Lisa! Can you help me with the laundry?

Lisa: Yes, Mom. I like doing the laundry.

Mom: I need to do other things as well.

Lisa: I want to wash the dishes.

Mom: What about making your bed?

Lisa: I don't want to.

Mom: OK. Wash the dishes instead.

Unit plan

Draw students' attention to the plan for this unit, and comment with them the stages they will go through to elaborate and present the final product.

Closure

Divide the class into six groups. Assigned one picture of exercise 1 to each group, but they cannot tell the other groups. Ask a group to mime the action and invite the class to guess and say the word in English. Change the chore to each group so the groups mime the six actions worked in class.

Start

• Listen to dialogues with expressions of desire and requests.

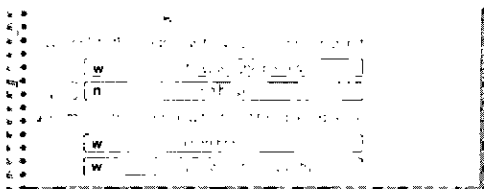
1. Listen to the dialogue and practice it with your partner.

Mom: Ann, I need you to clean your room!
Ann: Ok Mum, but I need some help.
Mom: Ask your brother.
Ann: Could you help me to clean my room, please?
Mom: Sorry, I wish I had some time to help you.
Mom: Don't worry, I will help you.
Ann: Thank you, Mom.



2. Read the conversation again. Answer the questions by circling YES or NO.

a. First, Ann's mom asks her to clean the room.	YES	NO
b. Ann needs help.	YES	NO
c. Ann asks to her friend for help.	YES	NO
d. In the end, Juan helps Ann.	YES	NO



Lead in

Stick the flashcards on the board and elicit their names. Invite students to play the I spy game. Say *I spy with my little eye something that starts with (make the sound)*. Repeat the same until covering all the chores of the flashcards.

Development

1. Listen to the dialogue and practice it with your partner.

First, ask students if they remember what a dialogue is and how is the structure. Then, tell them that they will read and listen to a dialogue, but before they have to look at the pictures and make some predictions on what the dialogue is about. Write children's ideas on the board to contrast them when they finish the reading/listening. Ask students to read in silence. When finishing, ask them if some of the predictions they made were correct. Play the CD and invite students to read and listen to the dialogue at the same time. Ask them to follow the lines with their fingers as usual. Play the CD again and stop after every line. Choose one student at random and ask him/her to read the lines aloud. Repeat the same with other three students. Divide the class into three

groups, and assigned one character to each one (mum, Ann and Juan). Ask them to read aloud and encourage them to use some intonation.

TRANSCRIPT

Mom: Ann, I need you to clean your room.
Ann: Ok Mum, but I need some help!
Mom: Ask your brother.
Ann: Juan, can you help me to clean my room please?
Juan: Sorry, I can't help you now. I wish I had some time to help you.
Mom: Don't worry, I will help you.
Ann: Thank you, Mom.

2. Read the conversation again. Answer the questions by circling YES or NO.

Explain to students that they will answer some questions related to the dialogue. Ask them to look at exercise 6 and read the first sentence aloud. Ask students to say yes or no by showing their thumbs up or down. Invite students to tell you in what part of the dialogue they can find the answer. If it is NO, ask them to correct the sentence. Ask them to do the same with the other three questions and encourage them to work with their partner to solve them. Give them some time to answer and when finishing, check the answers altogether. Hold up your book and point to the answers one by one.

Answers:

a. Yes. b. Yes. c. No. d. No.



Language watch

Requests and Desires

Invite students to come back to the dialogue and look at the words in bold. Ask them if they remember when people use them. Elicit *are used to express their ideas, needs and preferences*. Write on the board the word *request* and *desire*. Tell them to read the text again. Hold up your book and point *I need you to clean your room!, Can you help me to clean my room, please?* Explain that both are used to ask someone to do something for you and that is a request. Then, ask students to look at the phrase *I wish you find some help*, and explain that is used to express a desire.

Read the first sentence and invite the students to find the correct word. Ask them to explore the previous items and especially to read the dialogue. Ask for the sentences one by one and write the correct words on the board.

Answers:

I want to wash the dishes. I wish I had time.
 I need some help. I wish you were more careful.

Requests and desires

A Request is a polite way to ask someone to do something. A Wish or Desire is a hope for something to happen. To make requests we usually use the verbs want, need or require using the following structure:

require

Subject + **want** + someone + to + V infinitive
need

I **want** you to clean your room.

When making requests, it is very important not to sound rude; therefore, they are usually structured in the form of questions.

Can you... Can you help me with this exercise?

Could you... Could you lend me a pen?

Would you... Would you check spelling?

Some answers to these requests could be: Yes, of course. Yes, sure., Certainly, No, not at all., Sorry, but no.

students to look up the highlighted word on the picture dictionary on page 126.

Possible Answers

1. Can you help me with the laundry, please?
2. Can you help me with my homework, please?
3. Can you make your bed, please?
4. I need some new shoes!
5. I need to rest!

TRANSCRIPT

- a. I need you to help me with the laundry. Can you do it, please?
- b. I wish I could be at home all day.
- c. I want to make my bed. I like it!
- d. I need you to help me with homework.
- e. This task will require some help.

4. **Create a short dialogue to express needs or wishes. Then, practice it with your partner and check with your teacher.**

Invite students to get in pairs and write a short dialogue to express needs or wishes and write it on the space provided. Encourage them to use the dialogues on pages 79 and 80 as a model. Then, invite them to check their answers with the whole class. Check orally and on the board.

Answers: will vary.

5. **Think of a wish or a request for each of these situations. Share them with your partner.**


Invite your students to look at the pictures, read the situation and come up with a wish or request for each of them. Encourage your students to compare their answers with their pairs and share them with the whole class.

Answers: will vary.

Development

Development

• Understand and express needs and wishes.

1.  Read and listen to some phrases and create a suitable request for each of them.


1. A: _____
B: Of course. I can help you with the laundry, no problem!


2. A: _____
B: Oh, no! I can't help. I am with you and I have a test to do!

3. A: _____
B: No problem. I can help you with it!

4. A: _____
B: We can go to the gym and do some wishes (exercises).

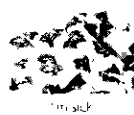
5. A: _____
B: Of course. You know very well!

2.  Create a short dialogue to express needs or wishes. Then, practice it with your partner and check with your teacher.

3.  Think of a wish or a request for each of these situations. Share them with your partner.



Washing clothes



Studying

3.  **Read and listen to some phrases and create a suitable request for each of them.**

Invite students to listen carefully to the phrases provided on the audio CD and create a suitable request for each of them. You can provide the first answer yourself, so that they feel more confident. Encourage them to work in pairs. Walk around the classroom to support the students' work. After they finish, encourage them to share their answers with the rest of the class. Invite

Closure

Make groups of four students. Ask them to bring some magazines in advance and cut some pictures with different actions that can help them to make new sentences. Give to each group a construction paper, or any paper as a poster. Ask students to select some pictures and write sentences about them using the words that they have worked in this class. Tell them that they have to write at least four. When they finish, ask them to stick their poster on one place that you have allocated especially for this. Seat students in a horseshoe and each group to read aloud the sentences they have written.

• Exchange information to get what is needed

6 Read the notes that Martin's mom left this week. Circle the words that express requests and desires.

Monday Don't forget to do your homework. Mon	Tuesday I need you to set the table before I get home. Thank you! Mon	Wednesday I wish everything was OK at school. See you later. Love Mon	Thursday Who can help with the laundry today? Thanks. Mon	Friday I want you to clean your bedroom. Love. Mon
---	---	--	---	--

7 Read the questions and answer in your notebook. Check with the class.

- Why does Martin's mom write the notes?
- What does Martin's mom want on Friday?
- What does Martin's mom wish on Wednesday?
- What does mom need on Tuesday?

8 BY-PRODUCT 1: repertoire of words and expressions. Match the pictures with the activities that you do at home.

i. Have breakfast

ii. Have lunch

iii. Get up

Lead in

Show colored sticky notes and ask students if they know what they are for. Tell them that they were invented to leave notes for other people or as a reminder. Then, tell them a short story of the morning in your house. Write some notes that your family members have written. For example, *Buy meat and eggs for dinner today.*

Development

6. Read the notes that Martin's mom left this week. Circle the words that express requests and desires.

Ask students if their moms leave notes like that. If they do, give them some time to say their experiences. Choose one student to read the first note. Make questions to check students understanding. Explain to students that they have to circle the expressions that represent a wish or a request. When they finish make some questions at random using the day of the week. For example, *What does Mom need on Thursday?* Repeat the same activity with the rest of the days.

Answers:

Requests: I need you..., Who can help..., I want you to...

Desires: I wish...

7. Read the questions and answer in your notebook. Check with the class.

Explain that they have to answer some questions based on what the notes say. Read the first question and choose a student at random to solve it. Walk around the classroom and look at what students are writing. Support children's work. Remember that the verb in present tense for the subject *she* has to be written with an S at the end. For example, *she writes, she plays.* When they finish, start reading the answers and invite students to complete them with the correct word. Write the sentences on the board so as to help students to check in their activity books.

Answers:

She writes to request and desire things for their family.
She wants him to clean his bedroom.
She wishes that everything was OK at school.
She needs help with the laundry.

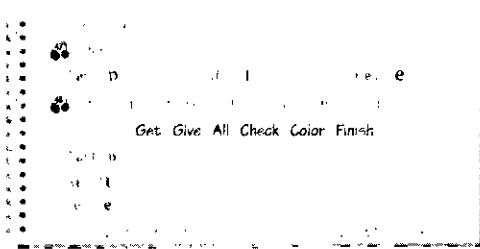
8 BY-PRODUCT 1: repertoire of words and expressions.

Match the pictures with the activities that you do at home.

Ask students to look at the pictures and describe what the children are doing. Paraphrase everything they say in their mother tongue and point to the sentence at the bottom of the page. Repeat the same with the rest of the pictures. When finishing, ask students to look at the pictures again and match them with the correct sentence. Check the answer by telling them a letter and they have to say the name of the action.

Answers:

- a. iv. b. iii. c. i. d. v. e. ii.



4 Listen to the dialogue and practice it with your partner.

Pedro: Martina, would you like to play basketball after school?
Martina: Thank you, Pedro, but I can't. I need to help my brother with his homework.
Pedro: Leave him a message saying you will be a little later.
Martina: You're right! Good idea!
Pedro: I can help you write the note.
Martina: Thank you!

5 Help Martina write the note to her brother. Use the models in exercise 6.

49



Language watch

Vowel Sounds /ɔ/-/ʌ/-/e/

Play the CD on track **47** and pause after every word so students can repeat and say them aloud. Then, play the CD on track **48** and explain to students that they have to read the words on the right column and classify them by their sound. Make a chart on the board to classify the three sounds, so students can complete it, and then repeat aloud each column. Explain to students that they will use all these sounds to practice dialogues, in order to express needs and desires properly.

TRANSCRIPT

- a. Want
- b. Wish
- c. Help

Answer:

- a. i. color ii. all
- b. i. give ii. Finish
- c. i. get ii. Check

TRANSCRIPT

2. Want, wish, help, get, give, all, check, color, finish.

9. 49 Listen to the dialogue and practice it with your partner.

Explain that they will listen to a dialogue. Play the CD and ask them to follow the lines with their fingers. Play the CD one more time and pause after each line. Tell just the boys or girls to read it aloud according to the role in the dialogue. Invite two students to stand up and read the dialogue aloud. Ask them to use intonation and to mind the pronunciation of vowels and consonants, to make it sound natural. Encourage them to take a look at the language watch again, if necessary. Play the CD for the last time, and ask students to read aloud while listening. Then, ask some questions to check comprehension.

TRANSCRIPT

Pedro: Martina, would you like to play basketball after school?
Martina: Thank you Pedro, but I can't. I need to help my brother with his homework.
Pedro: Leave him a message saying you will be a little later.
Martina: You're right! Good idea.
Pedro: I can help you write the note.
Martina: Thank you.

10. Help Martina to write the note to her brother. Use the models in exercise 6.

Explain to students that they have to help Martina in leaving a message to her brother. Ask them for the purpose of the message and if they understand it. Ask them to give you some ideas to write in the message and write them down on the board. Explain that they have to write the note for Martina's brother. Encourage them to work with their classmates next to them and give ideas each other. When they finish, ask some children to read the message.

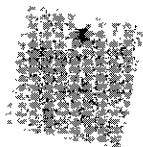
Closure

Give to each student a piece of paper and ask them write a note for someone in the class. Give some time and support them if necessary. Tell them not to show what they are writing to their classmates. When they finish, ask them to throw the paper into a box that you have prepared in advance. Invite them to seat in a horseshoe and start picking up the papers with the notes that they have written. Identify the child who wrote the note and tell the group to guess who that child wrote that note for. Repeat this activity until covering all students' notes.






BY-PRODUCT 2: short messages with requests.
Write two notes for your family. Use the expressions in the box.

I want you to ... Can you help me? ... I wish ... Thank you ... I need ...



12 Look at the pictures and complete the sentences.

- a.  I need to _____, everyday.
- b.  I wish I could _____ at 9 pm.
- c.  I want to _____ I'm hungry.

13 Listen and check your answers.

Let's act out what you do everyday. Use the pictures.

Lead in

Make a review on the chores worked during this unit. Show some pictures of the activities and ask them what other activities they do at home. Elicit as much information as possible. When students mention something related to daily routine activities ask how many of them do the same. Mime the actions and ask them to imitate you. While you are doing the actions say the activities: *brush the teeth, wake up, etc.*

Development



BY-PRODUCT 2: short messages with requests.

Write two notes for your family. Use the expressions in the box.

Invite students to write their own notes. Ask them to have a look at the words on the box in exercise 7. Ask students to give some ideas to write in the sticky notes using the expressions in the box. Give students some time to write. Ask some volunteers to write one of their notes on the board. Encourage the rest of the class to read their classmates' notes.

12. Look at the pictures and complete the sentences.

Invite students to look at the pictures and describe them. Then, read the three sentences

aloud, and ask students to complete with the activities that the pictures represent.

13. Listen and check your answers.

Play the CD and invite students to check their answers by pointing the picture and make the match with their fingers again. Ask them to say which activities they usually do during the day (in the order).

TRANSCRIPT

- a. Have lunch
- b. Brush your teeth
- c. Take a shower
- d. Get up
- e. Have breakfast

Answers:

- a. Have breakfast. b. Get up. c. Have lunch.

Exchange information to get what is needed

Opening: Hello, Mom what are you doing?
 Answer: I am washing the dishes.
 Request: Can I help you?
 Response: I need you to clean your bedroom.
 Offer: Ok. Anything else?
 Request: I want you to help your brother with his homework.
 Response: I will clean first and then help him with his homework.
 Closure: Thank you!
 Response: You're welcome Mom.

14 Read the dialogue and name their parts.

- Girl: Hello, Mom what are you doing?
- Mom: I am washing the dishes.
- Girl: Can I help you?
- Mom: I need you to clean your bedroom.
- Girl: Ok. Anything else?
- Mom: I want you to help your brother with his homework.
- Girl: I will clean first and then help him with his homework.
- Mom: Thank you!
- Girl: You're welcome Mom.

15 Practice reading the dialogue with your partner. Take turns to be the girl and Mom.

Reflect! ✓ or X

I can exchange information to get what is needed.
If your answer is insufficient, check pages 78 to 85 with your teacher.



Language watch

Parts of a conversation


Ask students if they remember the structure of the dialogue. Invite them to read the Language Watch and to give examples to the opening and closure.

14.  Read the dialogue and name their parts.

Have students read the dialogue first and then, identify each part of the dialogue's structure. Invite three students to check the answers and read aloud each part of the dialogue.

Answers:

Opening: **Girl:** Hello, Mom what are you doing?
Mom: I am washing the dishes.
Body: **Girl:** Can I help you?
Mom: I need you to clean your bedroom.
Girl: Ok. Anything else?
Mom: I want you to help your brother with his homework.
Girl: I will clean first and then help him with his homework.
Closure: **Mom:** Thank you!
Girl: You're welcome Mom.

15.  Practice reading the dialogue with your partner. Take turns to be the girl and Mom.

Give enough time to the students so that they can practice reading both roles in the dialogue. Invite some pairs to read the dialogues aloud.


Reflect!

Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.

Closure

Ask students to create a comic in their copybooks using the activities they have learned in this class. They have to draw some scenes of their daily routine. This activity can also be done in an extra paper so you can stick them on the board and students tell their story to the class.

• Listen to dialogues with expressions of desires and requests

16.  Listen to the dialogue and check your answers in exercise 17.


1. What are you doing?
 2. What are you doing?
 3. What are you doing?
 4. What are you doing?
 5. What are you doing?
 6. What are you doing?
 7. What are you doing?
 8. What are you doing?
 9. What are you doing?
 10. What are you doing?

17. Complete the dialogue using the right connector.

Pablo: What do you do every day, Lucy?
Lucy: I get up in the morning. I take a shower. I have breakfast. I brush my teeth.
Pablo: Good! I brush my teeth too. I want to take care of my teeth.
Lucy: I also have lunch at school. I have chicken some salad.
Pablo: I like lunch too.
Lucy: When I get home, I do my homework. I help my dad with some chores.
Pablo: I do the same. everybody in my family has to help.

18. Complete the dialogue using the right connector.

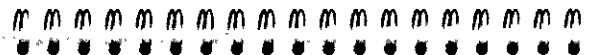
Pablo: What do you do every day, Lucy?
Lucy: I get up in the morning. I take a shower. I have breakfast. I brush my teeth.
Pablo: Good! I brush my teeth too. I want to take care of my teeth.
Lucy: I also have lunch at school. I have chicken some salad.
Pablo: I like lunch too.
Lucy: When I get home, I do my homework. I help my dad with some chores.
Pablo: I do the same. everybody in my family has to help.

17.  Listen to the dialogue and check your answers in exercise 17.

Lead in

Point to a child and ask him/her to tell you what he/she does everyday in the morning. Write on the board two activities linked by **AND**. Ask them to discover what it means. Let them use their mother tongue and give positive feedback if they have been able to understand. Repeat the same activity with activities that other children mention.

Development



Language watch

Connectors

1. Invite students to pay attention to the words in bold. Explain to your student that connectors are used to link words or one idea to another.
2. Ask them to match the word with the meaning. Encourage them to work with their classmate next to them and walk around the classroom to support children's work. Then, check the answers together.

Answers:

- a. ii b. iv c. iii d. i

16. Complete the dialogue using the right connector.

Explain to students that they have to complete a dialogue using the connectors that they have learned in the Language Watch. Ask students to read and stop when they get the period. Teach them that technique to help them get the answer quickly. Give them some time to do this task and ask students to explore the previous information in their activity books to complete.

Answers:

Pablo: What do you do every day Lucy?

Lucy: I get up in the morning **and** take a shower. I have breakfast **and** brush my teeth.

Pablo: Good! I brush my teeth too, **because** I want to take care of my teeth.

Lucy: I also have lunch at school. I have chicken **or** some salad.

Pablo: I like **that** lunch too.

Lucy: When I get home, I do my homework **and** I help my dad with some chores.

Pablo: I do the same, **because** everyone in the family has to help.

17. Listen to the dialogue and check your answers in exercise 16.

Play the CD and ask students to check their answers. Repeat this activity more than once since they need to check if they have made a mistake.

TRANSCRIPT

Pablo: What do you do every day Lucy?

Lucy: I get up in the morning and take a shower. I have breakfast and brush my teeth.

Pablo: Good! I brush my teeth too, because I want to take care of my teeth.

Lucy: I also have lunch at school. I have chicken or some salad.

Pablo: I like that lunch too.

Lucy: When I get home, I do my homework and I help my dad with some chores.

Pablo: I do the same, because everybody in my family has to help.

Connectors and Conjunctions

Conjunctions or **Connectors** are used to join words, phrases or clauses in a sentence.

And and **Or** can link individual words or clauses. The first one expresses addition, and it is used to add something to the sentence. The second one expresses possibilities or options.

Because and **that** link two clauses within a single sentence.

Because expresses cause. It is used when a reason is presented. **That** is used to refer as the object of the verb.

She goes to the tennis club **because** she likes to play tennis. The teacher suggested **that** we finish our homework.



16 Following the example provided, create three statements to express wishes or needs.

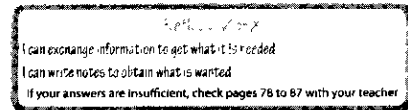
- a.
- b.
- c.
- d.



19 Read the text *Making wishes around the world* on page 20, in the Reader. Write two wishes for the next year in the sticky notes.

I wish

I hope.



87



BY-PRODUCT 3: statements with requests.

Following the example provided, create three statements to express wishes or needs.

Invite your students to follow the example provided and create two statements expressing wishes or needs. Encourage them to compare them with their partners. Explain to them that these statements will be used in the creation of the final product, on page 88.



19 Read the text *Making wishes around the world* on page 20, in the Reader. Write two wishes for the next year in the sticky notes.

You may start reading the text in the Reader. As an engaging activity, invite students to write two personal wishes for the next year.


See information on page 112.

Closure

Reflect!

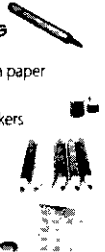
Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.

Closure: Final product




Materials

- construction paper
- sticky notes
- pencils/markers
- glue



I. Preparation

- 1 Work in pairs.
- 2 Collect all the material you developed in By-Products 1, 2 and 3.
- 3 Check it again with your teacher.



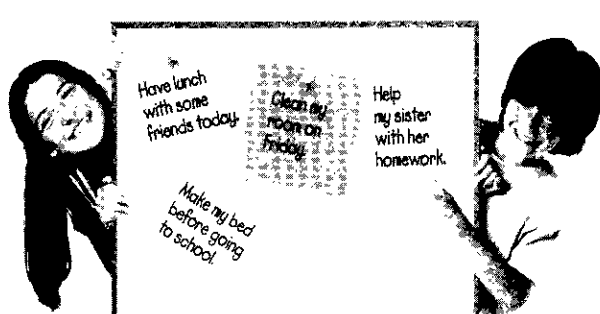
II. Production

- 4 Use the list of expressions and the repertoire of activities and write two or three sticky notes expressing needs and requests.
- 5 Make a board with the construction paper.
- 6 Stick the notes on the board.

III. Presentation

- 7 Stick your board with the notes on the wall.
- 8 Share and read your notes to the class.

Notes



Unit reflection

= I can listen to dialogues with expressions to get what is needed.

• very well • well • not very well

What can I do to improve?

= I can understand and express needs

• very well • well • not very well

What can I do to improve?

= I can exchange expressions to get what is needed.

• very well • well • not very well

What can I do to improve?

If most of your answers are insufficient, check pages 78 to 89 with your teacher.

88
89

Lead in

Put the children in a horseshoe and explain that they will be involved in a product to write some notes for someone, of to remind something. Invite students to have a look at the expressions that they have learned during this unit that can be useful to write notes.

TEACHING TIP

Make the product in advance, so that you can show it to your students as a model of what it is expected as a result.

I. Preparation

Ask students to work in pairs. Explain that they have to check the created notes during the unit (in exercises 9 and 20), and select three so they can work with them in the elaboration of the product. Finally, invite the pair to think in the design they will create for their notes.

Ask students to write drafts of each note in a sheet of paper with the possible design they will give to the notes. Tell students to keep their drafts for next class, since they will use them to produce the final product.

Invite students to show their drafts to the class, and receive any comments of improvements from their classmates. Ask them to collect the material they will need to create the notes and a board.

II. Production

Invite students to read the steps they have to follow to make the product. Support this activity all the time to be sure that everyone understand what to do. Ask students to write the expressions in the sticky notes, and make a board with construction paper to stick them on. Give them time to work and walk around the classroom to give support to the groups.

Ask to each pair to read and explain the notes. Take advantages of this moment and check pronunciation and intonation.

invite students to stay in their pairs and keep the board and notes they have created. Choose one child in each pair and ask him/her to hold up one note and read it aloud.

III. Presentation

Invite them to stand up and swap notes with another group, so as to know what other classmates have done. When finishing, change groups and do the same activity. Explain that they have to prepare a special place in the classroom to show their notes.

Unit reflection

Explain to students that they have to assess their achievements in the unit and also their work in the product, how they behaved with their classmates and if they fulfilled the objectives. Invite them to open their activity book on page 89, read the statements and ask them to answer accordingly, also suggesting how they can improve their results regarding the specific learning objective. Call them to your desk and talk a little about the results of the self-assessment.

TEACHING NOTES FOR READER AND EXTRA MATERIAL

READER Page 90

Lead in



zi Making wishes around the world

Ask your students to open their Readers on page 90, and tell them they will work on the text *Making wishes around the world*. Invite them to make some predictions, ask them what do you think the text is about? Accept all the children's answers and write some of their ideas on the board so as to compare them when they finish the reading. Elicit from students the expressions connected to wishes that they learned during this unit.

Development

Invite students to read by saying, *Now, this is story time!* Deliver the readers to the children and invite them to explore their books. Ask them to start reading in silence and use their dictionary in case that getting the meaning of a word in context is difficult for them. When they have read in silence, invite one student to read aloud and ask the rest to follow their texts with their fingers. Play the CD and invite them to follow the text with their fingers and read aloud. Invite them to recall the different traditions which are mentioned in the text. Divide

the class into six groups. Assigned each of them one of the traditions described in the book. Invite the students to represent and mime the actions described. Invite students to look up at the Picture Dictionary at the end of the text to explore the meaning of the highlighted words.

Closure

Give a big piece of paper to each group, and invite them to draw and write some ideas they got from one of the traditions in the reader. When they finish, ask them to show their work and recall some specific expressions in English that represent the tradition.

TRANSCRIPT

Making wishes around the world.

Do you know that people around the world sometimes make wishes to get what they want?

Yes! They do, and there are many ways to do it. Do you know any of them? For instance, people make wishes when they blow candles in their birthday party. Have you done it? What was the last wish you made in your birthday party?

In some countries, people throw coins into a water fountain and make a wish. You have to stand with your back to the fountain, throw a coin, and say a wish such as "I hope I can come back!" Can you make a wish like that? If you hear the coins splash into the water, your wish will come true!!!!

Have you seen the stars in the sky? When the first star shows up in the evening, make a wish such as:

- I wish I can go abroad next year!
- I hope we can win the game tomorrow!
- I wish my mom has a happy birthday!
- I hope we have an amazing year!

There is a beautiful plant that is connected to good luck... Do you know which one? The four-leaf clover! It is difficult to find that kind of clover, but if you find it, you must make a wish such as: I wish I can spend more time with my family! and throw the clover away, don't keep it.

In the United States, there is a funny way to make a wish.

Hold one end of a wishbone from a chicken, while someone else is holding the other end. Make your wish, and then pull the wishbone to break it. If you get the longer piece, your wish will come true.

Another very popular practice is to write a wish on a small piece of paper, and then hang it from a special tree. Say these wishes aloud!

I wish to make friends!! hope you get well soon!! wish you the best!! wish you a Happy New Year! hope you enjoy your holidays.

In Hong Kong, people write their wishes and tie them to an orange and throw it into the tree. If it hangs onto the tree, their wishes will come true.

At night, if you see a shooting star pass before your eyes, make a wish quickly!

How do you make wishes to get what you want?

Lead in

90 Explain to students that they will solve some tasks connected to the reading. Invite students to read the text again. Play the CD so they can listen the text as well.

Development

1. Circle the correct option.

Read aloud each exercise, so students can understand the sentences. Give some time for students to circle the correct answer.

Answers:

a. I. b. II. c. I. d. II. e. II. f. I.

2. Write a wish to get something you want below each picture. Then, share them with your classmates.

Invite students to look at the pictures and write a wish to get what they want below each of them. Encourage them to look for model examples in the text and invite them to share their answers with the whole class.

Answers:

may vary.

3. What tradition would you like to do? Choose one of them, draw it and write your wish below. Share your wishes with the whole class.

Tell to the children which tradition you usually do. Then, ask them the question and invite them to write and draw the answer. Encourage them to make a wish different from the one they wrote in exercise 1 and invite them to share it with the whole class.

Lead in

Mime some actions that represent the activities you have worked during this unit. Ask them to guess what you are doing. Invite some students to play the role of the teacher and mime different actions. Write some actions on the board and invite students to spell them. Write as many words as possible and divide the class to play a spelling bee. Give them one point for each right answer. The group that answers more correct answers, wins the game.

Development

I. Read the dialogues and connect them to the pictures. Then, practice the exchanges with your partner.

Explain to students that they have to read the dialogues in the boxes and match them to the pictures above. After they are finished, invite them to get in pairs and practice all the exchanges with their partners. Check orally and on the board.

Answers:

i. c

ii. a

iii. d

iv. b

II. Look at the images, identify the problem. Then, choose one and write an original dialogue related to it, and act it out with your partner.

Explain to your students that they have to look at the images and identify the situations presented. Invite them to figure them out in pairs. After that, encourage them to write a short exchange for one of them (they can choose) and practice it with their partner. Invite them to share it with the whole class.

Answers:

a. Someone drop/spill an ice cream.

b. Someone has to make the bed.

c. The toasts are burned.

Closure


Cut some pictures from magazines or newspapers and bring that show different activities at home. Deliver them and invite to students to stick some of them in their copybooks and create a sentence that best represents it. Invite students to go to your desk and read what they have written.

Learning Outcomes:

- Listen to dialogues with expressions of desires and requests.
- Understand and express needs and wishes.
- Write notes to obtain what is wanted.

Explain to students that they will have a test to check how much they have learned in this unit. Deliver the test on pages 116 – 117, and read the instructions aloud. Point to the exercise and show some actions that must be done to solve them. Walk around the classroom to support children work in case they need it.

Answers:

1.  a. help me. b. like. c. need you. d. want. e. tidy up.

Mom: Isabel, Can you help me wash the dishes?

Isabel: Yes, Mom. I like washing the dishes.

Mom: I need you to do other things as well.

Isabel: I want to tidy my room, is it OK?

Mom: What about making your bed?

Isabel: Mmm I don't want to.

Mom: Okey. Tidy up your room instead.

2. Multiple answers maybe provided.

3. a. because.
b. and.
c. and.
d. that.
e. or.

4. a. Because it is dirty and smelly.
b. No, because he has Math and Language tests.
c. The stapler is in the blue box.
d. Loving, caring, respectful, tender. They take care of each other and are really respectful and loving.

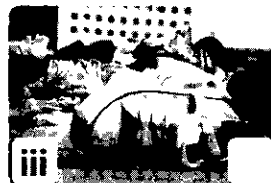
Suggested assessment instrument:

Rating Scale (See sample on page 166)

COMPLEMENTARY ACTIVITIES

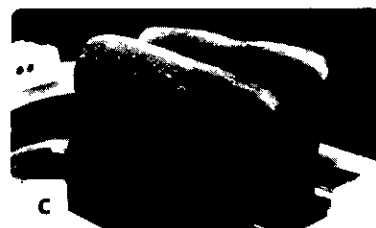
Name: _____ Class: _____

1 Read the dialogues and connect them to the pictures. Then, practice the exchanges with your partner.



<p>a. A. Mom, can you bring some milk please? B. Yes dear, just give me a second.</p>	<p>b. A. Martha, can you bring your dirty clothes please? B. Yes Mom, let me help you with that.</p>
<p>c. A. Dad, can you come here, please? B. Of course, what's the matter? A. I need help with my homework.</p>	<p>d. A. Max, can you help me with the dishes? B. Not again Mom, I prefer to clean my room. A. Ok, thank you!</p>

2 Look at the images, identify the problem. Then, choose one and write an original dialogue related to it, and act it out with your partner.



Problem:


a. _____

b. _____

c. _____

CHECK YOUR PROGRESS 7

Name: _____ Class: _____

1  Listen to the dialogue and write the correct word in the space. (5 points)

Mom: Isabel, Can you _____ wash the dishes?

Isabel: Yes, Mom. I _____ washing the dishes.

Mom: I _____ to do other things as well.

Isabel: I _____ to tidy my room, is it OK.

Mom: What about making your bed?

Isabel: Mmm, I don't want to.

Mom: Ok. _____ your room instead.



2 Write a note for someone in your family, asking for help. Use the words in the box. (5 points)

I want you to · Can you help me? · I wish
Thank you · I need

3 Read the dialogue and circle the correct connector for each sentence. Then, practice it with your partner. **(5 points)**

- a. **A.** Tim, I need you to clean your room **and/that/because** it is dirty **and/that/or** smelly.
- b. **B.** I can't do it now; I need to study Math **or/and/that** Language for tomorrow.
- c. **A.** Ok, no problem dear. When you finish, you can do it. Thank you darling.
- d. **B.** Thank you Mom. By the way, do you know where the stapler **that/and/or** works is?
- e. **A.** Maybe it is in the blue box under my night table, **that/and/or** on my desk.
- f. **B.** I will check it out. You are the best, Mom! The stapler was in the blue box.



4 In pairs, take turns and read the text in exercise 3 again. Then, answer the following questions. **(4 points)**

- a. Why does Tim need to clean his room?
.....
- b. Does Tim need to study Social studies? Why?
.....
- c. Where is the stapler?
- d. How is the relationship between Tim and his Mom? Explain.
.....

Total score: _____ / 19 points

UNIT 8

STORYTELLER

Environment

Recreational and Literary.

Communicative Activity

Understanding oneself and others.

Social Practice of the Language

Read brief stories to share appreciations about cultural expressions.

Learning Outcomes

- Explore brief stories.
- Interpret the content of a story.
- Record an audio story.

Spiral Review of Learning Outcomes throughout Unit 8.

Final Product

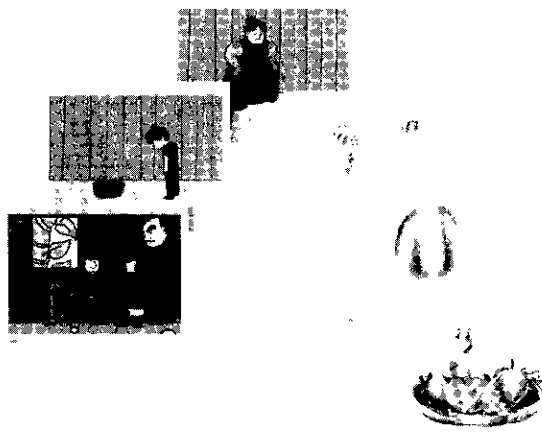
Audio story.

Literary Reader

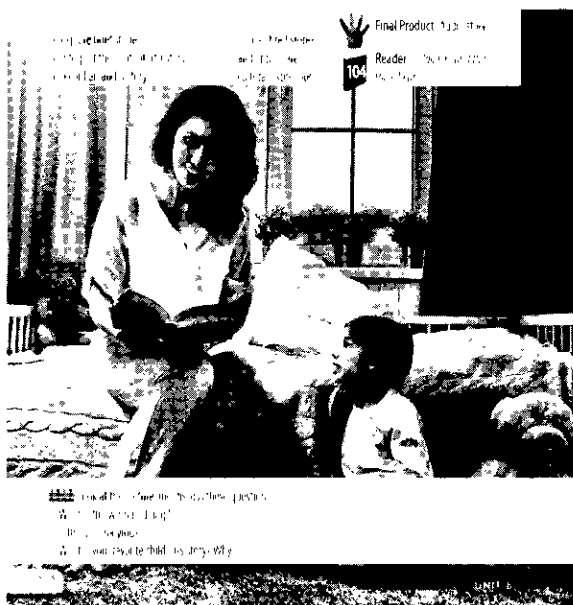
Goldilocks and the three bears.

Materials

Flashcards of story characters, children books,



Pages 90 - 91



Lead in

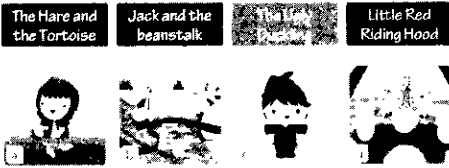
Prepare in advance a backpack with books of traditional stories. Invite students to make a horseshoe and ask them to close their eyes. Walk next to students and ask them to touch the backpack. Encourage them to give ideas about what is inside. Ask them to open their eyes and start taking out the books one by one. Show the books and invite them to say the titles of the stories. Elicit the plot, the characters and settings of the stories and ask them to say what their favorite one is. Explain to students that they will work with some short stories in this unit.

Encourage students to answer the questions a and b by looking at the picture. Then, ask them about their favorite stories.

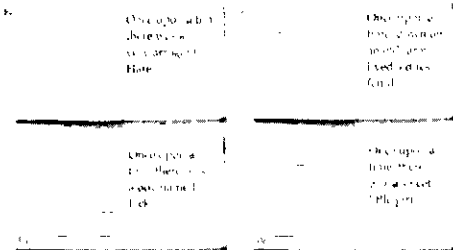
Getting started

Getting started

1. Match the titles of stories to their corresponding pictures.



2. Read the beginning of the stories and write the corresponding title.



Start

• Explore brief stories

Development

• Interpret the content of a story
• Record an audio story

• Reflect on achievements

Closure

• Present the final product.
• Reflect on the unit content.

Development

Ask students to open their activity book on page 91. Choose one student and ask him/her to describe the picture and say what the woman is doing and why. Write students ideas on the board.

1. Match the titles of stories to their corresponding pictures.

Ask students to look at the pictures. Hold up your book and point to each of them. Ask some student to say the name of the story, what the plot is, and the characters. Choose one student and ask him/her to read the instruction of the exercise aloud. Ask them to read in silence the covers of the stories and when they finish doing it, ask students to read the titles from left to right aloud. Invite students to make the match and check the answers.

Answers:

- The Little Red Riding hood.
- The Hare and the Tortoise.
- Jack and the beanstalk.
- The Ugly Duckling.

2. Read the beginning of the stories and write the corresponding title.

Explain to students that the stories always have three main parts; the beginning, the middle, and the end. Write on the board the expression

"Once upon a time..." next to the *beginning* word. Explain that that expression is widely used in traditional stories. Point to a child at random and ask him/her to read the first beginning. Repeat the same with other three children. Invite the whole group to say the beginnings after their classmates do. Ask them to explore exercise 1 and write the title of the **stories** in the correct position. Check their answers.

Answers:

- The Hare and the Tortoise.
- The Ugly Duckling.
- Jack and the beanstalk.
- The Little Red Riding hood.

Unit plan

Draw students' attention to the plan for this unit, and comment with them the stages they will go through to elaborate and present the final product.

Closure

Divide the board into four columns. Write on top of the columns the name of the stories they have worked in this class. Invite students to summarize the stories by writing the beginning, the middle and the end on each column. Ask them to give you their ideas and write a sentence to represent each part. When finishing, ask students to choose one of the four stories and draw a picture in their copybooks that represents that story as well as copy the three parts of the story written on the board. Finally, ask some volunteers to show their picture to the class and read the three parts aloud.

TEACHING TIP

Storytelling

Children enjoy listening to stories in their mother tongue. Storytelling is an ideal way to introduce foreign languages as stories provide a familiar context for the child. In order to attract children's attention, teachers must propose motivating activities to do after the story. Storytelling provides contexts for talking, listening, reading, writing and other activities such as dance and drama.



Ugly duck stories

Read and listen to the story.

The Ugly Duckling



Once upon a time, there was a Mommy Duck who had five little ducks and one big egg. One day, the five little eggs started to crack and five cheerful baby ducklings came out. One of the big eggs started to crack. Bang, bang, bang! One big, ugly duckling came out. That's strange, thought Mommy Duck. That's had five eggs. The Ugly Duckling didn't look like the rest of the ducks. He had gray feathers and a big head.

Nobody wanted to play with him. "Go away," said his brothers and sisters. "You're ugly!" The Ugly Duckling was sad. He left and went to find some new friends away from the farm.

The Pig was the first animal to meet the duck: "Go away!" said the Ugly Duckling, continued walking.

Then, the Cow said: "Go away!"

No one wanted to be his friend. It started to get cold. It started to snow with the ugly Duckling found an empty barn and lived there. "I will stay in here," said the Ugly Duckling. He was cold, sad, and alone. A Farmer let the Ugly Duckling live there during the whole winter.

When spring came, the Ugly Duckling left the barn and went back to the pond. He was thirsty and put his beak into the water. He couldn't believe who was there. He saw a white, beautiful bird. "Wow!" he said.

"Who's that?"

"It's you," said another beautiful, white bird.

"Me? But I'm an ugly duckling."

"Not any more. You're a beautiful Swan, like me. Do you want to be my friend?"

"Yes," he smiled, he was so happy. All the other animals watched as the two swans flew away, and were friends forever.



Lead in

Prepare some flashcards in advance of a little duck, and a swan. Show the flashcards and ask students to guess the name of the story they will listen to. Introduce some words that may be useful to understand the story.

1. Read and listen to the story.

Ask students to explore the text by reading it on their own and finding some words that they do not know very well. Show a picture or mime the meaning of them to clarify concepts. Play the CD and ask students to listen to the story and follow the text with their fingers. Invite them to stand up and mime some actions to represent the parts of the story. Pause the recording after each paragraph to give them time to think what to do. Play the CD one more time and ask to a group of students to dramatize the story. Invite students to look up at the Picture Dictionary on page 126 to explore the meaning of the highlighted word.

TRANSCRIPT

The Ugly Duckling

Once upon a time, there was a Mommy Duck who had five little eggs and one big egg. One day, the five little eggs started to

crack and five cheerful baby ducklings came out. Then, the big egg started to crack. Bang, bang, bang! One big, ugly duckling came out. "That's strange," thought Mommy Duck, "I just had five eggs". The Ugly Duckling didn't look like the rest of the ducks. He had gray feathers and a big head. Nobody wanted to play with him. "Go away" said his brothers and sisters. "You're ugly!" The Ugly Duckling was sad. So, he left and went to find some new friends, away from the farm. The Pig was the first animal to meet the duck: "Go away!" said the Pig. The Ugly Duckling continued walking. Then, the Cow said: "Go away!"

No one wanted to be his friend. It started to get cold. It started to snow! The Ugly Duckling found an empty barn and lived there. "I will stay in here" said the Ugly Duckling. He was cold, sad, and alone. A Farmer let the Ugly Duckling live there during the whole winter.

When spring came, the Ugly Duckling left the farm and went back to the pond. He was thirsty and put his beak into the water. He couldn't believe who was there. He saw white, beautiful bird! "Wow!" he said.

"Who's that?"

"It's you," said another beautiful, white bird.

"Me? But I'm an ugly duckling."

"Not any more. You're a beautiful Swan, like me. Do you want to be my friend?"

"Yes," he smiled, he was so happy. All the other animals watched as the two swans flew away, and were friends forever.

Ugly duck stories

Read again, and tick (✓) the characters of the story.



main character, secondary characters.

uppercase letter

narrator

Classify the characters in the story.

- Mommy Duck
- the Ugly Duckling
- the Swan
- the Pig
- the Cow
- the Farmer

Main characters

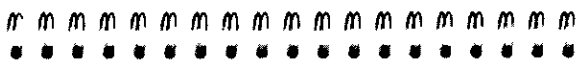
Secondary characters



2. Read again, and tick (✓) the characters of the story.

Ask students to read the story of "The Ugly Duckling" again. Invite them to look at the pictures of the animals and the farmer and put a tick in the characters of the story. Give them some time to do this task and walk around the classroom in case some students will need support. Check the answer by holding up your book and pointing the pictures one by one. Ask students to say *yes* or *no*. You can also make close questions to check. For example, *Is there a hen in the story? Is there a farmer in the story?* Etc.

Answer: The pig, the cow, the farmer, the duck and the swan.



Language watch

Characters in a story

Invite students to scan the story "The Ugly Duckling" again. Ask them to find the characters in the story and look if they are written with uppercase or lowercase letter. Write an example on the board and ask them to make predictions of why they are all written with uppercase. Invite students to read the language watch. Ask one student to read aloud and the rest to follow the text with their fingers. Explain that those moments in the story in which the characters are not speaking, the narrator tell the story. Invite them to identify those lines in the story.

3. Classify the characters in the story.

To introduce this activity write on the board the words *Main characters and Secondary characters*. Ask student to guess what this words might mean and then, give them a story they know in advance to classify the characters as an example. Ask a student to read the list of characters. Take advantages of this activity and check pronunciation. Check the answers by asking them to name the characters they have written in each part.

Answers:

Main characters: The Ugly Duckling, the Swan.

Secondary characters: Mommy Duck, the Pig, the Cow, and the Farmer.

Closure

Take a block of blank sheets. Divide students into small groups and explain to them that they have to draw the story in four parts. Give them four blank sheets and invite them to use different kinds of pencils, colored pencils, markers, etc. Encourage them to come back to the story in their copy books and classify the parts they will draw and color.

Finally, choose one group and ask them to recall the story by pointing the pictures they have drawn.

EXTENSION TIP

- Leave one class to give students' opportunity to bring their favorite story. Ask them to show and tell the story first, and share their books with their classmates later.
- Plan the first ten minutes of the class to do silent reading and ask students to change the books all the time.

BACKGROUND KNOWLEDGE

Did you know that the opening words, "Once upon a time" has been dated back to Chaucer in the 14th century? But it is not the only curious fact about the Fairy Tales. Snow White's dwarfs had no names until Disney came along. Among the names he rejected were Awful, Baldy, Dirty, Dumpy, Shifty and Scruffy. There was no fairy godmother in Grimm's Cinderella. Instead, her ball gown is supplied by small hazel tree watered with Cinderella's tears. Fairy tales were originally written as much for adults as children.

Taken from: <http://www.express.co.uk/life-style/top10facts/551438/Top-10-facts-about-fairy-tales>

Development

Pages 94 - 95

Development

- Interpret the content of a story

4. Read the story again and put the sequence in order.



5. Circle YES or NO according to the story.

- a. The ugly Duckling looked like the rest of the duckings. Yes No
- b. Nobody wanted to play with him. Yes No
- c. The Pig wanted to be his friend. Yes No
- d. The Farmer helped him. Yes No
- e. The Ugly Duckling was a beautiful swan. Yes No

Lead in

Invite students to recall the story of "The Ugly Duckling". Show the flashcards and ask for emotional and physical features of the characters according to the story they read. Write the adjectives they mention on the board and invite students to make connections to use those words in other contexts.

Development

4. Read the story again and put the sequence in order.

Choose one student and ask him/her to describe how the story starts. Then, ask other student to continue the story and so on. Invite students to look at the pictures and put the sequence of the story in order by writing the numbers from 1 to 6. When they finish, ask a student to hold up his/her book and point to the pictures while you are saying the numbers from 1 to 6.

Answers:

- a. 3. b. 5. c. 4. d. 1. e. 6. f. 2.

5. Circle YES or NO according to the story.

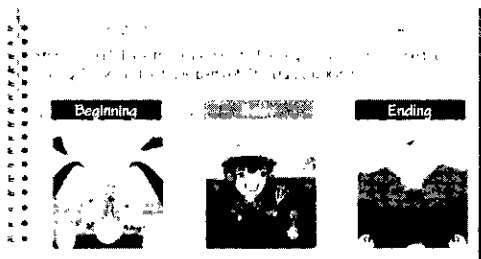
Write some questions about the story in different pieces of paper. Fold them and put them in a bag. Invite a student to pick up one, read it aloud

and to answer the question. If the student does not know, ask another to answer and pick up other paper. Then, ask students to read each statement and to say if it is true or false. Finally, check the answers.

Answers:

- a. No.
- b. Yes.
- c. No.
- d. Yes.
- e. Yes.

- Interpret the content of a story



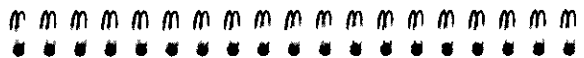
6. Look at the underlined words in the story. Match the words with the sentences below.

alone cheerful happy ugly beautiful sad

- a. In the beginning, the five baby duckings were alone.
The Ducks told the main character he was sad.
- b. The Ugly Duckling was ugly and alone.
- c. At the end, the Ugly Duckling was a beautiful swan and he was happy.



Read *The Ugly Duckling* and add the sound effects in the bubbles.



Language watch

Parts of a story

Hold up your book and point to the picture of the beginning. Ask a student to describe what is happening in there. Repeat the same activity with the other two pictures. Invite students to work in groups of four children. Ask them to remember another story and describe the beginning, the body, and the ending. Give them some time to organize their work. Walk around the classroom and help if necessary.

6. Look at the underlined words in the story. Match the words with the sentences below.

Ask students to look at the pictures in exercise 4. Choose students at random and ask them to describe the pictures, what the characters

are doing, and how they feel. Explain that they have to complete the sentences with the words in the box. Read the words on the box and ask students to mime them. Then, read every sentence aloud before students do their task. Walk around the classroom to support students' work. Allow students to read again the story on page 92. Check the answers.

Answers:

- a. Cheerful.
- b. Ugly.
- c. Sad – alone.
- d. Beautiful – happy.



BY-PRODUCT 1: sound effects for a story.

Read *The Ugly Duckling* and add the sound effects in the bubbles.

Hold up your book and read aloud every speech bubbles with the onomatopoeia. Then, ask to students *where are these sound come from? In which part of the story they can be added?* Finally, ask students to get in groups of four, read the story, and include the five sounds. Invite a group to show their reading, as they were in a recording studio.

Closure

Divide the class into smaller groups. Give them eight strips of paper to each group and ask them to write the events of the story they have been working during the last two classes. Invite them to explore the story in their activity books and select eight sentences. Ask them to use markers. When they finish, ask students to swap the strips of paper and invite them to put them in the correct order.

TEACHING TIP

Advantages of groupwork

- It dramatically increases the amount of talking for individual students.
- It encourages broader skills of cooperation and negotiation and is more private than work in front of the whole class.
- It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher.

Hamer, J. (2015). *The practice of English language teaching*. Harlow, Essex, England: Pearson Education Limited.

Explore the story.

Read and listen to the story.

Jack and the Beanstalk



Once upon a time there was a boy called Jack. He lived with his mother and they were very poor. A fatter had a cow. One morning Jack's mother told Jack to take their cow to the market and sell it. On the way Jack met an old man. He gave Jack some magic beans and had dinner for the cow. Jack took the beans. When Jack's mother saw the beans, she was very angry. She threw the beans out of the window.

The next morning Jack looked out of the window. What a surprise! There was a giant "Beanstalk". He went outside and started to climb the beanstalk. He climbed and climbed until he reached the sky. He went through the clouds and saw a beautiful castle.

He went inside. Jack heard a voice. "Let it be, let it be!" Jack hid himself. An enormous giant came into the room and sat down. On the table there was a hen and a golden egg. "Jack," said the giant. "The hen laid an egg. The egg was made of gold." "Sing," said the giant. The hen began to sing. Soon the giant was asleep. Jack ran and took the hen and the egg. The hen sang, "Holy mackerel!" The giant woke up and shouted, "Let it be, let it be, let it be!" Jack ran and started climbing out of the beanstalk. The giant came down after him. Jack shouted, "Mother! Help!" Jack's mother took a cross and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again. With the golden eggs and the magic harp, Jack and his mother lived happily ever after.



Lead in

Show the flashcards of Jack, the Giant, Jack's mother, the golden egg and the beanstalk. Then, ask students to say the names of each flashcard, to predict what the story is about, and the title's name. Write on the board children's ideas.

Development

8. **Read and listen to the story.**

Ask students to explore the text by reading it on their own, and finding some words that they do not know very well. Draw on the board or mime the meaning of them to clarify the concepts. Choose a student to read the title aloud. Play the CD and ask students to read and follow the text with their fingers. Play the CD again, and invite them to do the same. Ask students to stand up and mime some actions to represent parts of the story. Pause the recording after each paragraph to give them time to think what to do. Ask some students to stand in front of the class and to dramatize the story. Finally, ask them some questions to check students understanding. Invite students to look up at the Picture Dictionary on page 126 to explore the meaning of the highlighted word.

TRANSCRIPT

Jack and the Beanstalk

Once upon a time there was a boy called Jack. He lived with his mother and they were very poor. All they had was a cow. One morning, Jack's mother told Jack to take their cow to the market and sell her. On the way, Jack met an old man. He gave Jack some magic beans and traded in for the cow. Jack went back home. When Jack's mother saw the beans she was very angry. She threw the beans out of the window.

The next morning, Jack looked out of the window. What a surprise! There was a giant beanstalk. He went outside and started to climb the beanstalk. He climbed and climbed until he reached the sky. He went through the clouds and saw a beautiful castle.

He went inside. Jack heard a voice. "Fee, fi, fo, fum!" Jack hid himself. An enormous giant came into the room and sat down. On the table there was a hen and a golden harp. "Lay!" said the giant. The hen laid an egg. The egg was made of gold. "Sing!" said the giant. The harp began to sing.

Soon the giant was asleep. Jack ran and took the hen and the harp. The harp sang, "Help, master!" The giant woke up and shouted, "Fee, fi, fo, fum!" Jack ran and started climbing down the beanstalk. The giant came down after him. Jack shouted, "Mother! Help!" Jack's mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again. With the golden eggs and the magic harp, Jack and his mother lived happily ever after.

9. Look at the pictures actions and match them to each part of the story.

Invite students to remember last class and the three parts of the story. Ask them for examples for each one. Then, hold up your book and point at the pictures. Ask students to describe each one, and to match them if they correspond to the beginning, to the body or the end of the story.

Answers:

Beginning: a, c. **Body:** d, e. **End:** b.

10 **BY-PRODUCT 2: repertoire of actions.**

Read the story and find some actions that each character did. Write them below.

Ask students to recall the story "Jack and the Beanstalk". Ask them to find in the text different actions that characters do. Ask them to complete the chart and underline the information in the text to guide the writing. Give them some time to do the task. Finally, write the names of the character on the board and invite some volunteer to write their answers.

Answers:

Jack: Sells the cow, runs down the tree, climbs the tree, takes the hen and the harp.

Jack's Mother: tells Jack to sell the cow, throws out the beans, cuts the tree.

The Giant: being asleep, asks the harp to sing.

The Hen: Lays an egg.

The harp: sings a song.

Reflect!

Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.

Closure

Ask students to model the characters of "Jack and the Beanstalk". Give them different colors of plasticine and ask them to model their favorite character of the story. When finishing, ask students to get in groups of four and represent any part of the story. If they have modeled different characters, encourage them to create the sequence of the story.

11 Interpret the content of a story

Look at the pictures of actions and match them to each part of the story.

Beginning Ending

10 Read the story and find some actions that each character did. Write them below.

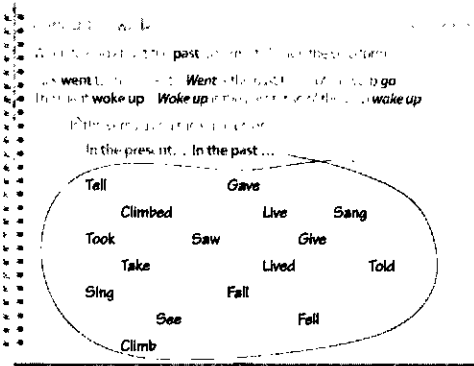
- Jack:
- Jack's Mother:
- The Giant:
- The hen:
- The harp:

I can explore brief stories.
I can interpret the content of stories.
If your answers are insufficient, check pages 90 to 97 with your teacher.

- Interpret the content of a story

11. Answer the following questions about the text Jack and the Beanstalk with your partner.

- 1. Where do you think Jack and his mother live? Why do you think that? Discuss
- 2. Why do you think Jack took the hen and the harp? Discuss
- 3. What would you have done if you were Jack? Discuss



A worksheet for students to use for the activity. (http://www.english.com)

Lead in

Invite students to recall the story of *Jack and the Beanstalk*. Divide the class into groups of six students. Assign to each child one character of the story (Jack, the Mother, the old man who offered the beans, the Giant, the harp, and the hen). Play the CD and ask students to mime the actions of the characters while they are listening to the recording. Change the roles in the group and repeat the same activity. Emphasize in some actions that are mentioned in the story, especially the highlighted ones.

Development

11. Answer the following questions about the text *Jack and the Beanstalk* with your partner.

Invite your students to take a look at the text again and discuss the questions provided with their partners. Encourage them to think their answers thoroughly, so that they can justify them properly. Paraphrase anything they might tell you in their native language. Walk around the classroom to supervise their answers and then invite them to share their answers with the whole class.

Answers: will vary.



Language watch

Simple Past

Write the words yesterday and last week on the board and say what you did yesterday. For example, *I took a pencil from my pencil case*. Ask a student about what he/she did yesterday. Repeat this activity, but change the time (*last week*) Write the verbs in the past on the board and explain to students that the verbs change when we express ideas in the past. Invite them to read the language watch.

1. Circle the verbs using the same color.

Hold up your book and point to a word on the left. Ask students to find the past form of that verb on the right side. Invite them to do the same with all the verbs. Encourage them to use one color pencil per verb so as to check the answers later. Check the answers. Say verbs on the left and ask students to say the past form aloud.

Answers:

Blue: Tell, take, sing, climb, fall, see, give, live.

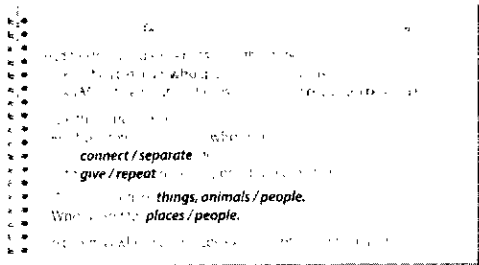
Red: Climbed, took, fell, saw, gave, lived, sang, told.

TEACHING TIP

Verbs are subdivided into two groups, regular verbs, and irregular verbs, on the basis of how their past tense and past participles are formed. Most verbs are regular verbs. Regular verbs are those whose past tense and past participles are formed by adding a *-d* or an *-ed* to the end of the verb. In the case of irregular verbs, there is no formula to predict how an irregular verb will form its past-tense and past-participle forms. There are over 250 irregular verbs in English. Although they do not follow a formula, there are some fairly common irregular forms. Some of these forms are:

Some examples of irregular verbs are the following:

- break, broke, broken
- cut, cut, cut
- run, ran, run
- meet, met, met
- come, came, come
- repay, repaid, repaid
- swim, swam, swum
- be was/were been



Distribute the roles of narrator and characters among your group. Practice reading *Jack and the Beanstalk* aloud. Also, make sure you consult the Language Watch section above, to include the use of relative pronouns properly.



Read *Goldilocks and the three Bears* on page 14 in the Reader. Write a list of actions that each character did, following the model in exercise 10



Language watch

Relative Pronouns

Draw on the board three columns. On top of each column write *people*, *animals* and *things*. Use the flashcards that you have used before with students and invite them to classify into these three categories. Ask students to read the examples in the language watch and discover the rule. Then, ask: *In the first sentence, what is referring the use of the word "who"? And in the second sentence, what is referring the use of the word "which"?*

Explain to students that we use *who* when we refer to people and *which* when we refer to animals or things. Write some examples using people, animals or things you have on the board.



BY-PRODUCT 3: a rehearse of an audio story.

Distribute the roles of narrator and characters among your group. Practice reading *Jack and the Beanstalk* aloud. Also, make sure you consult the Language Watch section above, to include the use of relative pronouns properly.

Divide the class into groups of six students. Ask them to organize themselves and assign them roles: the narrator (one student) and characters (five students: Jack, Jack's Mum, the Giant, the harp and the old man who gave him the beans).

After that, invite the groups to read the story again, where every member reads her/his role. Make sure you consult the Language Watch section above, to include the use of relative pronouns properly. Have them rehearse many times before presenting their performance to the class.

13 Read *Goldilocks and the three Bears* on page 14 in the Reader. Write a list of actions that each character did, following the model in exercise 10.

You may start reading the text in the Reader. As a first step, ask students to write a list of the actions that the characters did.

See the information on page 127.


Reflect!

Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.

TEACHING TIP

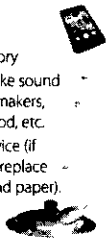
Remember to collect students' work throughout the development of the unit such as words and expressions and structure of the dialogue. In this way, you will have enough evidence of your students' performance before they carry out the product.

Closure: Final Product




Materials

- a children's story
- objects to make sound effects: noisemakers, a piece of wood, etc.
- recording device (if not available, replace with pencil and paper).

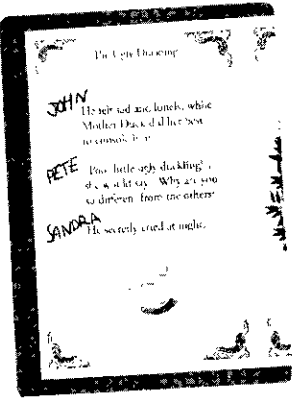


1. Make sure you have the materials to make sound effects of nature, animals, etc.
2. Rehearse the different roles, reading aloud each part several times.
3. Record the story. If you don't have a recording device, write key words on a piece of paper and act out the content of your audiobook in front of the class.

Audio Story



1. Work in groups. Collect all the material and revise the activities in the by-products (1, 2 and 3).
2. Choose one story from the unit.
3. Check the script. Make sure you know how to pronounce the new words. Ask your teacher if you need help.



4. Share your recording with other groups. You can also share it with other classes.

This reflection

• I can explore brief stories. What can I do to improve?	very well well not very well	
• I can interpret the content of a story. What can I do to improve?	very well well not very well	
• I can record an audio story. What can I do to improve?	very well well not very well	

If most of your answers are insufficient, check pages 90 to 101 with your teacher.

Lead in

Put the children in a horseshoe and explain that they will be involved in a product in which students have to record on their own a story that they will choose. Invite students to have a look at the stories they have read in this unit and to recall the essential parts and elements they have. Ask them to read them again.

I. Preparation

Ask students to choose a story from the unit. Have them collect all the material they developed in the by-products along the unit. Explain that they have to divide the work into equal parts according to the number of students per group, so they need to read the selected story and divide the roles they will read and record. Invite the group to think in the organization of the work and ask you for any help.

Ask students to report on what they have done so far. Invite them to point out some difficulties they have faced when carrying out the product. Take the time to work with each group.

Invite students to read the story they have chosen and written in previous class to the rest of the groups and receive any comments from their classmates. Make sure that every story is different. Ask them to organize themselves in their groups and ask them to collect the material they will need to make sounds effects to the recording.

II. Production

Point some students at random and tell them to read aloud the steps. Explain to them that they have to follow the same in their groups. Support this activity all the time so as to be sure that everyone understand what to do. Organize space students need to record the stories. Leave some groups to stay in the classroom and other ones to use a different space inside the school. Ask for any help in advance.

Organize yourself to stay in each group and help them if necessary. Take advantages of the production stage and work with students pronunciation and intonation. Tell them that they have to use their

voices to show the emotions of the narrator and the characters of the story. Ask them to record the amount of times they need and edit their work. If they don't have a recording device available, encourage them to write key words on a piece of paper and act out the content of their audiobook in front of the class.

Make sure everyone has their presentation ready. Check each group for any details or problems they may have.

III. Presentation

Collect the recordings and invite one group to start. Play the recording and ask students to close their eyes and pay attention on what they are listening to. When finishing, ask students to recall the story and guess the names of students who are telling the story. Repeat the same activity with the rest of the recordings. Ask students to say what they most like and why. If they don't have a recording device available, encourage them to write key words on a piece of paper and act out the content of their audiobook in front of the class and follow the same process.

Unit reflection

Explain to students that they have to assess their achievements in the unit and also their work in the product, how they behaved with their classmates and if they fulfilled the objectives. Invite them to open their activity book on page 101, read the statements and ask them to answer accordingly, also suggesting how they can improve their results regarding the specific learning objective. Call them to your desk and talk a little about the results of the self - assessment.

TEACHING NOTES FOR READER AND EXTRA MATERIAL

READER Page 104

Lead in



z Goldilocks and the three bears

Ask your students to open their Readers on page 104, and tell them they will work on the text "Goldilocks and the three bears" Invite them to make some predictions, ask them *what do you think the story is about?* Accept all the children's answers and write some of their ideas on the board so as to compare them when they finish the reading.

Development

Invite students to read by saying, *Now, this is story time!* Deliver the readers to the children and invite them to explore their books. Ask them to read the text in silence. Ask if they have any difficulties with the vocabulary. When students finish the reading, play the CD and invite them to following the fable with their fingers and read aloud. Make questions to check students understanding such as what animals are the characters, what activity they do in the story, why the Goldilocks got into that house etc... Invite them to read the book for the last time and ask them to write in their copybooks one line of the text that best represent each part of the story (The beginning, the body and the ending). Invite students to look up at the Picture Dictionary at the end of the text to explore the meaning of the highlighted words.

Closure

Invite students to read their summaries and to draw in their copybooks the scene they like the most of the story.

TRANSCRIPT

Goldilocks and the three bears

Once upon a time there was a pretty little girl. Her name was Goldilocks, because of her golden, curly hair. One day, she was walking in the forest and did not notice that it was late, so she got hungry. She saw a house and knocked the door, but nobody answered.

She waited a little bit and got into the house. Goldilocks saw three bowls on the table. "Mmmm, what is this?" Goldilocks said. "It's porridge, yummy!" She tasted the big bowl, "This is too hot!" She tasted the middle one and said, "This is too cold!" and finally she tasted the small one and said, "This is perfect!" and Goldilocks ate all the porridge.

Then, Goldilocks was tired. She went to the living room and saw three chairs. She sat on the big one, "This chair is too big"

Then she tried the middle one, "This is too big too, and not comfortable" and finally she tried the small one and said, "This is perfect!" But when Goldilocks sat, the chair broke! Goldilocks wanted to explore the rest of the house. She went upstairs and saw three beds. She was tired so she tried the big one and said, "This bed is too hard!" She tried the middle size bed and said, "This bed is too soft!" and finally she tried the small one and said, "This bed is just perfect!" and Goldilocks fell asleep.

The bears came home and got into the dining room. Daddy bear said, "Someone has been eating my porridge!" Mummy bear said, "Someone has been eating my porridge too!" and Baby bear said, "Someone has been eating my porridge and ate it completely!" and he started crying.

The bears went to the living room. Daddy bear looked at his chair and said, "Someone has been sitting on my chair!" Mummy bear said, "Someone has been sitting on my chair too!" and Baby bear said, "Someone has been sitting on my chair and broke it!" and he cried again.

The bears went upstairs and looked at their beds. Daddy bear said, "Someone has been sleeping in my bed!" Mummy bear said, "Someone has been sleeping in my bed too!" and Baby bear said, "Someone has been sleeping in my bed and she is still there!" and he started crying again.

Just then, Goldilocks woke up and saw the three bears. She screamed, "Help!" and run away. The three bears were surprised, because they did not think of hurting her. They never saw Goldilocks again.

Lead in



104 Explain to students that they will solve some tasks connected to the reading. Invite students to read the text again. Play the CD so they can listen to the text as well.

Development

1. **Look at the pictures. Write a sentence below each one of them, about their role in the story you have just read, using your own words. Share with your partner.**

Invite students to look at the pictures and identify them. Explain to the children that they have to write a sentence below each one of them, about their role in the story you have just read, using their own words. Check the answers. Say the letter of the picture and encourage students to read the sentence.

Answers:

May vary.

- a. Goldilocks got into an empty house in the forest and her adventure began.
- b. The bowls had porridge that belonged to three bears.
- c. Goldilocks broke a chair because it was too small for her.
- d. The bear family arrived and found Goldilocks sleeping on one of their beds.

2. **Did you like the story? Draw your favorite part and describe it, using your own words.**

Ask students to say what their favorite part of the story is. Choose some volunteers to share their ideas with the class and reason why. Invite students to use different kinds of pencils and decorate the part of the story they like the most. Explain to them that they have to write under the picture what happened, so ask them to explore and read the story again if necessary. Choose some students at random and ask them to show their pictures and read the text under them. Paraphrase in case they made a mistake, but do not ask them to check their mistakes, since it is a free writing activity.

3. **Have you ever had an incident similar to the one in the story? Share it with the whole class. If you haven't, you can invent a funny story!**

Invite your students to share with their partners if they have ever had an experience similar to the one in the story, such as falling asleep in the wrong place, breaking a chair, etcetera. Encourage them to share their answers with the whole class.

Lead in

Write some words from the stories on the board and invite students to spell them. Write as many words as possible and divide the class to play a spelling bee. Give them one point for each right answer. The group that answers more correct answers wins the game.

Development

1. Read the story *The Little Pine Tree* and make a drawing representing each paragraph. Then, label each part of the story and take turns to narrate the paragraphs to the whole class.

Invite your students to get in pairs, read the text and draw every scene, carefully. When they are finished, encourage them to label every part of the story following the structures they learned during the unit (page 98) and then, divide the class into four groups and ask each group to narrate the story to the rest of the class.

Answer:

- a. Beginning
- b. Body
- c. Body
- d. Ending

2. In groups, make some comments about the story *The Little Pine Tree*.

Invite your students to get in groups and discuss the questions provided about the story they have just read. Encourage them to respect turns of participation. After they are finished, invite them to share their answers with the whole class.

Answers:


May vary.

Learning Outcomes:

- Explores brief stories.
- Identifies the content of a story.

Explain to students that they will have a test to check how much they have learned in this unit. Deliver the test on pages 132 – 133, and read the instructions aloud. Point to the exercise and show some actions that must be done to solve them. Walk around the classroom to support children's work in case they need it.

Answers:

1. 
 - a. Who. b. Which. c. Which. d. Who.
2.
 - a. Different. b. Does not want. c. Swan.
 - d. Liked. e. Gave. f. Giant.
3. **Characters:** Prince, Princess, Old King, Queen.
Setting: A town.
Plot: A Prince wants to find a Princess to marry and meets one, but has to prove she is a real Princess.
Beginning: a.
Body: b, c, d, e, f.
Ending: g.

TRANSCRIPT

- a. Goldilocks, the girl **who** was in bed, ran away.
- b. The beans **which** the mother threw away, were magic beans.
- c. The swan, **which** saw it self in the water, was very beautiful
- d. The Giant, **who** lived in a castle, fell down.

Suggested assessment instrument:

Self Assessment (See sample on page 169)

TEACHING TIP

Self-Assessment: The key to stronger student motivation and higher achievement.

Research has provided ample evidence that student self-assessment can promote intrinsic motivation, internally controlled effort, a mastery goal orientation, and more meaningful learning. According to McMillan and Hearn (2008), its powerful impact on student performance empowers students to guide their own learning and internalize the criteria for judging success.

Taken from: <http://files.eric.ed.gov/fulltext/EJ815370.pdf>

COMPLEMENTARY ACTIVITIES

Name: _____ Class: _____

- 1** Read the story *The Little Pine Tree* and, in your notebook, make a drawing representing each paragraph. Then, label each part of the story and take turns to narrate the paragraphs to the whole class.

The Little Pine Tree (Adaptation)

By E. Louise Smythe

a. A little pine tree was in the woods. It had no leaves. It had needles.

The little tree said, "I do not like needles. All the other trees in the woods have pretty leaves. I want leaves, too. But I will have better leaves. I want gold leaves."

b. Night came and the little tree went to sleep. A fairy came by and gave it gold leaves. When the little tree woke, it had leaves of gold. But at night a man came and took the gold leaves off.

c. Again the little tree had no leaves. It was very sad, and said, "I will not have gold leaves." I want green leaves. I want to be like the other trees." And the little tree went to sleep. When it woke, it was full of green leaves. A goat came, saw the green leaves and ate them all.

d. Then, the little tree said, "I do not want any leaves. I will not have green leaves, nor glass leaves, nor gold leaves. I like my needles best." And the little tree went to sleep. The fairy gave it what it wanted.

When it woke, it had its needles again. Then, the little pine tree was happy.

Taken and adapted from: <http://www.gutenberg.org/files/17860/17860-h/17860-h.htm>

- 2** In groups, make some comments about the story *The Little Pine Tree*.

- Did you like the story?
- Which was your favorite part of it?
- Pretend you are the writer; give a new ending to the story. Discuss it orally.
- Have you ever felt like the little Pine tree? Why? How does it make you feel?

CHECK YOUR PROGRESS 8

Name: _____ Class: _____

1  Listen and circle the Relative Pronoun. **(4 points)**

- | | |
|--------|-------|
| a. WHO | WHICH |
| b. WHO | WHICH |
| c. WHO | WHICH |
| d. WHO | WHICH |

2 Choose the correct word to complete the sentences. **(6 points)**

- a. The Ugly Duckling is **different** / **same** from the other ducks.
- b. The Pig **does not want** / **want** to play with the Ugly Duckling.
- c. The Ugly Duckling becomes a beautiful **duck** / **swan**.
- d. Jack **liked** / **did not like** his cow.
- e. A man **gave** / **sold magic** beans to Jack.
- f. At the end of the tree a **Giant** / **Pig** lived.

- 3** Read the story *The Real Princess* and complete the chart in your notebook.

(12 points)

The Real Princess by Hans Christian Andersen

- | | |
|--|--|
| <p>a. There was once a prince and he wanted a princess, but then she must be a real Princess. He had travelled right round the world to find one, but there was always something wrong.</p> <p>b. One evening, there was a terrible storm, when suddenly somebody knocked at the town gate, and the old King himself went to open it.</p> <p>c. It was a princess who stood outside, but she was in a terrible state from the rain and the storm. The water streamed out of her hair and her clothes; it ran in at the top of her shoes and out at the heel, but she said that she was a real princess.</p> <p>d. 'Well, we shall soon see if that is true,' thought the old Queen. She went into the bedroom, took all the bed linen off and laid a pea on the bedstead: then she took twenty</p> | <p>mattresses and piled them on the top of the pea. This was where the princess was to sleep that night.</p> <p>e. In the morning they asked her how she had slept. 'Oh terribly badly!' said the princess. 'I have hardly closed my eyes the whole night! There was a hard thing, and my whole body is black and blue this morning. It is terrible!'</p> <p>f. They saw at once that she must be a real princess because she had felt the pea through twenty mattresses. Nobody but a real princess could have such a delicate skin.</p> <p>g. So the prince took her to be his wife, for now he was sure that he had found a real princess, and the pea was put into the Museum, where it may still be seen if no one has stolen it.</p> |
|--|--|

Taken and adapted from: <http://www.gutenberg.org/files/17860/17860-h/17860-h.htm>

Characters		Setting	
Plot			
Beginning	Body	Ending	

Total score: _____ / 22 points

Environment

Academic and educational.

Communicative Activity

Treatment of information.

Social Practice of the Language

Locate and include information in a graph.

Learning Outcomes

- Explore illustrated monographs connected to musical instruments.
- Read and understand specific information from the reading of illustrated monographs.
- Design and organize information of musical instruments in a graph.

Spiral Review of Learning Outcomes throughout Unit 9.

Final Product

Creating bar graphs.

Informative Reader

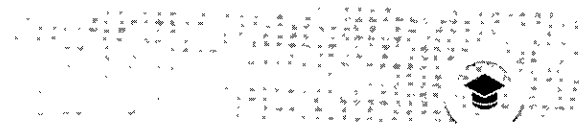
Curious musical instruments.

Materials

Songs of different music genre, magazines, a small box and several rubber bands, flashcards of musical instruments.



Pages 102 - 103



Final Product: Bar graph
 Reader: Curious musical instruments



Unit 9: Curious musical instruments

Lead in

Ask students to stay in their positions and close their eyes. Invite them to listen to pieces of music of different genres and to guess the name, the singer or any details from the music they are about to hear. Select different music genre, such as classical, pop, rock, and some popular music at the moment. Repeat this activity as many times as it seems to be interesting for students.

Draw students' attention to the questions. Invite them to share their answers with the rest of the class.

Ask students to raise up their hands if they play a musical instrument, what it is, and what style of music they play. If they do not play any musical instrument, ask them to say what instrument they would like to play and what music genre they would like to perform.

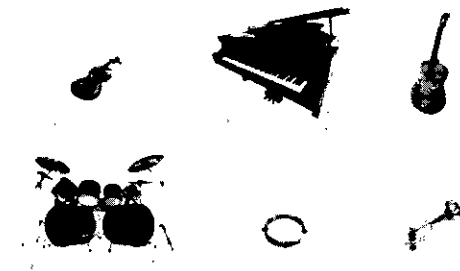
Answers:

Some of the musical instruments that can be seen are: violin, guitar, flute, saxophone, tamburine, drums.

Getting started

Getting started

1. Listen and identify the musical instruments.



2. Discover the names of the musical instruments in exercise 1.

G 4 P
 V 1
 T 3 D

Start - Explore illustrated monographs connected to musical instruments	- Design and organize information of musical instruments in a graph - Reflect on achievements
Development - Read and understand specific information from the reading of illustrated monographs	Closure - Present the final product - Reflect on the unit content.

Development

1. Listen and identify the musical instruments.

Ask students to look at the pictures and name the musical instruments. Write the answers on the board. Play the CD and ask students to listen to the sound of the musical instruments and to point to the correct musical instrument. Play the CD one more time and pause after each number. Invite students to write the correct number and say the name aloud.

Answers:

1. Guitar.
2. Violin.
3. Tambourine.
4. Piano.
5. Trumpet.
6. Drum.

TRANSCRIPT

1. Sound of Spanish guitar.
2. Sound of violin.
3. Sound of tambourine.
4. Sound of piano.
5. Sound of trumpet.
6. Sound of drum set.

2. Discover the names of the musical instruments in exercise 1.

Point to the names of the musical instruments that you have written on the board and invite students to read them. Erase all the names and ask students to look at the first letter of the uncompleted names in exercise 2. Tell them that they have to recall the names and write them down. Give them some time to do this task and when they finish, ask six volunteers to do it on the board. Ask the rest of the class to check the names. Finally, point to a name on the board and ask students to spell it.

Unit plan

Draw students' attention to the plan for this unit, and comment with them the stages they will go through to elaborate and present the final product.

Closure

Prepare flashcards with the names of the musical instruments that they have learned in this class. Divide the class into four groups and ask them to stay in a line. Give to each student in line one flashcard so they have to do the mime. When the student guesses, he/she has to take another card and do the mime again. Until the whole line passes and the first one to finish is the winner.




EXTENSION TIP

Select some videos of concerts from different music genre, and invite students to watch them. Ask them to express their preferences and if they know the musician, the musical instruments they play, etc. Try to show them some iconic musician from classical, rock, jazz, and pop music so they can relate with different music genre and show some interest.

104

1. Explore illustrated monographs connected to musical instruments.

2. Read the illustrated monograph of some musical instruments. Check the words you don't know with your teacher.

1	2	3
<p>The guitar is a string musical instrument which is played by the fingers on the strings. It is used for all music styles, especially classical, rock and pop.</p> 	<p>The trumpet is a wind musical instrument that is played by a musician against a mouthpiece. This instrument is mainly used in classical and jazz music.</p> 	<p>The tambourine is a percussion musical instrument. It is a small, hand-held drum that is played by the hands and fingers on different parts. It is used especially in popular music.</p> 

105

Read and understand specific information from the reading of the illustrated monographs.

1. Answer the questions from the illustrated monograph of musical instruments.

a. Which musical instrument is from the word family?

b. How do you play the guitar?

c. What kind of music is the trumpet used for?

d. What kind of instrument is the guitar?

2. Read the sentences and circle the correct answer True (T) or False (F).

- a. The trumpet is a brass instrument. T F
- b. The guitar is used in pop music. T F
- c. The tambourine is especially used in jazz music. T F
- d. The tambourine is played by plucking the strings. T F
- e. The guitar is a string musical instrument. T F



Choose a musical genre (rock, pop, classical, jazz, folk, reggae, etc.). Find information about the instruments used in the music genre you chose and write them in your copybook.

I can explore illustrated monographs connected to musical instruments. If your answer is insufficient, check pages 102 to 105 with your teacher.

Lead in

Invite students to play the "Hangman" with the names of musical instruments. Write the number of lines according to the letters of the word and choose a student at random to say a letter. If he/she fails, burn some part of the hangman and continue asking for some letters. To finish, spell the word and ask students to guess what instrument it is. Invite some students to play the role of the teacher and do the same.

Development

1. **A** **z** Read the illustrated monograph of some musical instruments. Check the words you don't know with your teacher.

Ask students to describe the pictures and name the instruments. Then, ask students to read the illustrated monograph in silence. Invite students to focus on the words in bold (red and green) and invite them to guess the meaning of them. Mime the actions described to play the musical instrument while saying the words. Ask students to do the same. Finally, ask some questions to check comprehension. Invite students to look up at the Picture Dictionary on page 126 to explore the meaning of the highlighted words.

2. Answer the questions from the illustrated monograph of musical instruments.

Invite students to read the illustrated monograph again. Have them work in pairs and read the five questions below, look for the answers in the monograph, and write them down. Ask students for the answers and write them on the board, so they can correct spelling.

Answers:

- a. The trumpet.
- b. By plucking the fingers on the strings.
- c. It is used in classical and jazz music.
- d. It is a string musical instrument.

3. Read the sentences and circle the correct answer True (T) or False (F).

Choose a student to read the first statement and ask him/her to say if it is true or false. Ask students to circle the correct answer on their own and in silence. Encourage them to write the number of the statement in the part of the text where the answer is. Check the answers orally.

Answer:

- a. T.
- b. T.
- c. F.
- d. F.
- e. T.



BY-PRODUCT 1: a selection of musical genre.

Choose a musical genre (rock, pop, classical, jazz, folk, reggae, etc.). Find information about the instruments used in the music genre you chose and write them in your copybook.

Invite students to choose three genres of music and investigate about the musical instruments occupied.

Reflect!

Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.

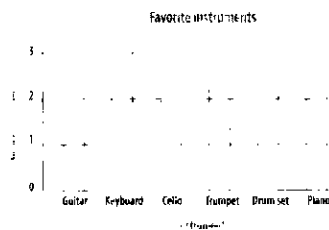
Closure

Ask students in advance to bring some cut-outs from magazines (or any other source) in which a band of people playing musical instruments appear. Ask them to stick one of them on their copybooks and write a short paragraph with the music genre and the musical instruments described. Check writing individually.

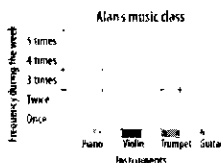
Pages 106 - 107

59 Listen to the dialogue and complete the graph with the children's favorite instruments.

59 Listen to the dialogue and complete the graph with the children's favorite instruments.



60 Listen to the recording and complete the graph with the frequency in which Alan plays some instruments. Use different colors for each musical instrument.



60 Look at the graph in exercise 6 and answer the questions:

What is the most used instrument? Alan plays it how many times?

What is the musical instrument Alan plays the least?



Lead in

Prepare three word cards with the names of the families that students have learned in previous class. Divide the class into three groups and give one card each. Give them few minutes to think of the instruments that

belong to that family. The idea is that every member of the group mentions one musical instrument. Then, swap the papers and do the same activity. Finish when all groups have covered all the families.

Development

5. Listen to the dialogue and complete the graph with the children's favorite instruments.

Ask students to listen to the dialogue and give them some time to complete the graph. Play the CD as many times as necessary. After they are finished, invite them to share their answers with the class. You can encourage some of your students to come to board to copy the graph and complete it there, with the help of their partners.

Answers:

Guitar: 3

Keyboard: 1

Cello: 2

Trumpet: 1

Drum set: 2

Piano: 1

TRANSCRIPT

Richard: Hey guys, what's your favorite musical instrument?

Loreto: I like many of them, but my favorite ones are the cello and the trumpet.

Richard: What about you, Tim? Tim: I guess I like the guitar and the keyboard a lot

Richard: I love the guitar, and also the drum set

Loreto: I like the drum set too. What about you, Tim? Tim: Well, I love the guitar and the drum set, but I also like the cello and the piano

Loreto: We should definitely start a band!

6. Listen to the recording and complete the graph with the frequency in which Alan plays some instruments. Use different colors for each musical instrument.

Make a survey, asking students *How many times do you eat these fruit in the week?* Write on the board apple, peach, banana and watermelon.

Then, make a bar graph (the same of exercise 5) with students' answers, so they have an example of how to do it. Tell students they are going to listen to a dialogue between a teacher and Alan, a music student.

Ask them to take notes on their notebooks of the information that they are listening. Then, have them complete the graph with the information they took note. Finally, check individually the graphs.

Answer:

Guitar three times, piano twice, violin five times, trumpet once.

TRANSCRIPT

Teacher: What musical instruments do you use at school?

Alan: I play the guitar three times a week, in my music classes.

Teacher: Great! Do you play another one?

Alan: Yes, I play the piano just twice, because it is more difficult for me.

Teacher: What about the violin? Do you play it?

Alan: Yes, I do! I play the violin a lot, five times a week, I love it!

Teacher: Do you play any brass musical instrument?

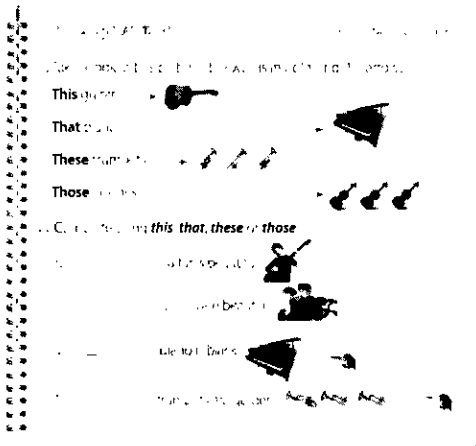
Alan: A little, I play the trumpet but just once. Once is enough for me.

7. Look at the graph and answer the questions:

Ask students to compare their bar graphs and then to answer the two questions below. Have them work in pairs. Check the answers as a class.

Answers:

- a. The violin. b. The trumpet.



 Look at the pictures and circle the correct word.



This/ These boy is playing the guitar.



That/ These children play in an orchestra.



Those/ That boy plays the drums.

Language watch

Demonstrative articles

Invite students to look at the pictures, the words in bold, and the arrows. Choose a student at random and ask him/her to read the phrases on the left. Invite the rest of the class to follow the arrow while students are saying the phrases. Encourage to discover the rule to use *this, that, these, those*. Invite some students to play the role of the teacher and demonstrate by using some objects from the classroom. Finally, ask them to fill in the blanks with the corresponding article. Check the answers on the board.

Answers:

2. a. This. b. These. c. That. d. Those.

8. Look at the pictures and circle the correct word.

To introduce this activity invite some children to stand in front of the group. Say phrases with *this, that, these, and those*, and ask students to perform the actions. Then, ask them to look at the pictures and circle the correct article. Give them some time to do this task and encourage students to compare their answers with their classmates. Check the answers orally.

Answers:


- a. This. b. These. c. That.

Closure

Ask students to bring a small box and several rubber bands to make their own string musical instrument. It is very simple, they have to put the rubber bands around the box and keep some distance between them. When they finish invite them to make groups of four or five students, create a band and perform some songs.

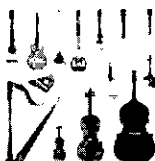
Read and understand the text and then answer the questions in the box below.

- Read the illustrated monograph about families of musical instruments. Check the words you don't know with your teacher.



A **wind instrument** is an instrument that is sounded by blowing air into it. Wind instruments include the flute, clarinet, saxophone, and trumpet. Wind instruments are also known as **brass instruments** because they are made of brass. Wind instruments are also known as **woodwind instruments** because they are made of wood.

Most **percussion instruments** make sounds when they are hit. Others are shaken, rubbed, scratched, or whatever else that makes the instrument vibrate and produce a sound. Some of them are the drums, the tambourine, the triangle, the bongo drum, and the xylophone.



The sounds of **string instruments** come from their strings. The strings may be plucked with fingers, as in a guitar or harp, and bowed with a bow as with a cello or a violin. This creates a vibration that causes a unique sound. Stringed instruments include the violin, the viola, the cello, the harp, and the guitar.



Lead in

Show the flashcards and ask a volunteer to describe them. Encourage them to start like this: *That is a guitar, the guitar is from the string family, people have to pluck their fingers on the string to make it sound, etc.* Do the same with other instruments and support the description of students.

9. Read the illustrated monograph about families of musical instruments. Check the words you don't know with your teacher.

Ask students to describe the pictures and name the instruments. Then, ask students to read the illustrated monograph in silence. Invite them to focus on the words in bold and guess their meaning. Finally, ask some questions to check comprehension.

What will students expect to learn from the reading of illustrated monographs?

- Read the illustrated monograph in exercise 9 again. Which instruments' names are similar in your native language? Write them down.

- Read the monograph again and write the musical instruments in their corresponding group.

Wind instruments

- _____
- _____
- _____
- _____
- _____

Percussion instruments

- _____
- _____
- _____
- _____
- _____

String instruments

- _____
- _____
- _____
- _____
- _____

- 10. Read the illustrated monograph in exercise 9 again. Which instruments' names are similar in your native language? Write them down.

Invite students to come back to the illustrated monograph, and explore names of musical instruments. Ask them if they recognize some names that are similar in their mother tongue. Tell them not to say them aloud and write them down in the spaces provided. Write on the board the same numbers and invite some students to write the answers. Check them with the entire group.

Answers:

Will vary but they should mention, piano, guitar, violin, trumpet, triangle, harp, etc.

- 11. Read the monograph again and write the musical instruments in their corresponding group.

Invite students to read carefully the monograph again and to identify the instruments that correspond to each family of instruments. Then, classify them in the posts. Give them some time to do this task, and check the answers as a class.

Answers:

Wind instruments: the flute, the clarinet, and the oboe.

Percussion instruments: the drums, the tambourine, the triangle, the bongo drum, and the xylophone.

String instruments: the violin, the viola, the cello, the harp, and the guitar.

Closure

Give students a big piece of paper with a Venn diagram. Invite students to work in pairs, and to talk about what their favorite instruments are, and write it on a piece of paper. Explain to them that they have to find what instrument they have in common, and write it on the intersection of the diagram. Also explain that they have to choose a circle, write their names on top and the instruments that are not in common. Prepare a special place in the classroom to stick the diagrams and invite couples to explain what they have done, give to the rest of the class their final conclusions.

Pages 110 - 111

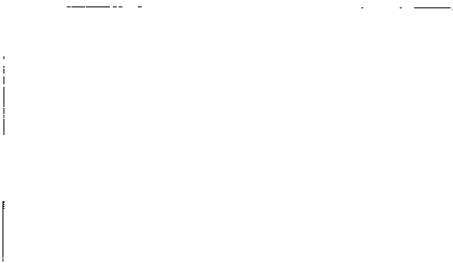
Explore illustrated monographs connected to musical instruments.

12 Listen to a piece of music carefully. Then tick (✓) the instruments you heard.



13 Work with your partner and create a dialogue. Work in your notebook. Check for spelling and punctuation.

- Go back to the by-product on page 105. Review the genre and the notes you made.
- Write notes about the main characteristics of the instruments, type, characteristics, etc.
- Use the information you collected or from another source (encyclopedias, the Internet, magazines, etc)



A link to the text about the curious instruments is available on page 110.

110

Lead in

Take some objects from the classroom and ask students to say what are they. Then, say "This is a..." leave the object and move far away from it and say "That is a..." Take more objects and repeat the same activity but using "These" and "Those" Encourage them to discover the grammar rule on their own. Use the flashcards of the musical instruments and repeat the same activity pointing to the pictures.

Development

12 Listen to a piece of music carefully. Then tick (✓) the instruments you heard.

Invite students to listen to a piece of music and pay attention to the musical instruments that might be playing. Make sure everybody be in silence and ready to listen, before playing the CD. Ask students to tick the musical instruments heard.

Answers:

a, d.

TRANSCRIPT

(Instrumental piece of music)



BY-PRODUCT 2: files with selected information.

Refer students to the genres they listed in the by-product 1, on page 105.

Help them make notes about the most important information related with this genre.

13 Work with your partner and create a dialogue. Work in your notebook. Check for spelling and punctuation.



15 Read the text *Curious musical instruments* on page 118 in the Reader. Complete a fact file about each of the curious instruments it describes.

hydraulophone theremin multi-neck guitar



Reading check
I can read and understand specific information from an illustrated monograph.
I can design and organize information of musical instruments in a graph.
If your answers are insufficient, check pages 102 to 111 with your teacher.

110

14. Work with your partner and create a dialogue. Work in your notebook. Check for spelling and punctuation.

Ask students to read the speech bubbles and say what the children are doing. Tell them they are playing a guessing game. Invite students to play a guessing game with their classmates by using all the details they have learned in this unit. Ask them to explore the descriptions before in

their activity books. Ask them to take some notes in their copybooks to guide the game. Invite a couple to do the guessing game in front of the class. Check any mistakes orally.

15 Read the text *Curious musical instruments* on page 118 in the Reader. Complete a fact file about each of the curious instruments it describes.

Following the example in the unit, and as a practice activity for the Final Product, you may read the text in the Reader at this point. Then help students identify the main characteristics of the musical instruments in the boxes.

See information on page 142.

Reflect!

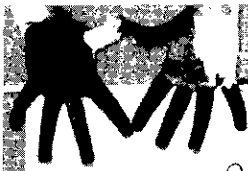
Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.

TEACHING TIP

Remember to collect students' work throughout the development of the unit such as words and expressions, bar graphs, and list of topics. In this way, you will have enough evidence of your students' performance before they carry out the product.

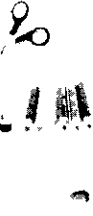
EXTENSION TIP

Invite students to collect some recyclable material and give ideas to make musical instruments with them. Create different groups so as each of them can make musical instruments from the three families that have been worked in this unit.



Materials

- sheets of white paper
- scissors
- construction paper (different colors)
- pencils/markers
- glue



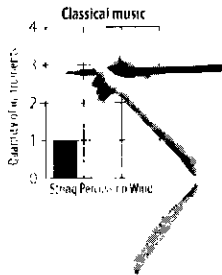
1. Work in groups of four.
2. Go back to the by-products you developed in the unit. Review the information about the instruments related with the music genre you chose. Check it again in your group.
3. Compare your findings with your classmates. Make sure you work with different music genres.

Look at the bar graph example and how the information is organized.

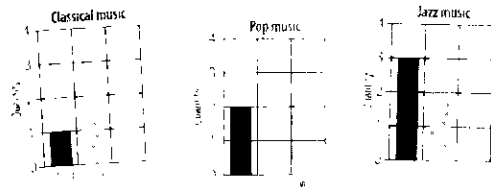
Create three different bar graphs (one per each genre). Use separate sheets of paper.

Draw and color the bars in each graph, according to the amount of instruments per family you researched before.

Paste the bar graphs in a construction paper and write a title for the presentation.



4. Ask your teacher to give you a special space on a wall to stick your poster.
5. Show and present your graphs to the class and teacher.



I can explore illustrated monographs connected to musical instruments.

very well well not very well

What can I do to improve?

I can read and understand specific information from the reading of illustrated monographs.

very well well not very well

What can I do to improve?

I can design and organize information of musical instruments in a graph.

very well well not very well

What can I do to improve?

If most of your answers are insufficient, check pages 102 to 113 with your teacher.

Lead in

Put the children in a horseshoe and explain that they will be involved in a very interesting product in which they have to create bar graphs based on the investigation they have to make. Show them some pictures of bar graphs and ask them to recognize the information that is presented. Then, invite students to have a look at the illustrated monographs they have worked during unit 10 and recall the families of instruments.

I. Preparation

Ask students to remember the music genres they chose in exercise 4 and to share their investigations in the group. Invite them to organize the information and select only three genres to make the bar graphs in the next stage.

Ask students to check their notes and read together what they have investigated. Tell them to come to your desk and show it to you to give them feedback on what to improve. If they have to change some

things, explain to them that they have to come back and show you the modifications. Tell students to keep their notes for next class, since they will use them to produce the final product.

Invite students to share the information they have collected and written to the class and receive any comments from their classmates. Ask them to organize themselves in their groups and collect the material they will need to start working in the final product, the bar graphs.

II. Production

Invite students to look at the steps they have to follow to finish the product. Point some students at random and tell them to read aloud the steps. Once students already have the instruments per music genre, invite them to look at the example of graph bar on page 112, so they can create one per chosen music genre. Give them time to work, and walk around the classroom to give support to the groups. Tell them to look at the final product on page 113.

Ask every member of the group to say what they've researched and explain at least one of the bars in their graphs. Take advantages of this moment and check pronunciation and intonation. Ask them to practice the descriptions of the graphs, since they have to present them to their classmates and answer any possible questions from students who might not know that information.

Give students some time to finish their posters if they need it. Then, ask them to swap their posters with another group, and share ideas.

III. Presentation

Organize the classroom so students can present their works and the class can participate by asking questions. Ask them to take turns to present; all members of the group have to participate. Give them enough time to describe their graphs and receive feedback from class. Prepare a board or part of a wall to stick students posters and invite other groups (from other grades) to see what your students have done.

Unit reflection

Explain to students that they have to assess their achievements in the unit and also their in the product, how they behaved with their classmates and if they fulfilled the objectives. Invite them to open their activity book on page 113, read the statements and ask them to answer accordingly, also suggesting how they can improve their results regarding the specific learning objective. Call them to your desk and talk a little about the results of the self -assessment.

TEACHING NOTES FOR READER AND EXTRA MATERIAL

READER Page 118

Lead in

Curious musical instruments

Ask your students to open their Readers on page 118, and tell them they will work on the text "Curious musical instruments" Ask them *what do you think the text is about?* Accept all the children's answers and write some of their ideas on the board so as to compare them when they finish the reading.

Development

Invite students to read by saying, *Now, this is story time!* Deliver the readers to the children and invite them to explore their books. Ask them to start reading in silence and use their dictionary in case that getting the meaning of a word in context is difficult for them. When students finish the reading, play the CD and invite them to follow the text with their fingers and read aloud. Make questions to check students understanding such as some characteristics of the musical instruments described, what instruments are an unusual one, etc. Ask them to give you other examples of other instruments. Invite students to look up at the Picture Dictionary at the end of the text to explore the meaning of the highlighted words.

Closure

Invite them to read the book for the last time and ask them to write in their copybooks the main ideas of each page, just one line. Ask some volunteers to read their lines aloud.

TRANSCRIPT

Curious musical instruments

Music is a form of art, and has been performed through musical instruments and vocal songs. It is not clear when and where the first musical instrument was invented, but most stories point to some flutes made of animal bones, 37,000 years ago.

There is a list of the most popular musical instruments, and on top of that list is the piano. The piano was invented in Italy in 1709 by Bartolomeo di Francesco Cristofori. The name "piano" is a nickname for the full Italian name "pianoforte". It is the musical instrument with the widest range of notes, thanks to its 230 strings to make the different sounds.

The second on the list, is the guitar. The guitar is a musical instrument in the "strings" family. The first form of the guitar

is believed to have been created in the XIIIth century. There are different kinds of guitars, such as acoustic and electric, which are made by wood and some of them have between 4 to 18 strings.

Famous guitar players include BB King, Jimmy Page, Jimi Hendrix, Eric Clapton, and Carlos Santana.

We all know the most traditional musical instruments such as the piano, the guitar, the violin, and the flute, among others. However, there are some curious musical instruments that not everyone knows. Would you like to know some of them?

The **hydraulophone** is an acoustic musical instrument played by direct physical contact with water, or any other fluids, where the sound is generated. It was invented by Steve Mann and has been used as a sensory exploration device for low vision individuals. Blocking flow with a finger directs the water to one or more holes getting the different sounds.

The **Theremin** is an electronic musical instrument played without any physical contact. It has that name because of its Russian inventor Léon Theremin, who patented the instrument in 1928. This instrument has been played in concerts of classical and pop music, as well as in movie soundtracks.

The **multi-neck** guitar is a guitar that has multiple fingerboard necks. They exist in both electric and acoustic versions. The most common one is the double-neck guitar, which has 12 strings. Two necks allow the guitarist to switch quickly and easily between guitar sounds, without taking the time to change guitars.


BACKGROUND KNOWLEDGE

In 1761, American founding father, scientist and inventor Benjamin Franklin was inspired to create an eerie sounding new instrument he called the armonica (from the Italian for "harmony") by witnessing a concert where the instruments were drinking glasses. In his version, 37 glass bowls graded from large to small were nested together on a spindle to create a single glass cone, which was rotated with a treadle. The player would then use his moistened fingers to play up to 10 notes simultaneously. Franklin preferred to use chalk on his fingers to create a purer tone.

Mozart, Beethoven, Strauss, and Donizetti all composed pieces for the instrument, but it was banned in Germany because the vibrations allegedly made people ill.

Retrieved from: <https://goo.gl/9ewpiJ>

Lead in

 Explain to students that they will solve some tasks connected to the reading. Invite students to read the text again. Play the CD so they can listen to the text as well.

Development

1. Tick (✓) the pictures that are mentioned in the text.

Ask students to look at the pictures and recall the information in the text. Encourage them to work with their partner and identify the musical instruments that were mentioned in the text. Hold up your book and point to the pictures one by one. Ask students to tell you if they appear in the text or not. Mime putting a tick or cross.

Answers:

b, c, d, e.

2. Read the statements and decide if they are true (T) or false (F).

Explain to students that they have to read all the sentences and decide if they are true or false. Check the answers orally.

Answers:

a. T. b. F. c. F. d. T. e. T. f. T. g. F.

3. Find the five musical instruments in the word search puzzle.

Invite students to read the list of words to find in the word search puzzle. Give them some time to do this task, and write on the board the answers so students can check.

Answers:

G	K	E	W	J	L	R	N
U	B	U	N	H	U	B	Q
I	V	I	O	L	I	N	W
T	H	E	R	E	M	I	N
A	K	C	F	L	U	T	E
R	N	W	Z	V	S	S	P
M	K	K	W	V	D	R	C
P	I	A	N	O	N	N	N

4. Match the musical instruments with their descriptions.

Say one musical instrument from the text. Ask a volunteer to remember something connected to that instrument. Repeat the same with the rest of the instruments from exercise 3. Then, invite students to match the instruments with the most suitable description. Check the answers by writing the number and the letter on the board. Ask students to check in their worksheets.

Answers:

1. b.
2. d.
3. a.
4. e.
5. c.

5. Unscramble the words.

Spell one musical instruments from the text. Ask students to identify what you are saying. Invite them to look at the words in exercise 4 and discover the names. Then, write numbers from 1 to 4 and invite four students to write the correct names on the board.

Answers:

- a. GUITAR. b. PIANO. c. THEREMIN. d. FLUTE.

Closure

Invite students to pick one favorite musical instrument and model it with colored plasticine. Give them some time, and help if necessary.

COMPLEMENTARY ACTIVITIES Page 146 Teacher's Guide

Lead in

Mime some actions that represent some characteristics of the musical instruments worked in this unit. Ask them to guess what you are doing and say the name of the musical instruments as well as some details to describe it. Invite some students to play the role of the teacher and mime different actions as well.

Development

1. Look at the graph and answer the following questions.

Invite your students to get in pairs and look at the graph. Encourage them to analyze the data carefully and answer the questions, using their own words. Invite them to share their answers with the whole class and encourage them to tell you if they agree with the survey or not, and explain their reasons.

Answers:

- a. They mostly love it.
- b. They mostly think it's OK.
- c. Flute and clarinet.
- d. Baritone
- e. Trumpet.

CHECK YOUR PROGRESS 9 Page 147 Teacher's Guide

Learning Outcome.

- Organize information about musical instruments in a graph.

Explain to students that they will have a test to check how much they have learned in this unit. Deliver the test on page 147 – 148, and read the instructions aloud. Point at the items and show some actions that must be done to solve them. Walk around the classroom to support children's work in case they need it.

Answers:

1.

Strings: 16

Woodwinds: 8

Brass: 7

Percussion: 1

2.

a. Males.

b. Females.

c. Baritone/Euphonium

d. Trumpet

e. Clarinet

Suggested assessment instrument:

Checklist (See sample on page 171)

COMPLEMENTARY ACTIVITIES

Name: _____ Class: _____

1 Look at the graph and answer the following questions.

How do males feel about the following instruments?

Total of males interviewed: 61.

	Love it	Love it a little	It's ok	Dislike it a little	Hate it	No opinion
Flute/Piccolo	4	8	20	8	10	11
Oboe	2	5	19	6	13	16
Bassoon	5	11	14	10	5	16
Clarinet	1	18	15	9	10	8
Saxophone	21	12	12	3	4	9
Trumpet/Cornet	29	19	5	0	2	6
Horn	11	10	22	2	4	12
Trombone	17	10	12	8	5	9
Baritone/Euphonium	6	12	17	6	6	14
Tuba	11	17	13	5	7	8
Percussion/Drums	24	16	8	1	6	6

Source: <https://michaelpratt.wordpress.com/2009/09/05/effect-of-natural-gender-differences-on-instrument-selection-for-band-and-its-relationship-to-dropout-rate/>

a. How do males feel about the saxophone?

They mostly love it.

b. How do males feel about the horn?

c. Which one is the instrument males hate most?

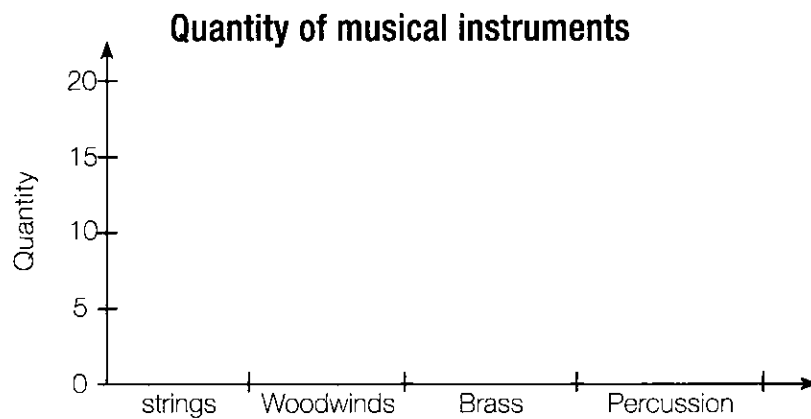
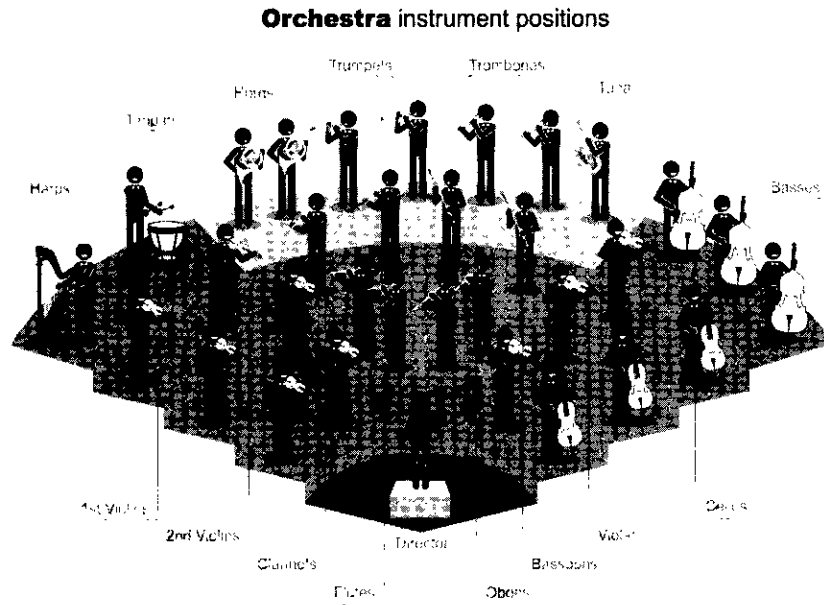
d. What do males prefer: bassoon or baritone?

e. Which one is the instrument that males like the most?

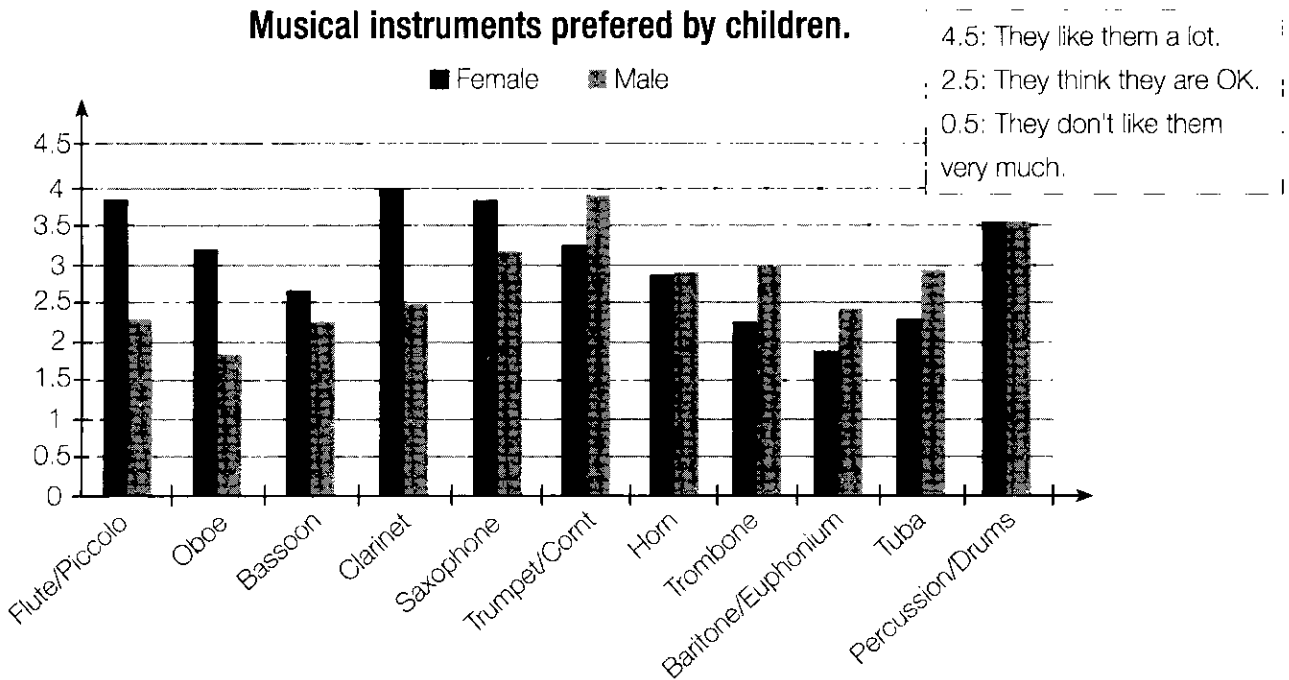
CHECK YOUR PROGRESS 9

1 Look at the pictures, identify the type of instrument and complete the graph.

(6 points)



2 Look at the graph and answer the questions below. **(4 points)**



Source: <https://michaelpratt.wordpress.com/2009/09/05/effect-of-natural-gender-differences-on-instrument-selection-for-band-and-its-relationship-to-dropout-rate/>

a. Who like the trombone the most?

b. Who like the oboe the most?

c. Which is the instrument females like the less?

d. Which is the instrument males like the most?

e. Which is the instrument females like the most?

Total score: _____ / 10 points

UNIT 10

CELEBRATIONS

Environment

Family and Community.

Communicative Activity

Exchanges associated to social environment.

Social Practice of the Language

Describe activities in a celebration.

Learning Outcomes

- Listen to brief descriptions of activities of a celebration or party.
- Understand descriptions of activities.
- Describe activities from images.

Spiral Review of Learning Outcomes throughout Unit 10.

Final Product

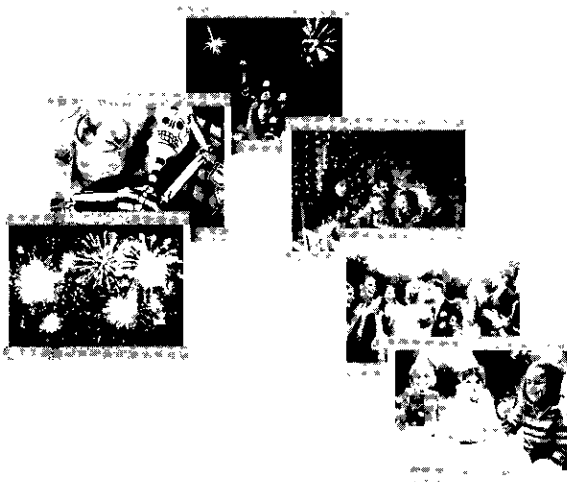
Audio description of a celebration.

Informative Reader

People Celebrating Around the World.

Materials

Flashcards of celebrations, a big piece of paper, envelope, big calendar, and magazines.



Pages 114 - 115



Lead-in

Ask students to bring a photo of their family celebrating a special date or event. Bring your photo as well and invite students to sit in a horseshoe. Show your photo and tell them what celebration is and who are the people there. Ask students to do the same with their own. Write the celebrations and its actions on the board. For example, eating cake, drinks, soft drinks etc.

Development

Ask students to describe the pictures on page 114 and if they know where those pictures are stuck. Tell them that it is an album, where people store all their photographs and memories of important events. Ask if they have something like that at home and what kind of pictures they have. Hold up your book and point to one photo at random and ask the name of the celebration. Paraphrase what children say and write the name of the celebration on the board. Ask them to describe what they normally do on those celebrations, if they have been to one of them, etc.

TEACHING TIP

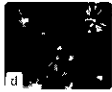
Prepare some flashcards and word cards in advance. Include expression that will be worked during the unit so as to show to students and invite them to read and mime the actions described.

Getting started

Getting started

1 Write the names of each celebration using the words in the box.

Wedding - Christmas - Day of the Dead - New Year's Eve - Birthday party



2 Listen to the recording and check your answers in exercise 1.

3 Complete the sentence and draw your favorite celebration.

My favorite celebration is ...

Unit plan	
Start	- Reflect on achievements
- Listen to descriptions of celebrations	Closure
Development	- Present the final product
- Understand descriptions of different celebrations	- Reflect on the unit content
- Describe activities from celebrations	

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1. Write the names of each celebration using the words in the box.

Ask students to identify the pictures of celebrations and write them. Give them some time to work on their own and walk around the classroom to support students' work.

Answers:

- | | |
|--------------------|---------------------|
| a. Birthday party. | d. New year's Eve. |
| b. Wedding. | e. Day of the Dead. |
| c. Christmas. | |

2. Listen to the recording and check your answers in exercise 1.

Play the CD and invite students to check their answers. Play the CD again and tell them to point the pictures and say the name of the celebrations aloud. Play the CD for the last time and pause after each name. Use different dynamics to practice pronunciation, lines, just girls, just boys, etc.

TRANSCRIPT

- Birthday party
- Wedding
- Christmas
- New Year's Eve
- The Day of the Dead

3. Complete the sentence and draw your favorite celebration.

Ask students for their favorite celebration and why. Explain to them that they have to write and draw about their favorite celebration. Ask students to complete the sentence and explore the name in the previous exercise. If some students choose a different celebration, find the name in English and write it down on the board. Give them some time to do the task and walk around the classroom to help students in case they need it. When they finish, ask for some volunteers to read their sentence and show what they have drawn.

Unit plan

Draw students' attention to the plan for this unit, and comment with them the stages they will go through to elaborate and present the final product.

Closure

Mime some actions and invite students to guess what celebration is. Ask some students to do the same and play the role of the teacher. Invite them to create one movement for each celebration. Tell them to stand up and repeat the movements several times so as everybody knows them.

Start

Start

• Listen to descriptions of celebrations

1. Read and listen to Loreto's description of her birthday party.



My birthday party is next weekend. I'm going to invite my friends and family to celebrate, and have fun with them. I'm going to have chocolate cake and goody bags. Usually, we sing "Happy Birthday", play games, and I open presents at the end.

2. Match the words with the pictures.

- a. Eat
- b. Open
- c. Sing
- d. Deliver
- e. Play



Lead in

Bring to class some objects like plates, balloons, plastic glasses, paper streamer or anything that is used in birthday's parties. Put them in a plastic bag and tell them that you are coming from the supermarket. Ask them to guess what those things are about. Tell them that you are preparing someone's birthday and show them the objects one by one. Invite students to say what they are for. Ask them to mime the actions and verbalize them.

Development

1. Read and listen to Loreto's description of her birthday party.

Invite students to read Loreto's description of her birthday parties. Then, ask them to read the text and pay attention to the colored words. Choose one student at random and ask him/her to read them and guess their meaning. Encourage students to work with their classmates next to them.

TRANSCRIPT

My birthday party is next weekend. I'm going to invite my friends and family to celebrate, and have fun with them. I'm going to have chocolate cake and goody bags. Usually, we sing "Happy Birthday", play games, and I

open presents at the end.

2. Match the words with the pictures.

Ask students to name the pictures on the right column, and then to read the words on the left column. Invite them to infer what have all those words in common (they are actions words) Have them read again the text if they need more help to do the matching. Give them some time to do the task and encourage them to work with their classmate next to them. Invite students to mime the actions done in birthday parties and tell them to describe while they are miming them. Then, say the words and ask students to do the actions, and say the words.

Answers:

- a. iv.
- b. i.
- c. ii.
- d. v.
- e. iii.

• Listen to descriptions of celebrations

3. Describe what we do in birthday parties. Match the words in the box and make sentences. Look at the example.

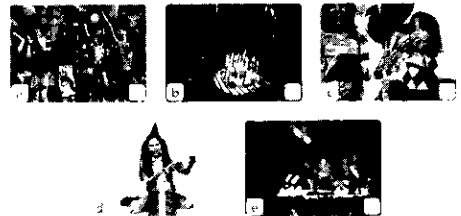
eat play sing
blow out open

presents games chocolate cake
"happy birthday" song candles

Example: I deliver goody bags in my birthday party.

- a. I _____ in my birthday party.
- b. We _____ in birthday parties.
- c. I _____ in my birthday party.
- d. I _____ in my birthday party.

Listen to the activities and number the pictures.



Relate ✓/X
I can listen to descriptions of celebrations
If your answer is insufficient, check pages 114 to 117 with your teacher

3. Describe what we do in birthday parties. Match the words in the box and make sentences. Look at the example.

Hold up your book and point to the box with the verbs. Ask them to say the words aloud and mime the actions while saying them. Name some students and ask them to mime the actions in the box. Ask students to match those actions with the words in the other box. Read the example aloud and explain that they cannot use those words again. Answers can vary so check students' answers by writing them on the board. Point to a child and ask him/her to say one of the

sentences. Mime one of the sentences and invite students to say the whole sentence. Repeat this activity as many times as possible so as to consolidate them.

Answers:

I + *Eat chocolate cake - play games - sing happy birthday song - blow out the candles - open presents* + in my birthday party.

TEACHING TIP

Total Physical Response (TPR) is one of the most popular methods used with young learners. Take advantages of this method and encourage them to mime as much as possible, so as to consolidate the words and expressions taught in class.

4. Listen to the activities and number the pictures.

Invite students to look at the pictures and describe what they are about. Then, explain to them that will listen five sentence and they have to put a number on the corresponding picture. Play the CD and pause after each sentence to give students time to match. Play de CD for the last time to check answers.

Answers:

- a. 1.
- b. 2.
- c. 3.
- d. 4.
- e. 5.

TRANSCRIPT

- 1. We sing happy birthday.
- 2. We eat cake.
- 3. I blow out the candles.
- 4. I open presents.
- 5. We play games.

Closure

Ask students for their birthday date and if they have some plans for that celebration. Invite them to mention the actions and activities they would like to do in that celebration. Have them draw and write the actions/activities in their copybooks. Write on the board "Planning my birthday party" and ask students to copy it on top of the page. When everybody finishes, ask some volunteers to present their plans to the rest of the class.

Reflect!

Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.

Development

Pages 118 - 119

Development

• understand descriptions of events, locations

Look at the pictures and name them



Listen and write the correct number in exercise 5. Check your answers.

Listen to the description of a wedding party, and match the sentences with the pictures.

- a. The bride and the groom put their rings on each other's finger.
- b. They dance before the party starts.
- c. The couple have a first kiss after the ceremony.
- d. They make a toast.



Lead in

Prepare an envelope of a wedding invitation in advance. Take the envelope and tell students that you received it last weekend, but you have not opened it yet. Invite students to make predictions on what the envelope contains. Write students' ideas on the board so as to compare them later with the information in the invitation. Open the envelope and read the invitation aloud. Tell them that two very good friends of your are getting married! for their birthday date, and what plans they have in mind if they know what a wedding is. Show them a picture (paper or project one if you have data and computer in the classroom). Ask them to describe what they see in the picture. Paraphrase what they say in their mother tongue.

5. Look at the pictures and name them.

Ask students if they have been in a wedding party and invite them to share their experiences. Ask them to look at the pictures and describe what they represent. Paraphrase what they say in their mother tongue and ask them to say the words *bride*, *groom*, *rings*, and *a toast* after you.

Answers:

- a. The rings. b. The groom. c. A toast. d. The bride.

TRANSCRIPT

1. The bride 2. The groom 3. The rings 4. A toast

Development

6. Listen and write the correct number in exercise 7. Check your answers.

Play the CD and ask students to write the correct number in each picture according to the recording so they can check their answers. Say one of the words without using your voice. Ask them to raise their hands to guess which it is. Repeat this activity until covering the words at least twice.

Answers:

- a. 3. b. 2. c. 4. d. 1.

TRANSCRIPT

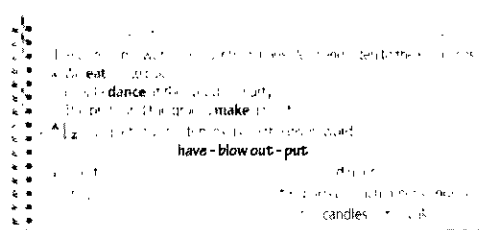
- a. The bride and the groom put the rings on each other's fingers.
b. They dance before the party starts.
c. The guests have dinner together.
d. They make a toast.

7. Listen to the description of a wedding party, and match the sentences with the pictures.

Play the CD and ask students to read and follow the sentences with their fingers. Ask them to read them aloud and underline the words that they have learned in this class and they recognize. Explain to them that they have to look at the pictures and match the sentences with the right picture. Play the CD one more time and pause after each sentence, invite students to read it aloud. Check pronunciation and ask them to say some words that could be difficult for them.

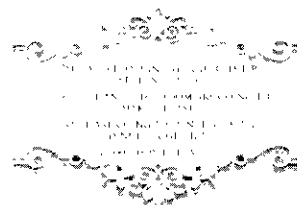
Answers:

- a. ii. b. i. c. iv. d. iii.



• Understand descriptions of different celebrations

8. Read the wedding invitation and circle the correct answer.



- a. The groom's name is Pedro. Yes
b. People are going to dance. Yes
c. The bride and the groom are going to sing. Yes

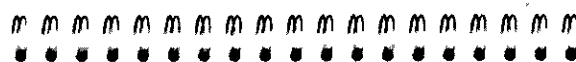


• Identify and underline the words that describe actions in the wedding invitation in Exercise 8

- a. Identify and underline the words that describe actions in the wedding invitation in Exercise 8

b. Write the list in your notebook

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Language watch

Actions (Verbs)

Invite students to read the Language watch. Choose three different students and ask each of them to read a sentence. Invite the rest of the class to mime each sentence after it is read. Explain to students that they have to complete the sentences using the right action verb. Check students answer by writing the sentences on the board. Invite students to look up at the Picture Dictionary on page 126 to explore the meaning of the highlighted words.

Answers:

- a. Guests **have** dinner.
b. They **put** the rings each other.
c. I **blow out** the candles of the cake.

8. Read the wedding invitation and circle the correct answer.

Invite students to read the invitation to a wedding party. Ask questions to check students' understanding such as *Who is inviting you to the wedding? What are guests going to do?* Explain to students that they have to read the statements and circle Yes or No according to the information in the invitation. Check students' answers by reading them aloud and asking to say Yes or No.

Answers:

- a. No. b. Yes. c. No.



BY-PRODUCT 1: a list of actions.

Ask students to read again the invitation to a wedding party and underline the words that describe actions on it. Write them on the board and check with students. Use the flashcards to review other verbs learned in the unit.

Answers:

Invite, make a toast, dance, have dinner, have fun.

Closure

Ask students to imagine that someone in their family will get married. Invite them to make an invitation for the wedding and invite some classmates to go. Tell students to make groups of three or four and give them a blank sheet of paper. Explain that they have to write as many details as possible, so they can include drawing of what they are going to eat, drink or do. Tell them to decorate the invitation and make a nice envelope when they finish it. Finally, ask them to present their invitation to the class.

Pages 120 - 121

• Listen to descriptions of celebrations. • Understand descriptions of different celebrations.

10. Look at the picture and circle the celebration it represents.

Christmas Mexican Independence Day Wedding



11. Listen to the description of what people do on Mexican Independence Day, and match the sentences with the pictures.

- a. People wear traditional costumes.
- b. People decorate buildings with flags.
- c. Families enjoy fireworks.
- d. People eat pozole, roasted lamb, and candies.



BY-PRODUCT 2: a list of actions.

- a. Underline the words that describe actions in the sentences in exercise 11.
- b. Add the words to the list you wrote in the by-product 1.

120

Lead in

Bring a calendar to class with September 16th highlighted. Ask students *What is celebrated on September 16th?* If any student say *Mexican Independence Day*, write it down on the board and ask them to say what people normally do on that celebration. Make a brainstorming on the board with students' ideas.

Development

10. Look at the picture and circle the celebration it represents.

Ask students to look at the picture and describe it. Then, have them read the words in the boxes and to circle the one that represent the picture celebration.

Answer:

Mexican Independence Day.

11. Listen to the description of what people do on Mexican Independence Day, and match the sentences with the pictures.

Play the CD and ask students to listen and follow the sentences with their fingers. Play the CD for the last time and ask them to read them aloud. Explain to them that they have to look at the pictures and match the sentences with the right picture. Play the CD one more time and pause after each sentence, invite students to read it aloud. Check students' answers by pointing one picture in your book and asking them to tell you what the correct number is. Invite students to look up at the Picture Dictionary on page 126 to explore the meaning of the highlighted words.

Answers:

- i. b.
- ii. c.
- iii. a.
- iv. d.

TRANSCRIPT

- a. People wear traditional costumes.
- b. People decorate buildings with flags.
- c. Families enjoy fireworks.
- d. People eat pozole, roasted lamb, and candies.



BY-PRODUCT 2: a list of actions.

Ask students to read again the description of Mexican Independence Day celebration and underline the words that describe actions on it.

Answers:

Wear, decorate, enjoy, eat.

Describe activities from the album.

12 Look at the pictures and write a sentence for each of them, about what to do on Mexican Independence Day.



13 Listen to the sentences and check your answers in exercise 13



Look at the pictures and write a sentence for each of them.

a. In your notebook, write a sentence describing what people do on Mexican Independence Day. Use the verbs in the box.

eat dance drink wear decorate enjoy

b. Check and compare with your class-mates' sentences.

14 Listen to the sentences and check your answers in exercise 14

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TEACHING TIP

Advantages of pairwork

- It increases the amount of speaking time students get in class.
- It allows students to work and interact independently without the guidance of the teacher, thus promoting learner independence.
- Helps the classroom to become a more relaxed and friendly place.

Hamer, J. (2015). *The practice of English language teaching*. Harlow, Essex, England: Pearson Education Limited.

13. Look at the pictures and write a sentence for each of them, about what to do on Mexican Independence Day.

Ask students to look at the pictures and ask them if they identify what they show. Explain to them that they show other traditional activities people can do during Mexican Independence Day and invite them to write a short sentence describing them, right below each picture. Tell them they can use exercise 11 as a model. Check orally and on the board.

Answers (may vary)

- People eat *Chile en Nogada*.
- People listen to *mariachi* music.

14. Listen to the sentences and check your answers in exercise 13.

Invite students to listen to the answers for exercise 13 and check their answers. Explain that their answers may be different, but should follow the same structure. Check with the whole class.

TRANSCRIPT

- People eat *Chile en Nogada*.
- People listen to *mariachi* music.



BY-PRODUCT 3: interesting events and facts.

Invite students to complete the description of what people do on Mexican Independence Day. When finishing, ask a student to read aloud their description so the class can check their answers. Write it in the board if necessary.

Answer:

On Mexican Independence Day, I wear **traditional costumes**.

At home, we decorate with **flags**.

I eat **pozole** and **candies**.

I see **fireworks** at night.

Closure

Write small papers with all the words that they have worked in this unit. Put them inside a plastic bag and explain to students that they will do a race called "spelling bee". In order to do that, review the English alphabet first, and divide the class into groups of four. Say a word and one student per group must run and write it on the board. Then, that child has to spell the word, if both are correct, that group wins a point. Repeat this activity as many times.

Describe activities from celebrations

16. Look at the pictures and describe them to your partner.



17. Listen and read. Then, complete the description with words from the text.



The Day of the Dead is a Mexican Tradition. It is celebrated on November 2nd. It is the day to honor the people who passed away. Families go to the cemetery and put flowers, candles, and pictures on the graves. People eat sugar skulls and paint their faces like skulls.

- The Day of the Dead is celebrated on _____.
- It is to honor _____.
- Families go to _____ and put _____ and _____ in the graves.
- People eat _____ and paint their _____ like _____.

Reflect! ✓ or X

I can describe activities from celebrations.
If your answer is insufficient, check pages 114 to 122 with your teacher.

Lead in

Show the flashcards and invite students to name the celebrations, their activities, and let them express their own experiences with them. Ask students for their favorite celebration and why.

Development

16. Look at the pictures and describe them to your partner.

Tell students to look at the pictures and predict what celebration the pictures are about. Elicit *the Day of the Dead*. Invite students to tell all they know about this celebration. Paraphrase what they say in their mother tongue and write it down on the board, so as to compare the information in exercise 17.

17. Listen and read. Then, complete the description with words from the text.

Explain to students that they will listen to a description of the Day of the Dead. Play the CD and invite students to follow the text using their fingers in silence. Make some questions to check students' understanding. Invite students to complete the sentences according to the description that they have listened and read.

Answers:

- The Day of the Dead is celebrated on **November 2nd**.

- It is to honor **people who passed away**.
- Families go to **cemetery** and put **flowers**, and **pictures** in the graves.
- People eat **sugar skulls**, and paint their **faces** like **skulls**.

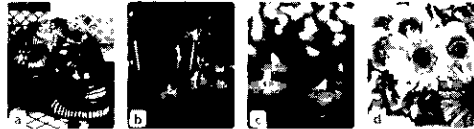
TRANSCRIPT

The Day of the Dead is a Mexican Tradition. It is celebrated on November 2nd. It is the day to honor the people who passed away. Families go to the cemetery and put flowers, candles, and pictures on the graves. People eat sugar skulls and paint their faces like skulls.

Reflect!

Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.

18. Listen and write the words.



19. Listen and spell the words with your class.

20. Listen to the spelling of some words and write them. Compare your answers in your group.

- _____
- _____
- _____
- _____



21. Write a written description of the celebration.

Write the description of the celebration you liked the most in your copybook. Use the repertoire of actions and expressions you collected in the by-products 1, 2 and 3.

22. Read the text *People celebrating around the world* on page 22 in the Reader.

- Think or find information about famous celebrations in other countries.
- Share your findings with your classmates.

Reflect! ✓ or X

I can understand descriptions of different celebrations.
I can describe activities from celebrations.
If your answers are insufficient, check pages 114 to 123 with your teacher.

18. Listen and write the words.

Invite students to look at the four pictures, to say their names and write them on the lines below. Have students listen to spell words, and invite them to do the same in groups.

Answers:

- Skull
- Grave
- Candles
- Flowers

TRANSCRIPT



- Skull: S- K- U- L- L
- Grave: G- R- A- V- E
- Candles: C- A- N- D- L- E- S
- Flowers: F- L- O- W- E- R- S

19.   Listen and spell the words with your class.

Have students listen to spell words, and invite them to do the same in groups. Play the CD and pause right before the spelling begins, to give students time to try doing it. Then, put play again so students can check their performance.

TRANSCRIPT

- a. C-A-K-E
- b. S-I-N-G
- c. R-I-N-G-S
- d. P-A-R-T-Y

20.   Listen to the spelling of some words and write them. Compare your answers with your partner.

Explain to students that they will listen to six spelled words, and they have to guess which words are they. Play the CD three times per word so students can listen carefully. Check the answers and write them on the board.


Answers:

- a. Cake.
- b. Sing.
- c. Rings.
- d. Party.

21.   **BY-PRODUCT 4: a written description of a celebration.**

Write the description of the celebration you liked the most in your copybook. Use the repertoire of actions and expressions you collected in the by-products 1, 2 and 3.

Check students' writing. Finally, invite a volunteer to read their description without saying which one is it. Have the class to guess the celebration.

22.  Read the text *People celebrating around the world* on page 22 in the Reader.

You may start reading the text in the Reader, or leave it for a separate session.

See the information on page 158.

Closure

Reflect!

Ask students to complete the self-evaluation activity. Check orally. If there are any doubts, make a quick review of the specific topic from previous classes.


TEACHING TIP

Remember to collect students' work throughout the development of the unit such as important information, events of interest and data. In this way, you will have enough evidence of your students' performance before they carry out the final product.

TEACHING TIP

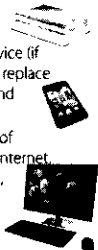
Audio visual support is essential when acquiring a second language. Since the topic in this unit is a worldwide activity, look for videos in which they can see activities, places, dressing and everything connected to celebrations around the world. Encourage them to watch the details and practice they know in advance, such as colors, clothing etc...

Closure: Final product



Materials

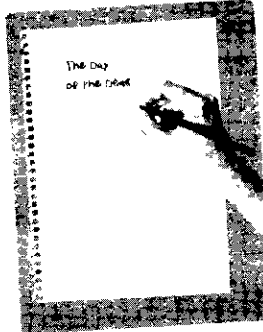
- recording device (if not available, replace with pencil and paper).
- any resource of information: Internet, encyclopedia, magazines



- 1 Work in groups. Review the celebration you described in the by-product 4 and check it again with your classmates and teacher.
- 2 If necessary, get more information about the celebration and add it to the description. Ask your teacher if you need help.
- 3 Assign a part of the description to each member of the group.
- 4 Read the text before recording it. Make sure you know how to pronounce new words. Help correcting each other's mistakes.
- 5 Decide what recording device to use.

II. Production


- 6 Record the description. If necessary, rehearse reading it aloud before the recording. If you don't have a recording device, write key words on a piece of paper, so that you can present the content of your audio description in front of the class, using your own words.



Audio description of a celebration

III. Presentation

- 7 Share your recording with other groups or present the description orally in front of the class. You can also share it with other classes, if possible.



Unit reflection

- I can listen to brief descriptions of activities of a celebration or party.

very well	well	not very well
-----------	------	---------------

 What can I do to improve?
- I can understand descriptions of activities.

very well	well	not very well
-----------	------	---------------

 What can I do to improve?
- I can describe activities from images.

very well	well	not very well
-----------	------	---------------

 What can I do to improve?

If most of your answers are insufficient, check pages 114 to 125 with your teacher.

124
125

Lead in

Put the children in a horseshoe and explain that they will be involved in a product to record a group of students describing a celebration. Invite students to have a look at the expressions that they have learned during this unit in their activity books and that can be useful to write in the notes. Ask them to say the expressions aloud and tell you what activities worked in this unit they refer to.

I. Preparation

This is a group product, so ask them to choose three or four classmates to work in group. Ask students to select a celebration and use the descriptions made in exercises 15 and 21. Then, students have to write the main information to make a description of the celebration, and divide the text into the members of the group. Finally, ask them to choose an electronic device they can get to record the text the next class. If they don't have a recording device available, encourage them to write key words on a piece of paper so that they can share

the content of their audio description in front of the class.

Ask students to check their drafts and read the text aloud in groups. Ask them to show it to you to give them feedback on what to improve. If they have to change some things, explain to them that they have to come back and show you the text with the right modifications. Tell students to keep their drafts for next class, since they will use them to produce the final product.

Invite students to read aloud the descriptions of the celebration they have prepared so they can receive any comments of improvements from their classmates. Ask them to organize in their groups and to collect the material they will need to start working in the final script of the description.

II. Production

Ask students to rehearse the written text and the turns to read it. They can record it as often as necessary, until the audio description is well done.

TEACHING NOTES FOR READER AND EXTRA MATERIAL

READER Page 130

Support this activity all the time so as to be sure that everyone understand what to do. Tell students to record their description in a quiet place, and to ask for advice to other group to listen to their recording. If they don't have a recording device available, encourage them to write key words on a piece of paper so that they can share the content of their audio description in front of the class.

Congratulate yours students for the work they have done. Check pronunciation and intonation. Ask students to practice several times before recording the text.

Invite the groups that are already ready to pass on front, and give more time to finishing the recording to other groups.

III. Presentation

Invite students to make a horseshoe and keep in their hands the device in which they have recorded the description of the celebration. If they don't have a recording device available, encourage them to write key words on a piece of paper so that they can share the content of their audio description in front of the class. Ask for some volunteers to start the presentation and show the recording or presentation to the class. Make some questions after every presentation to check if students were able to get the most important information of each celebration described.

Unit reflection

Explain to students that they have to assess their achievements in the unit and also their work in the product, how they behaved with their classmates and if they fulfilled the objectives. Invite them to open their activity book on page 125, read the statements and ask them to answer accordingly, also suggesting how they can improve their results regarding the specific learning objective. Call them to your desk and talk a little about the results of the self -assessment.

Lead in

 **People celebrating around the world**

Ask your students to open their Readers on page 130, and tell them they will work on the text *People celebrating around the world*. Invite them to make some predictions, ask them *what do you think the text is about? What celebrations do you know?* Accept all the children's answers and write some of their ideas on the board so as to compare them when they finish the reading. Elicit from students the expressions they learned during this unit, what activities people do in celebrations.

Development

Invite students to read by saying, Now, this is story time! Deliver the readers to the children and invite them to explore their books. Ask them to start reading in silence and use their dictionary in case that getting the meaning of a word in context is difficult for them. When they have read in silence, invite one student to read aloud and ask the rest to follow their texts with their fingers. When students finish the reading, play the CD and invite them to follow the text with their fingers and read aloud. Invite them to recall the different celebrations which are mentioned in the text. Divide the class into seven groups. Assigned each of them one of the celebrations described in the book. Invite students to represent and mime some actions people do in the celebrations pointed out, while you are reading the text. Change the celebrations to other groups so as to give them the opportunity to represent them all. Invite students to look up at the Picture Dictionary at the end of the text to explore the meaning of the highlighted words.

Closure

Give a piece of paper to each group and invite them to draw and write some words of expressions they remember were used to describe celebrations. When they finish, ask them to show their work and recall some specific expressions in English that appear in the book. Explain to students they will do some tasks to remember the story.

TRANSCRIPT

People celebrating around the world

Did you know that there are different kinds of celebrations in other countries? People celebrate because they remember some important event or because they are happy and want to share that happiness with other people.

One of the most beautiful and colorful celebrations is the Carnival in Rio de Janeiro, Brazil. It is the biggest parade in the world. It is a competition between samba schools in Brazil. The samba dancers prepare all year long: the performance, costumes, and decorations.

Another colorful celebration is the Chinese New Year, in China. It was created to honor Gods as well as ancestors. The date varies approximately between middle January to middle February. People have a reunion dinner, and they decorate doors and windows with couplets with messages of wealth, good fortune and happiness.

One of the most amazing celebrations is Yi Peng Lantern Festival, in Thailand. It is a religious celebration that is meant to obtain Buddhist merit. It attracts so many people, that the sight of the floating lights in the air is hypnotizing. It is celebrated on the full moon of the twelfth lunar month every year.

The Venice Carnival, in Italy, is another celebration that you need to know. Venetian masks define the carnival, which also attracts many theaters to participate in it. Wearing masks during this celebration comes from the tradition of the aristocracy that wore costumes and masks to go out and mix with the working class.

Halloween is celebrated in many different countries; however, it is in the United States that it is commemorated with colorful, scary costumes and children asking for sweets in their neighborhoods. It is celebrated on October 31st and it was taken from the Celtics tradition, since they believed that, on this day, the souls of the dead people come back to Earth.

Tomatina, in Spain is a very funny celebration. People throw tomatoes at each other just for fun! This celebration is held in August. Usually, the fights last for an hour. After that, the town square is covered with tomato debris.

Saint Patrick's Day, in Ireland is commemorated to celebrate Christianity's arrival to Ireland. It particularly remembers Saint Patrick, one of the patron saints of Ireland, who lived during the fifth century. It is celebrated in March. Many people wear an item of green clothing on this day. Irish food and drinks are dyed in green as well.

But what about Mexico? In Mexico, there are many different types of celebrations. The Carnival in Veracruz is one of the biggest celebrations in Mexico. It last nine days and it is held

in March. There are parades and dance groups that perform their dances wearing lively costumes. Do you know any other celebrations around the world?



Explain to students that they will solve some tasks connected to the reading. Invite students to read the text again. Play the CD so they can listen to the text as well.

Development

1. Match the celebration to the corresponding country.

Explain that they have to match the names of the celebrations with their corresponding countries. After they finish, hold up the book and ask them to tell you where those celebrations are held. When they mention the name of the celebration, point to the text and the picture in the book.

Answers:

- a. Ireland.
- b. Mexico.
- c. China.
- d. United States.
- e. Italy.

2. Read the following statements about the celebrations mentioned in the text and compare them to the ones in your own country or area. Discuss with your partner.

Encourage students to read the sentences in silence and reflect and compare the characteristics of the celebration, in pairs, with the ones in their own area or country. When they finish, check by reading the sentences and invite them to share their conclusions with the whole class.

3. Write a whole description of your favorite cultural celebration and compare it with the rest of the class.

Ask students what celebration they like the most. It can be one in their own area or country or one in a foreign country. Invite them to write about that celebration and describe it with as many details as possible. Encourage them to use the descriptions in the text as a model. Check around and give them feedback. Then, encourage them to share their descriptions with the rest of the class.

Closure

Invite students to summarize the ideas to describe celebrations altogether. Help them organize the information. Divide the class into small groups, give them a big paper and ask them to write the name of the celebrations and some ideas they remember from the text. When they finish writing, ask them stick the paper on the wall and present their summary to the class.

COMPLEMENTARY ACTIVITIES Page 162 Teacher's Guide

Lead in

Mime some actions that represent the celebrations you have worked with during this unit. Ask them to guess what you are doing and say the name of the celebration. Invite some students to play the role of the teacher and mime different actions connected to celebrations. Write some actions on the board and invite students to spell them. Write as many words as possible and divide the class to play a spelling bee. Give them one point for each right answer. The group that gets more correct answers, wins the game.

Development

1. Read the descriptions and match them with the pictures.

Ask students to read each sentence that describe a celebration, and match them with the right picture. Choose some students at random and ask them to read the sentences aloud and check if they know all the words. Give them some time to work in this task and encourage them to work with their classmates next to them.

2. Read and draw.

Explain to students that they have to identify what celebration is written and draw it in the box. Spell the first celebration aloud and invite students to do the same.

Answers:

a. iii. b. i. c. ii.

3. How does your family celebrate birthdays? Do you have any special traditions? Discuss with a partner.

Invite your students to discuss the question with the rest of the class, giving details of what they do for their birthday celebrations and encourage them to compare their experiences with their partners'. Check orally.

Closure

Cut some pictures from magazines or newspapers that show different celebrations. Invite students to choose just one of them, stick it on their copybooks and write different phrases and sentences.

CHECK YOUR PROGRESS 10 Page 163 Teacher's Guide

Learning Outcomes:

- Understand descriptions of different celebrations.
- Describe activities from celebrations.

Explain to students that they will have a test to check how much they have learned in this unit. Deliver the test on pages 163 – 164, and read the instructions aloud. Point to the items and show some actions that must be done to solve them. Walk around the classroom to support children work in case they need it.

Answers:

- a. María.
 - b. They will eat a delicious chocolate cake.
 - c. They will play and have a lot of fun.
 - d. The birthday party is on July 15th.
 - e. At 2566 Main Street.
- a. Wales
 - b. South Africa
 - c. Ghana
 - d. Saudi Arabia
 - e. Finland and Estonia

Suggested assessment instrument:

Anecdotal record form (See sample on page 166)

COMPLEMENTARY ACTIVITIES

Name: _____ Class: _____

1 Read the descriptions and match them with the pictures.

- a. Children paint and decorate skulls on the Day of the Dead.
- b. People make a toast in wedding parties.
- c. Friends sing Happy birthday.



2 Read and draw.

<p>Mexican Independence Day</p>	<p>Halloween</p>	<p>Day of the Dead</p>

3 How does your family celebrate birthdays? Do you have any special traditions? Discuss with a partner.

CHECK YOUR PROGRESS 10

Name: _____ Class: _____

1 Read the invitation and answer the questions below. **(4 points)**

I want you to be in my **birthday party!**

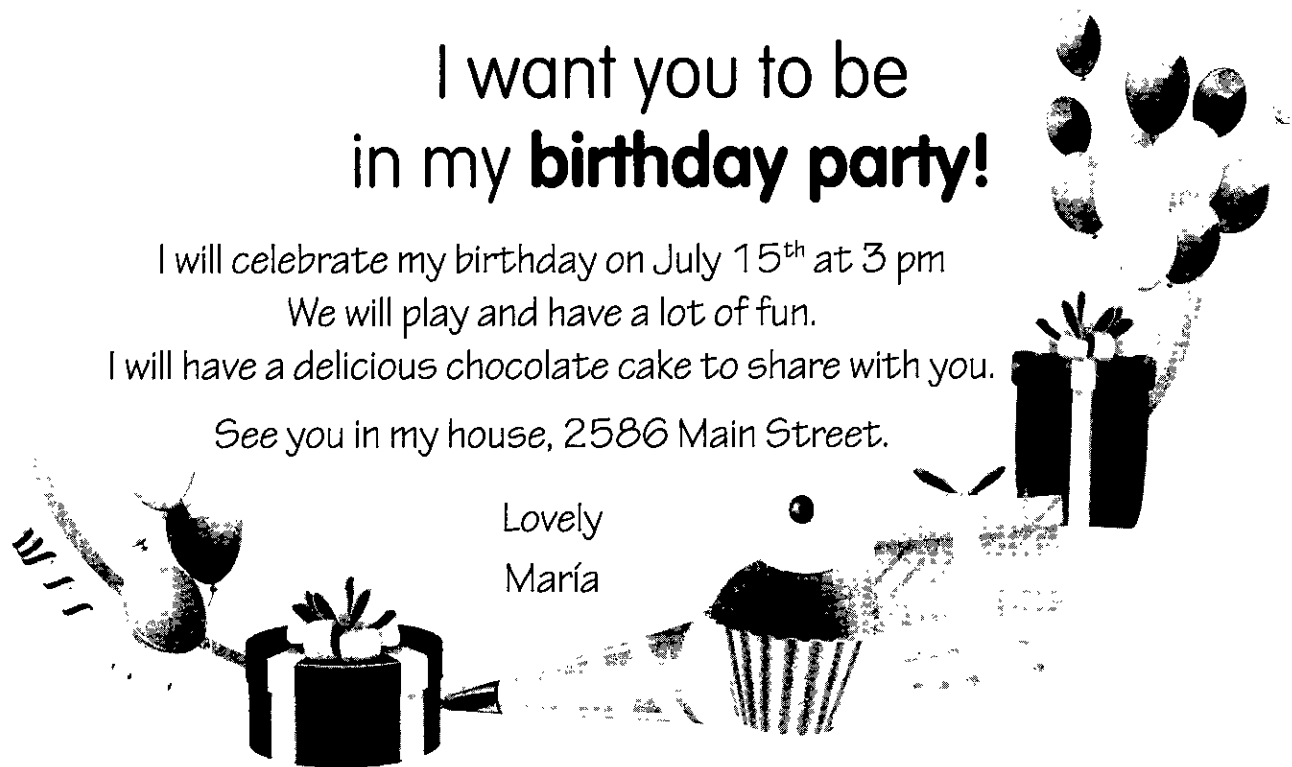
I will *celebrate* my birthday on July 15th at 3 pm

We will play and have a lot of fun.

I will have a delicious chocolate cake to share with you.

See you in my house, 2586 Main Street.

Lovely
María



a. Who is on birthday?

b. What will they eat?

c. What will they do together?

d. When is it the birthday party?

e. Where will the party be held?

2 How do people celebrate Valentine's Day? Read and label the pictures with the name of the country.

(5 points)

Valentine's Day around the World

In **Ghana**, the 14th of February has been named as National Chocolate Day to promote Ghana's contribution to chocolate making and to encourage tourism.

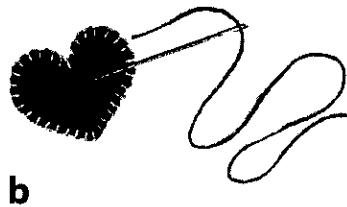
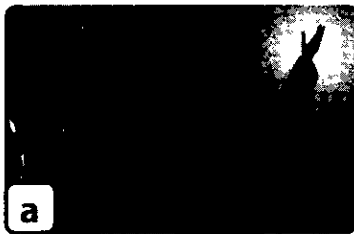
In **Saudi Arabia**, Valentine's Day is banned, since public displays of affection are prohibited, and punished by law. However a black market of red roses has increase recently.

In **Wales**, they celebrate St. Dwynwen's Day on January 25th, who is the patron saint of lovers.

In **Finland and Estonia**, the 14th of February is Friend's day and friendship is celebrated rather than romantic love.

In **South Africa**, women pin the names of the people they are interested in on their sleeves, in the shape of a heart.

source: <http://style.tribunnews.com/2017/02/06/ini-dia-tradisi-14-februari-dari-berbagai-negara-ternyata-bukan-hanya-ngerayain-valentine-aja-lho>



Total score: _____ / 14 points

ASSESSMENT INSTRUMENTS

Assessment Observation sheet (Unit 1)

Teacher:

Date:

Answer key:

Always: A

Sometimes: S

Never: N

Indicators	Always: A	Sometimes: S	Never: N	Observations
Students	Listens to expressions connected to expectations.	Understands the main idea in a dialogue.	Participates in oral exchanges.	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Assessment Rubric (Unit 2)

Student's name:

Date:

Indicators	Rating				Score
	1	2	3	4	
1. Identifies parts and structure of the song.	The student does not recognize any parts of the song.	The student recognizes one part of the song.	The student recognizes three of four parts of the song.	The student recognizes the four parts of the song taught in class.	
2. Participates in the singing of songs.	The student is not able to sing a song on his/her own.	The student is able to sing part of a song but forgets most of it.	The student is able to sing a song with a little support.	The student is able to sing an entire song without support.	
3. Identifies rhymes in a song.	The student does not recognize any rhymes in a song.	The student recognizes one rhyme in a song.	The student recognizes more than one rhyme in a song.	The student recognizes all the rhymes in a song.	
4. Identifies sounds that do not exist in his/her native language.	The student does not recognize the sounds.	The student recognizes just one sound.	The student recognizes two sounds.	The student recognizes and matches the sounds with new ones.	
5. Participates in a coral and individual songs.	The student does not participate singing songs.	The student participates in individual songs.	The student participates in coral and individual songs with some support.	The student participates in coral and individual songs without support.	

Total score

Assessment Questionnaire (Unit 3)

Student's name:

Date:

1. Did you explore a set of instructions to make an object? Which ones?

2. Did you understand the illustrated instructions? Was it easy or difficult for you?

3. Did you write an instruction manual to create an object? If you did, What was it for?

Assessment Questionnaire (Unit 4)

Student's name:

Date:

1. Which different kinds of advertisements did you explore?

2. Did you understand the illustrated instructions? Was it easy or difficult for you?

3. Did you create an advertisement? What was it about?

Assessment Observation sheet (Unit 5)

Teacher:

Date:

Answer key:

Always: A

Sometimes: S

Never: N

	Indicators	1. Explores disarranged illustrated sequences of fables.	2. Listens to fables with an illustrated sequence.	3. Orders illustrated sequences of fables.	Observations
Students					

Assessment Anecdotal record form (Unit 6)

Student's name: _____

Date: _____

Indicators	Teacher's comments
1. Explores illustrations connected to science topics.	
2. Listens and understands questions.	
3. Writes questions in order to get specific information.	
4. Selects appropriate words to make questions.	

Assessment Rating scale (Unit 7)

Student's name: _____

Date: _____

The student...	Needs improvement	Regular	Well	Very well
1. Listens to dialogues with expressions of desires and requests.				
2. Understands and expresses needs and wishes.				
3. Exchanges information to get what it is needed.				
4. Writes notes to obtain what is wanted.				

Assessment My Self-evaluation (Unit 8)

Student's name: _____

Date: _____

Tick the corresponding face.



1. I explored brief stories.
2. I identified the content of a story.
3. I recorded an audio story.
4. I recognized the three parts of a story.
5. I answered comprehension questions of a story.

Assessment Check list (Unit 9)

Teacher: _____

Date: _____

Answer key:

X: No

✓: Yes

Students	Indicators	Explores illustrated monographs connected to musical instruments.	Reads and understands specific information from an illustrated monograph.	Designs and organizes information of musical instruments in a graph.
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

Assessment Anecdotal record form (Unit 10)

Student's name:

Date:

Indicators

Teacher's comments

1. Listens carefully to descriptions of celebrations.

2. Understands descriptions of different celebrations.

3. Describes activities from celebrations.

CD TRACKLIST

Track 1 – Teacher's Guide – Classroom Language – Page 13

Track 2 – Activity Book – Unit 1 – Page 7 – Exercise 1

Track 3 – Activity Book – Unit 1 – Page 8 – Exercise 1

Track 4 – Activity Book – Unit 1 – Page 8 – Exercise 2

Track 5 – Activity Book – Unit 1 – Page 11 – Exercise 7

Track 6 – Activity Book – Unit 1 – Page 13 – Exercise 11

Track 7 – Activity Book – Unit 1 – Page 15 – Exercise 14

TRACK 8 – Literary Reader – Unit 1 – Page 4

Track 9 – Teacher's Guide – Unit 1 – Check Your Progress 1 – Page 27 – Exercise 4

Track 10 – Activity Book – Unit 2 – Page 19 – Exercise 1

Track 11 – Activity Book – Unit 2 – Page 20 – Exercise 1

Track 12 – Activity Book – Unit 2 – Page 21 – Language Watch – Exercise 1

Track 13 – Activity Book – Unit 2 – Page 21 – Language Watch – Exercise 2

Track 14 – Activity Book – Unit 2 – Page 22 – Exercise 6

Track 15 – Activity Book – Unit 2 – Page 24 – Exercise 9

Track 16 – Activity Book – Unit 2 – Page 24 – Exercise 10

TRACK 17 – Informative Reader – Unit 2 – Page 22

Track 18 – Teacher's Guide – Unit 2 – Check Your Progress 2 – Page 44 – Exercise 3

Track 19 – Activity Book – Unit 3 – Page 31 – Exercise 2

Track 20 – Activity Book – Unit 3 – Page 32 – Exercise 1

Track 21 – Activity Book – Unit 3 – Page 34 – Exercise 5

Track 22 – Activity Book – Unit 3 – Page 37 – Exercise 9

Track 23 – Activity Book – Unit 3 – Page 40 – Exercise 2

TRACK 24 – Informative Reader – Unit 3 – Page 34

Track 25 – Activity Book – Unit 4 – Page 45 – Exercise 2

Track 26 – Activity Book – Unit 4 – Page 46 – Exercise 3

Track 27 – Activity Book – Unit 4 – Page 47 – Exercise 5

Track 28 – Activity Book – Unit 4 – Page 48 – Exercise 6

Track 29 – Activity Book – Unit 4 – Page 49 – Exercise 9

TRACK 30 – Literary Reader – Unit 4 – Page 46

Track 31 – Teacher's Guide – Unit 4 – Check Your Progress 4 – Page 71 – Exercise 3

Track 32 – Activity Book – Unit 5 – Page 55 – Exercise 1

Track 33 – Activity Book – Unit 5 – Page 56 – Exercise 1

Track 34 – Activity Book – Unit 5 – Page 59 – Exercise 6

Track 35 – Activity Book – Unit 5 – Page 61 – Exercise 10

TRACK 36 – Literary Reader – Unit 5 – Page 58

Track 37 – Activity Book – Unit 6 – Page 70 – Exercise 5

Track 38 – Activity Book – Unit 6 – Page 72 – Language Watch

Track 39 – Activity Book – Unit 6 – Page 73 – Exercise 13

Track 40 – Activity Book – Unit 6 – Page 74 – Exercise 16

TRACK 41 – Literary Reader – Unit 6 – Page 72

Track 42 – Teacher's Guide – Unit 6 – Check Your Progress 6 – Page 101 – Exercise 4

Track 43 – Activity Book – Unit 7 – Page 79 – Exercise 1

Track 44 – Activity Book – Unit 7 – Page 79 – Exercise 2

Track 45 – Activity Book – Unit 7 – Page 80 – Exercise 1

Track 46 – Activity Book – Unit 7 – Page 81 – Exercise 3

Track 47 – Activity Book – Unit 7 – Page 83 – Language watch – Exercise 1

Track 48 – Activity Book – Unit 7 – Page 83 – Language watch – Exercise 2

Track 49 – Activity Book – Unit 7 – Page 83 – Exercise 9

Track 50 – Activity Book – Unit 7 – Page 84 – Exercise 13

Track 51 – Activity Book – Unit 7 – Page 86 – Exercise 17

TRACK 52 – Informative Reader – Unit 7 – Page 90

Track 53 – Teacher's Guide – Unit 7 – Check Your Progress 7 – Page 116 – Exercise 1

Track 54 – Activity Book – Unit 8 – Page 92 – Exercise 1

Track 55 – Activity Book – Unit 8 – Page 96 – Exercise 8

TRACK 56 – Literary Reader – Unit 8 – Page 104

Track 57 – Teacher's Guide – Unit 8 – Check Your Progress 8 – Page 132 – Exercise 1

Track 58 – Activity Book – Unit 9 – Page 103 – Exercise 1

Track 59 – Activity Book – Unit 9 – Page 106 – Exercise 5

Track 60 – Activity Book – Unit 9 – Page 106 – Exercise 6

Track 61 – Activity Book – Unit 9 – Page 110 – Exercise 12

TRACK 62 – Informative Reader – Unit 9 – Page 118

Track 63 – Activity Book – Unit 10 – Page 115 – Exercise 2

Track 64 – Activity Book – Unit 10 – Page 116 – Exercise 1

Track 65 – Activity Book – Unit 10 – Page 117 – Exercise 4

Track 66 – Activity Book – Unit 10 – Page 118 – Exercise 6

Track 67 – Activity Book – Unit 10 – Page 118 – Exercise 7

Track 68 – Activity Book – Unit 10 – Page 120 – Exercise 11

Track 69 – Activity Book – Unit 10 – Page 121 – Exercise 14

Track 70 – Activity Book – Unit 10 – Page 122 – Exercise 17

Track 71 – Activity Book – Unit 10 – Page 123 – Exercise 18

Track 72 – Activity Book – Unit 10 – Page 123 – Exercise 20

TRACK 73 – Informative Reader – Unit 10 – Page 130

GLOSSARY

Adjective: A Word That Describes A Noun Or Pronoun.

Adverb: a word that describes or gives more information about a verb, adjective, adverb, or phrase.

Adverbial phrase: a group of words that describe or give more information about a verb, adjective, adverb, or phrase.

Base form: the simplest form of a verb, without *to* or any special ending.

Clause: a group of words, the basic unit of grammar made up of a subject (s) (a noun phrase) and a verb phrase.

First person: referring to personal pronouns *I* (singular, referring to yourself) or *we* (plural, referring to yourself with others). *I* and *we* are said to be in the subjective case because they can be used as the subject of a sentence.

Gerund: a noun made from a verb by adding *-ing*; you can use a gerund as the subject, the complement or the object of a sentence.

Graphic organizer: (also known as knowledge map, concept map, story map, cognitive organizer, or concept diagram). Communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them. Its main purpose is to provide a visual aid to facilitate learning.

Infinitive: the basic form of a verb, without an inflection binding it to a particular subject or tense. It usually follows *to*.

Noun: a word that refers to a person, place, object, event, substance, idea, feeling, or quality.

Noun phrase: a word group with a noun or pronoun as its head. The simplest noun phrase consists of a single noun; the noun head can be accompanied by modifiers, determiners (such as *the*, *a*, *her*), and/or complements.

Passive voice: the relationship between a subject and a verb in which the subject receives the action of the verb, or the verb forms which show this relationship.

Phrase: a group of words which are often used together and have a particular meaning. It functions as a part of speech and includes a head, which determines the nature of the unit.

Preposition: a word that shows the relationship between a noun or pronoun and other words in a sentence.

Present Continuous: verb tense used to express the idea that something is (or is not) happening now, at this very moment. Its structure is form of *to be* + *-ing* form of main verb.

Present Perfect: verb tense used to express the idea that something happened at an unspecified time before now; the exact time is not important; for or

since are often used with this tense. Its structure has/ have + *is* + past participle of main verb.

Pronoun: a word that can replace a noun or another pronoun; they are used to make sentences less repetitive. Grammarians classify pronouns into several types: personal, demonstrative, interrogative, indefinite, relative, reflexive, and intensive.

Question: a sentence or phrase used to find out information; in an exam, a problem that tests a person's knowledge or ability.

Role play: to pretend to be someone else, especially as part of learning a new skill.

Rule: a principle of a system, such as a language or science.

Scanning: speed-reading technique that consists of looking over a text quickly and systematically in order to find very specific information.

Sentence: a group of words that are put together to mean something. It is the basic unit of language which expresses a complete thought.

Simple Past: verb tense used to express the idea that an action started and finished at a specific time in the past.

Skimming: speed-reading technique that consists of rapidly moving the eyes over a text with the purpose of getting only the main ideas and a general overview of the content.

Statement: an affirmative or negative sentence that is not a question or command.

Structure: the way that words or parts of speech are arranged or put together.

Subject: the person or thing which performs the action described by the verb.

Synonym: a word or phrase that means the same as another word or phrase. Tag question: a short question which is at the end of a statement.

Tense: form of a verb that shows when the action or state happens: past, present or future.

Tone: a writer's attitude toward subject, audience, and self. It is primarily conveyed through diction, point of view, syntax, and level of formality.

Verb form: English verbs have five basic forms: the base form, the *-s* form, the *-ing* form, the past form, and the past participle form. There are two types of past forms, for regular and irregular verbs.

Taken from:

- <http://dictionary.cambridge.org/dictionary/british>
- <http://www.bbc.co.uk/worldservice/learningenglish/>
- <http://www.edufind.com/english/grammar.php>
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