

ENGLISH

4
PRIMARY



Lina Alvarado Jantus

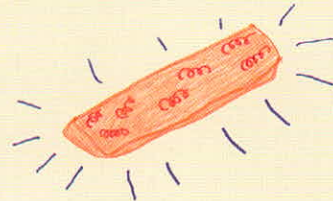


JELLY CEREAL BAR

DELICIOUS AND HEALTHY!



- Chocolate chips
- Delicious and healthy
- Energetic



Ciclo 2

Lengua extranjera. Inglés

Teacher's guide

Estimado(a) maestro(a):

La Guía Didáctica que tiene en las manos es el resultado del esfuerzo realizado por el gobierno federal y los gobiernos estatales, para garantizar que los(as) alumnos(as) que cursan la asignatura de Lengua Extranjera. Inglés puedan acercarse al conocimiento y dominio de una lengua diferente a la materna y, con sus orientaciones, alcanzar una educación de excelencia.

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

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

Le deseamos éxito.

Distribución gratuita. Prohibida su venta.

HANDS ON!

Lina Alvarado Jantus
Teacher of English,
Instituto Profesional Británico

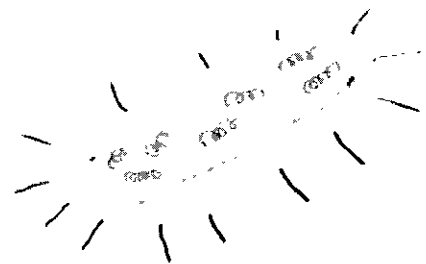


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STRUCTURE OF THE ACTIVITY BOOK

Welcome to **Hands on! 4 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.

Star / 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.

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 listen to a recording.



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



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.

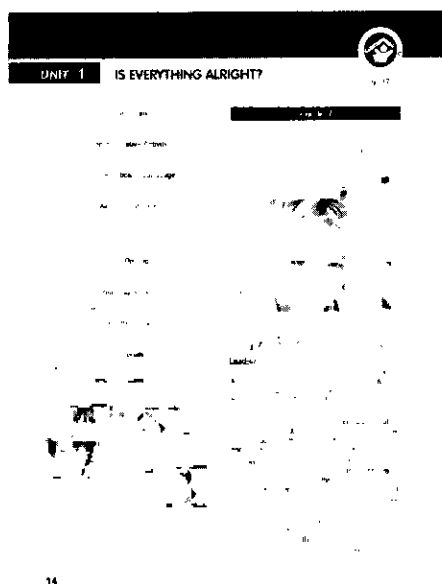


This icon indicates you may visit a webpage related to the content of the unit.

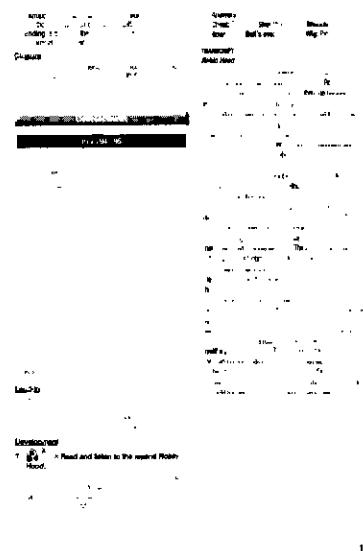


This icon indicates how you will work.

STRUCTURE OF THE TEACHER'S GUIDE

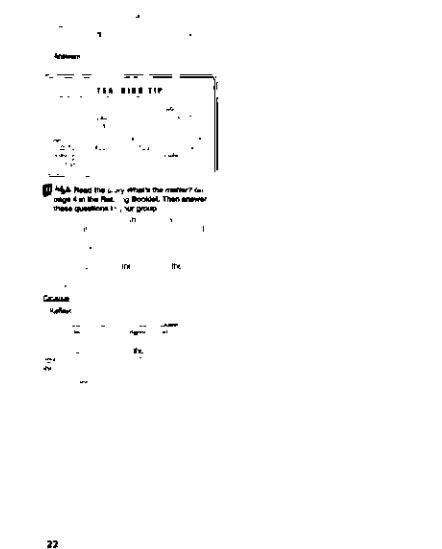


Each chapter contains several units. Each unit is introduced by a table with the environment, the communicative activity, the social practice of the language, the expected outcomes, the name of the product, and the name of the text in the Reader.

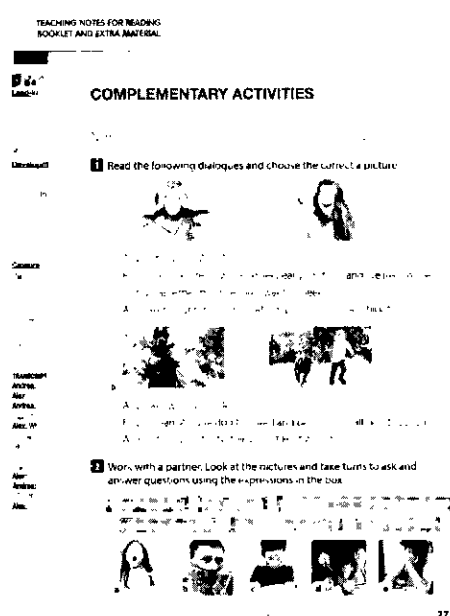


There is a lead-in to the unit and step-by-step methodological suggestions for each activity, including communicative activity, social practice of the language, learning goals and answers.

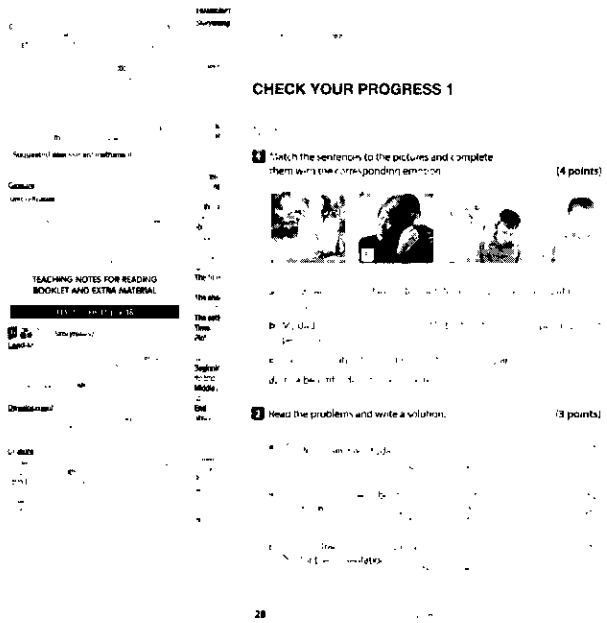
Each page in the Activity Book has its corresponding minimized page on the Teacher's Guide, and the methodological suggestions include answers, teaching tips, extension tips, background information, and strategies to raise students' phonological and cultural awareness.



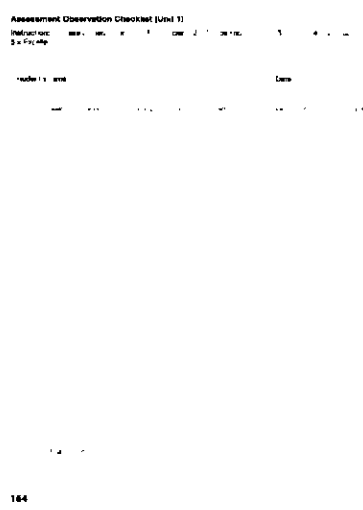
The **Final Product** section contains thorough instructions and complementary teaching tips that will guide students through the different stages of the final product.



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

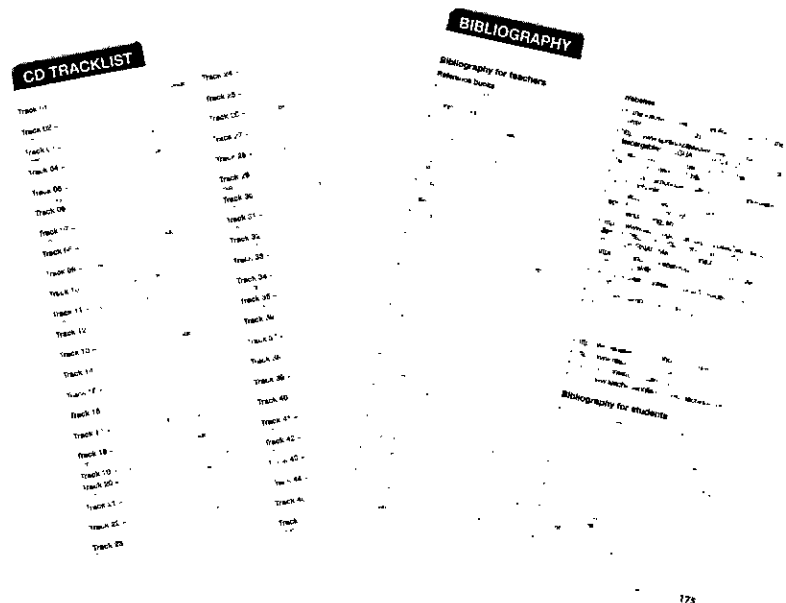


ASSESSMENT INSTRUMENTS



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.



At the end of the teacher's guide, there is **tracklist** with the list of the tracks provided on the CD. 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! 4 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 respectability.
- Exposure to and an increase in understanding of diverse perspectives".

(Cornell University, USA, 2014)

The contents in **HANDS ON! 4 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! 4 PRIMARY** and use it to its maximum extent.

The Author

COURSE DESCRIPTION

HANDS ON! 4 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 resources 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! 4 PRIMARY** 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! C 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! 4 PRIMARY is a 128-page colour 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 most of the contents covered throughout the unit, as a final assessment.

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! 4 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 the Product

This tool allows students to evaluate their own performance during the preparation and presentation of the final product. It also helps them in their interaction with their classmates so as to improve their future performance when preparing another Product.

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 track list 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 Guide, 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 all the material for the listening activities and flashcards for each unit. Concerning the audio material, the first track of the CD offers 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 and illustrations 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 promote 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! 4 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: Xerox.

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! 4 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! 4 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!, 4 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 do 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!, 4 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, peer-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 do 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. Those 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 a one 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 & Krohn, 1996; Horowitz, 1991; Leki & Carson, 1997; Wege, 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 pool shared, 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 of the writing process and some useful tips and instructions to use with your students:

1. Prewriting

Prewriting is forming ideas and clarifying 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.writingworkbooks.com/AudioResources/General/5-Step-Writing-Process.aspx#strash.1x1D4Dgq.docx>

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. (2007). *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): loading students into parallel activities of various kinds, e.g., role play, transfer to other text-types, creative writing, etc.

Adapted from: Mirzaei, A. & Domakan, M. R. (2006). *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:

- Ask students to repeat words or phrases after they hear them.
- 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



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.

Environment

Family and Community.

Communicative Activity

Exchanges associated to specific purposes.

Social Practice of Language

Exchange expressions of concern in dialogues.

Learning Outcomes

- Explore dialogues that express concerns.
- Examine ways to express concerns in dialogues.
- Express and answer to concerns in brief dialogues

Spiral Review of Learning Outcomes throughout Unit 1.

Final Product

Box of concerns.

Reader

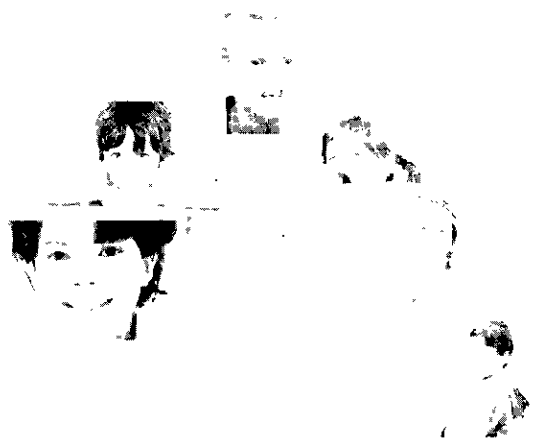
What's the matter?

Allotted time

12 classes of 50 minutes.

Materials

Flashboards of concerns, oral.



Lead-in

Invite students to open their books and read the title of the unit. Focus attention on the illustration and ask *Where's the boy? What's he doing? Is everything alright with him?* etc. Elicit answers and write them on the board.

Invite students to brainstorm several ideas about the topic of this unit. Ask *What do you think you are going to learn in this unit?* Elicit they are going to learn to express and answer to concerns.

Write the word concern on the board, circle it and explain its meaning briefly. Be prepared to answer students' questions in case they have doubts. Have students give examples of different concerns that are relevant to them in their own context and write these examples on the board, around the circle you drew.

Motivate students saying they are going to work on a product at the end of the unit about a *box of concerns* to play with their partners and read the story *What's the matter?* in the Reader.

Getting started

Getting started

1. The question in the box shows concern for the children's problems. What's wrong with them? Listen and circle the correct option.



2. Listen and check your answers.

Unit plan	
Start <ul style="list-style-type: none"> Explore repertoire of words and expressions to show concern 	<ul style="list-style-type: none"> Examine patterns of rhythm and stress to express concerns Show empathy and solidarity to others concerns
Development <ul style="list-style-type: none"> Examine ways of expressing concerns in a dialogue Ask and answer to concerns in dialogues 	Closure <ul style="list-style-type: none"> Elaborate a box of concerns Reflect on the unit content

7

Development

1. The question in the box shows concern for the children's problems. What's wrong with them? Listen and circle the correct option.

Show flashcards of the new vocabulary that you will find in the CD-ROM or draw some faces, on the board. Practice pronunciation. Encourage students to repeat after you. Then, invite students to focus attention on the pictures and get students to describe them. Ask *How is he/she? How does he/she feel?* Elicit *He/She is/feels nervous, angry, etc.* Then, invite them to read the sentences and circle the corresponding adjectives. Ask students to compare their answers with a partner.

Answers:

a. Angry. b. Worried. c. Sleepy. d. Nervous.

TEACHING TIP

Tell students that we usually use verbs *be* and *feel* to express emotions.

2. Listen and check your answers.

Play the recording twice and have students check their answers. Then, in pairs, students take turns to read the sentences aloud.

TRANSCRIPT

- I'm angry.
- I feel worried.
- I'm sleepy.
- I feel nervous.

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

Point to a picture and ask *What's wrong?* Elicit *he/she is angry/sleepy, etc.* Continue this way with the other pictures. Then, write different emotions on the board, e.g. *embarrassed, excited, bored, surprised, sleepy, sad, tired, nervous, etc.* Divide the class in two groups. Invite students from each group to mime one emotion from the board. Ask them *What's wrong?* Elicit full answers, e.g. *he/she feels nervous/embarrassed, etc.*

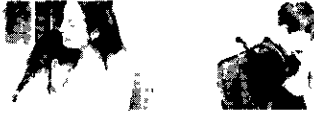
EXTENSION TIP

Draw some emoticons on the board, point and encourage students to identify their correct feelings using full sentences. E.g. *He/She is/feels happy, upset, afraid, confused, bored, etc.* Then, ask *How do you feel when... you get a low mark / a partner is being bullied / you don't understand a subject?* etc.

Start

Label the pictures with the expressions in the box.

What's wrong with you? Are you worried? Don't worry!



What's wrong? Are you OK? What's the matter?

Match the phrases to make questions. Then, listen and check.

- | | |
|---|--|
| <ul style="list-style-type: none"> a. Are you OK? b. What's wrong? c. What's the matter? | <ul style="list-style-type: none"> i. Are you OK? ii. What's wrong? iii. What's the matter? |
|---|--|

Lead-in

Write on the board the words worried and sad with their corresponding drawings. Then, encourage students to mention other emotions. Elicit answers and write the words on the board.

Invite students to brainstorm situations that may trigger emotions. Ask *When do you feel (upset)?* *What makes you feel (afraid)?* Also invite students to suggest strategies for managing those emotions. Ask *What can you do when you feel (sad)?*

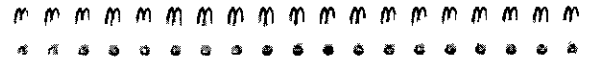
Development

1. **Label the pictures with the expressions in the box.**

Get students to observe the people in the pictures and describe their emotions. Then, ask students to read the expressions in the box and copy them under the corresponding pictures paying attention to spelling.

Answers:

- a. Don't worry. b. What's wrong with you? c. Are you worried?



Language watch

Expressions to show concern

Write the following expressions to show concern:

- Are you worried / alright?
- Is everything alright / Ok?
- What's getting you down?
- What's up (with you)?
- Why the long face?
- You look (a bit) down.
- Is there anything I can do to help?

Tell students to work in groups and think of different problems that are relevant to them. Have them take turns to ask the questions and answer so that they can exchange expressions to show concern.

2. **Match the phrases to make questions. Then, listen and check.**

The aim of this activity is that students put into practice what they have recently learned about expressions to show concern.

Answers:

- a. ii. b. iii. c. i.

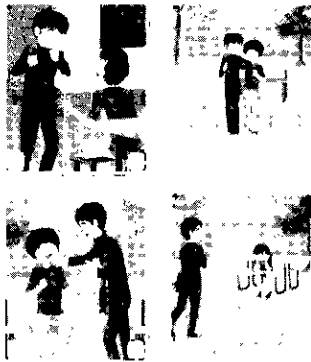
TRANSCRIPT

- a. Are you OK?
- b. What's wrong?
- c. What's the matter?

Development

Developmental Listening

4. Listen to a dialogue between Mike and John and number the pictures 1-4.



7. Listen to the dialogue in exercise 3 again and circle the correct option. Then discuss which boy, in your opinion, is the one who helps.

- a. John is a kind friend
- b. Mike is happy
- c. Mike is worried
- d. Mike said 'no' to John's help
- e. John offers help
- f. Mike says 'study together'



9

3. Listen to a dialogue between Mike and John and number the pictures 1-4.

In groups of three or four, invite students to observe the pictures and guess what the problem is. Students analyze the situation in the dialogue and infer who helps who. Then, play the recording and invite students to listen to the whole dialogue. Play the recording once more and encourage students to number the pictures in the correct order, according to what they hear. Check with the class.

Answers:

John helps Mike

a. 2. b. 4. c. 3. d. 1.

TRANSCRIPT

John: John: Hello, Mike! How are you? You look a bit down.

Mike: Hi, John! Yes, I'm not so good today. I'm worried.

John: Why? What's the matter?

Mike: I have a math exam in three days and I don't understand anything!

John: Don't worry. I can help you if you want. We can go to my house and study together.

Mike: Really? That sounds great! Thanks!

John: Today after school. Is it OK?

Mike: Yeah, no problem! See you later!

4. Listen to the dialogue in exercise 3 again and circle the correct option. Then discuss which boy, in your opinion, is the one who helps.

Invite students to read the whole sentences. Then, play the recording pausing from time to time to ask students to identify and circle the correct alternatives. Students compare their answers in small groups. Then, get volunteers to read the sentences and answers aloud. Check with the class.

Answers:

a. Yes. b. No. c. No. d. Yes. e. Yes. f. No.

Closure

Act out emotions and encourage students to guess the feelings. Then, make some noises representing some moods/ feelings, such as yawning for being tired or sleepy, sighing for being bored, growling for being angry, etc. Ask students to guess the mood.

Developmental Listening

8. Listen and complete the comic strip with the words in the box.

great · matter · don't · worried · how · no problem · look



9. Imagine you have a problem. In pairs, take turns to ask each other questions to express concern.

10


Lead-in

Give a student an emotion or a feeling written on a piece of paper. He/she reads the word in silence and act it out without saying anything. The other partners must guess and say the word. Continue this way with four other emotions.

TEACHING TIP


Ask students about the expressions they usually use in Spanish, when they are worried about a situation. Invite them to make a list of concerns in Spanish. Then, encourage students to find similar expressions in English.

Development

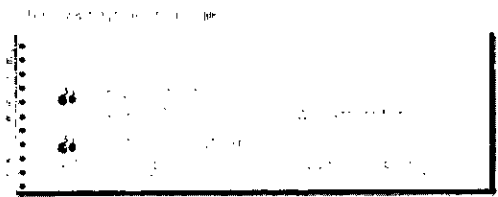
5.  **Listen and complete the comic strip with the words in the box.**


Invite students to read and complete the dialogue with the words given at the top.

Answers:

- a. How.
 - b. Look.
 - c. Worried.
 - d. Matter.
 - e. Don't.
 - f. Great.
 - g. No problem!
6.  **Imagine you have a problem. In pairs, take turns to ask each other questions to express concern.**


Ask students to work in pairs. Tell them that each of them has to think of a problem that is relevant in their own context. Then they use the expressions to show concern that they have learned in order to have a conversation in which they talk about their problems.



 Put the words in the correct order and discover other expressions that show concern. Then answer the questions expressing your own ideas and write a list of concerns.

¿Qué pasa? ¿Qué pasa? ¿Qué pasa? ¿Qué pasa?

No sé, estoy preocupado. No sé, estoy preocupado. No sé, estoy preocupado. No sé, estoy preocupado.

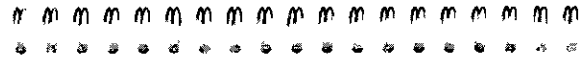
-  **Listen and check your answers in exercise 7. Then, listen and repeat. Pay attention to the intonation.**

Reflect! ✓ or X

Can identify expressions to show concern

Can use the correct intonation

If most of your answers are insufficient, check pages 8 - 11 with your teacher.



Language watch


Falling and rising intonation

Explain intonation is the "melody" of the spoken language. Speak for a minute like a robot, i.e. without intonation.

1.  **Listen to the intonation.**

Tell the students Wh- word questions have a falling intonation.

- a. What's wrong?
- b. What's the matter?

2.  **Now notice the intonation here.**

In contrast, Yes/No questions have a rising intonation.

- a. Are you alright?
- b. Do you have a problem?

TRANSCRIPT

- a. What's wrong?
- b. What's the matter?
- a. Are you alright?
- b. Do you have a problem?





BY-PRODUCT 1: questions to show concern.

Put the words in the correct order and discover other expressions that show concern. Then answer the questions expressing your own ideas and write a list of concerns.

Students start putting the words in the correct order to discover new expressions to show concern. Then they answer the questions using their own ideas and write a list of concerns in their notebook.

TEACHING TIP

Remember to collect students' work throughout the development of the unit such as repertoire of words and expressions, questions, expressions to show concern. In this way, you will have enough evidence of how your students are doing before they carry out the product and make the final product.

8.   **Listen and check your answers in exercise 7. Then, listen and repeat. Pay attention to the intonation.**

Play the recording and make students check their answers. Play the recording a second time

and get students to repeat the questions aloud. Emphasize the intonation of the questions.

Answers:

- a. Are you worried?
- b. What's up with you?
- c. Why the long face?
- d. Is there something wrong?
- e. Is everything OK.
- f. What's wrong with you?

TRANSCRIPT

- a. Are you worried?
- b. What's up with you?
- c. Why the long face?
- d. Is there something wrong?
- e. Is everything ok?
- f. What's wrong with you?

Closure

Write the questions on the board, point and encourage students to pronounce them.

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.

Lead-in

Play a game with a ball. Throw the ball to one student and ask a question of concern, e.g. *What's up?* The student answers saying a concern and throws the ball back to you again. Then, throw the ball to another student asking a different concern question.

Development

9. Read and complete the dialogues with the expressions in the box. Then, listen and check.

Get students in pairs. Invite them to take turns to read the dialogues and complete them with the sentences in the box. Play the recording and invite students to listen to the dialogues. Students check their answers.

Answers:

- Pam:** I'll repair it.
- Dad:** Why don't you go to bed early?

TRANSCRIPT

- Pam:** Is there something wrong?
- Rob:** Yes, I'm angry with my computer!
- Pam:** Why?
- Rob:** It doesn't work and I need to finish my homework today!
- Pam:** Calm down. I'll repair it.
- Rob:** Thanks a lot!

- b.
- Dad:** You seem tired. Are you feeling alright?
- Lisa:** No, I'm sleepy. I didn't sleep well last night.
- Dad:** Why? What's up?
- Lisa:** I feel nervous about my final exams next week.
- Dad:** Why don't you go to bed early?
- Lisa:** OK, I'll do it!



Language watch

Adjectives + prepositions

1. Take a look at these sentences:

Students read the examples and reflect on the use of the expressions in bold.

Pages 12 - 13

Read and complete the dialogues with the expressions in the box. Then, listen and check.

Why don't you go to bed early? - I'll repair it.



Rob: Yes, there's something wrong with my computer.

Rob: Oh, my two friends have to finish their homework early.

Rob: Thanks a lot.



Dad: You seem tired. Are you feeling alright?

Lisa: No, I'm sleepy. I didn't sleep well last night.

Dad: Why? What's up?

Lisa: I feel nervous about my final exams next week.

Dad:

Lisa: OK, I'll do it!

<p>angry with</p> <p>nervous about</p> <p>Why</p> <p>highlighted words</p>	<p>Why don't you go to bed early?</p> <p>I'll repair it.</p> <p>Why?</p> <p>Why don't you go to bed early?</p> <p>about, with, of, on, at</p>
--	--

10. Listen to the dialogues again and repeat aloud. Pay attention to pronunciation. Then, practice in pairs.



What about you? Write three personal concerns in your notebook. Follow the example and use the openings below.

Example: I'm not very happy and I'm often late for school. I don't like my school. I don't like my school. I don't like my school.

12. Read the dialogue. Replace the underlined part by one of your personal concerns in exercise 12.



Reflect! ✓ or X

Can sort by ways to express concerns

Can express and answer to concerns in dialogues

If most of your answers are insufficient, check pages 8 - 13 with your teacher.

13

10. Listen to the dialogues again and repeat aloud. Pay attention to pronunciation. Then, practice in pairs.

Play the recording again and have students repeat the dialogues aloud. Monitor and check the correct pronunciation of words. Next, get students in pairs to practice the dialogues.



BY-PRODUCT 2: sentences expressing personal concerns.

What about you? Write three personal concerns in your notebook. Follow the example and use the openings below.

Challenge students to think about their own concerns at school, at home and so on. Then, invite them to write these concerns in their notebooks. Tell them they will use them to make their final product.

Answers:

Students answer freely.

12. Read the dialogue. Replace the underlined part by one of your personal concerns in exercise 12.

Focus on the picture and get students to describe it. Then, in pairs, students take turns to read and practice the conversation. Encourage

students to use their own concerns in the dialogue. Monitor and help them with necessary.

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

Show some flashcards and get students to suggest the problems of the people in the photos. Encourage students to use expressions such as *She's worried about...*, *he seems sleepy...*, *they look down*, etc.

Pages 14 - 15

13. Read the dialogue and number the sentences in the correct order 1-13. Then, compare the answers with a partner.

1. **Son:** Ah, good. See you later.
2. **Dad:** What type of problem?
3. **Dad:** I see, but don't worry. I'll help you with that. We'll practice every day.
4. **Son:** I'm not sure you can help.
5. **Son:** And did he say anything about it?
6. **Dad:** Your welcome. Let's start today!
7. **Dad:** See you.
8. **Son:** Dad, I'm not sure you can help. I'm not sure you can help.
9. **Dad:** Everything will be fine.
10. **Dad:** Hello! You seem worried. Do you want to talk to me?
11. **Son:** Oh, no. I'm not sure you can help.
12. **Son:** I'm not sure you can help. I'm not sure you can help. I'm not sure you can help.
13. **Dad:** What's the matter?

Listen and check your answers. Then use some of the expressions to have your own dialogue about concerns.

In pairs, practice the dialogue in exercise 13 and act it out in front of the class.

14

Lead-in

Get students in pairs. Encourage them to create a brief dialogue to express a concern and give a possible solution. Model an example with a confident student. Monitor and check.

Development

13. ^A | ^Z Read the dialogue and number the sentences in the correct order 1-13. Then, compare the answers with a partner.

Tell students they are going to read a dialogue that is not in order. Give students enough time

to decide the correct order. Highlight that three sentences are already with their corresponding numbers. Then, when they finish, let students share and compare their answers with a partner.

EXTENSION TIP

Invite students to explore the dialogue again and underline the hesitation expressions. Explain these expressions are part of the natural flow of a conversation and they are necessary to have a few seconds to think in a conversation. Some great hesitation expressions include:

- Umm...
- Emm
- Well...
- Let me think....
- Oh
- Let's see...
- Let me see...
- Err...
- ...you know
- ...I mean...

14. Listen and check your answers. Then use some of the expressions to have your own dialogue about concerns.

First, play the recording once. Then, play the recording again pausing after each sentence to give students time to check their answers. Ask students to choose some expressions and motivate them to have their own dialogue about concerns.

Answers:

- a. 12.
- b. 5.
- c. 7.
- d. 10.
- e. 2.
- f. 11.
- g. 13.
- h. 4.
- i. 9.
- j. 1.
- k. 8.
- l. 6.
- m. 3.

TRANSCRIPT

Dad: Hello! You seem worried. Do you want to talk to me?

Son: Hi Dad! Well, yes... I have a problem.

Dad: What's the matter?

Son: Err... as I told you I have a problem. It's a problem at school.

Dad: What type of problem?

Son: I'm not very good at playing basketball... Umm... and my partners always laugh at me!

Dad: I see, but don't worry. I'll help you with that. We'll practice every day.

Son: Oh, really? That's great!

Dad: Everything will be fine.

Son: Thank you very much!

Dad: You're welcome. Let's start today!

Son: Alright. See you later.

Dad: See you.

BACKGROUND INFORMATION

Stress is an aspect of pronunciation that creates rhythm. Every word in English has just one syllable with a principal stress or emphasis. Rhythm is the musicality of English i.e. the ups and downs of the speech.

15. In pairs, practice the dialogue in exercise 13 and act it out in front of the class.

Give students enough time to practice the dialogue in exercise 15 in pairs. Then, invite volunteers to role play the dialogue in front of the class. Walk around the classroom and help students with grammar and pronunciation when necessary.



Imagine a member of your group has three different problems at school. Discuss a possible solution to these problems and write a sentence showing empathy. Use a dictionary if necessary.

1. I can't play very well...

2. I don't have any friends...

3. I don't have any money...

4. I don't have any clothes...

5. I don't have any food...

6. I don't have any shoes...

7. I don't have any books...

8. I don't have any friends...

9. I don't have any money...

10. I don't have any clothes...

11. I don't have any food...

12. I don't have any shoes...

13. I don't have any books...

14. I don't have any friends...

15. I don't have any money...

16. I don't have any clothes...

17. I don't have any food...

18. I don't have any shoes...

19. I don't have any books...

20. I don't have any friends...

21. I don't have any money...

22. I don't have any clothes...

23. I don't have any food...



24. I don't have any shoes...

25. I don't have any books...

26. I don't have any friends...

27. I don't have any money...



17.   Read the story *What's the matter?* on page 4 in the Reader. Then answer these questions in your group.

- a. How is Ahmed feeling about it?
- b. What is the problem with Ahmed's situation?
- c. What can you do to help?

Reflect! ✓ or X

I can show empathy and solidarity to my classmate's concerns.
If your answer is insufficient, check pages 14 and 15 with your teacher.

15



BY-PRODUCT 3: expressions to show empathy and solidarity.

Imagine a member of your group has three different problems at school. Discuss a possible solution to these problems and write a sentence showing empathy. Use a dictionary if necessary.

Give students time to think of three problems. Encourage them to find a solution to each problem and write them in the space provided. Let students

use a bilingual English dictionary to check doubts about vocabulary and spelling. Then, invite students to take turns to read their ideas aloud. Check with the class.


Answers:

Students answer freely.

TEACHING TIP

Tell students that expressions such as *Don't worry! Count on me! Everything will be fine!* etc. are used to express empathy and solidarity.

Explain that solidarity means help others to make them feel better. Mention that empathy is the ability to identify with another person's feelings or experiences, i.e. when we put ourselves in another person's shoes.

17  **Read the story *What's the matter?* on page 4 in the Reader. Then answer these questions in your group.**

You may start reading the text in the Reader at this point, or leave it for a separate session. In this case, use these questions as a pre-reading and engaging activity. Start a general conversation about the topic of the text and its relation with the content of the unit. See the teaching notes for the Reader on page 23.

Closure

Reflect!

Invite students to answer the self-evaluation chart. Have students read the statement that expresses the learning goal that has been being treated and tick the options that best represent them. In case students have doubts, revise the specific content studied in the unit.

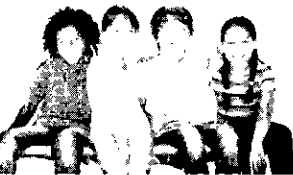
Remind students to bring the materials to make the product, for the following class.

Closure: Final product

Materials



- box of tissues
- sheet of paper
- colored markers
- scissors

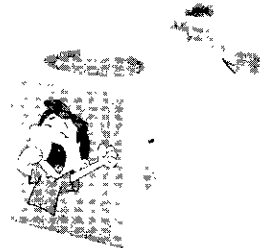


Work in groups.

- Work with your questions to show concern (By-product 1, page 11), your sentences expressing personal concerns (By-product 2, page 13), and your expressions to show empathy and solidarity (By-product 3, page 15). Check this material with your teacher.
- Think about the concerns you normally have at school. Discuss which concerns you will include in your product.
- Write the concerns you selected on a separate sheet of paper. Use different colored markers.

I'm sleepy. Getting up early is difficult.
 I don't like my school.
 I don't like my school because it is too big.

- Ask your teacher to check spelling and punctuation.
- Cut out the sentences and put them in the box of tissues.
- Use cutouts or drawings of emotions to decorate the box.



- Take turns to pick up a concern from the box and read it aloud. Then have a dialogue with your partners expressing your concern and showing empathy and solidarity.

Unit reflection

- I explored dialogues that express concerns.
 a. very well b. well c. not very well
 What can I do to improve?
- I examined ways of expressing concerns.
 a. very well b. well c. not very well
 What can I do to improve?
- I expressed and answered to concerns in brief dialogues.
 a. very well b. well c. 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

Encourage students to start the *product*. Tell them they are going to make a *box of concerns*. Challenge them to imagine what a box of concerns is. Elicit a range of ideas and write some of them on the board.

Prepare a *box of concerns* in advance and show it to students as a model of what they have to do.

Development

Invite a volunteer to read the materials and the instructions of the first part of the product.

1. Divide the class in groups.
2. Invite students to gather and collect all the material they developed along the unit (by-products 1, 2 and 3). Help the groups check them again.

3. Then, give them enough time to think about additional concerns that students normally have at school. Assist students with the necessary vocabulary. Write the answers on the board.

Get students to mention the new school concerns they thought about. Then, invite them to say why they believe those concerns are important.

Have members from each group get together again. Then, write on the board the following concerns and give students enough time to think about some viable solutions:

- a. A partner is getting bullied.
- b. A friend wants to improve his marks in physical education.

4. Invite students to write down with different colored markers, a list of school concerns on a sheet of paper.

TEACHING NOTES FOR READER AND EXTRA MATERIAL

READER Page 4

5. Help students to check spelling and punctuation.
6. Get students to cut out the sentences carefully. Provide assistance if necessary. Then, have students insert the sentences inside the box of tissues.
7. Encourage students to bring cutouts of emotions or draw them. Then, ask students to decorate the box with them.

Encourage a student to say a concern he/she has. Invite some volunteers to give possible solutions.

Motivate students to talk about what they have done so far. Then, invite them to check again the sentences they have written and add other extra ideas if they have any, paying attention to spelling and punctuation. Give them some minutes to finish their product.

1. 2. 3. 4. 5. 6. 7.

8. Invite the members of each group to take turns to get a piece of paper from the box and read a concern aloud.
9. Meanwhile the other members of the group pay attention to their partners' presentations listen carefully to the concerns and each one comes up with a likely solution to the problem or answer.

Suggested assessment instrument:

Observation Checklist. (See example on page 164)

Closure

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 during the elaboration of the product. Invite them to read the statements and ask them to answer accordingly, also suggesting how they can improve their results regarding the specific learning objective.

4 9 A | z What's the matter?

Lead-in

Invite students to open their Readers and tell them that they are going to read the story *What's the matter?* Encourage them to look at the pictures and say what the story is about. Ask *Who are the children? Where are they? What do you think they are talking about? What might be the problem?*

Development

Encourage students to read the text in silence and listen to the audio. Stop the audio when necessary and ask them reading comprehension questions, e.g. *what's the girl's name/boy's name? How old are they? What subjects does she/he like?*

Monitor and help them with vocabulary when necessary. After that, invite two confident students to choose one of the characters and read the dialogue aloud in front of the class.

Closure

Hand out each student a piece of white cardstock and ask them to draw a new end for the story.

Encourage two students to retell the story using the new end.

Let me introduce you to Andrea and Alex. They are ten years old and study at the same school. They both like their school and feel happy there. Alex likes Art and Language and he is in the school's literary club. Andrea loves music and science, and she's really concerned about nature and the environment.

TRANSCRIPT

Andrea: Hi, Alex!

Alex: Hi, Andrea! How are you?

Andrea: I'm fine, but I'm worried about something that happens very frequently at school.

Alex: What is it? What's wrong?

Andrea: When I go to the cafeteria or the playground I always see other kids dropping trash on the floor. And when they do use the trashcans, they don't separate the trash. There are many things that can be recycled. It's sad to see that.

Alex: Yes, I usually see the same and it's a pity; it's awful.

Andrea: Why don't we do something about this situation? Why don't we start a recycling campaign for example?

Alex: It sounds fantastic! I love your idea. I'll help you.

Andrea: Really? That's great! Thanks a lot.

Andrea: We can begin by distributing leaflets with some information about recycling.

Alex: Yeah, and we could also show documentaries about environmental problems.

Andrea: Great idea! **Andrea:** Let's meet tomorrow then. We need to talk to our teachers.

Alex: OK! I'm very happy about it; see you tomorrow.

Andrea: See you. Bye-bye.

Alex: Bye.

READER Page 14

Lead-in

Ask questions about the story, e.g. *Who are the main characters? What's the matter with the girl? Who is going to help the girl?* Write the answers on the board. Play the audio and encourage students to listen to it.

Development

1. Match the words and the pictures with a line.


Answers:

- a. Drop
- b. Trash
- c. Recycle

2. Complete the table according to the ideas in the text.

Answers:

Concerns	Expressions to show concern
Other kids drop trash on the floor.	What is it?
They don't separate the trash when they use the trashcans.	What's wrong?

3.  Read and discuss the following statements in your group. Then check your ideas with your class.

Students will answer freely.

4. Answer these questions.

Answers:

Different answers might be possible.

Closure

Give students enough time to practice the main parts of the dialogue and role play it in front of the class.

Lead-in

Divide and line up the class into two teams. The first student from each team comes to the front. Whisper a word (angry, happy, worried, etc.) or show an emotion flashcard to the two students and they act it out. The first team to call out the correct word gets a point.

Development

1. Read the following dialogues and choose the correct picture.

- a. ii
- b. i

2. Work with a partner. Look at the pictures and take turns to ask and answer questions using the expressions in the box.

- a. tired
- b. co'd
- c. angry
- d. scared
- e. worried

Closure


Get students in pairs and encourage them to provide other responses in exercise 2. Walk around the classroom and help when necessary.

Learning outcomes:

- Explore dialogues that express concerns.
- Examine ways to express concerns in dialogues.
- Express and answer to concerns in brief dialogues.

Check student's progress evaluating their strengths and weaknesses. Get copies of the material on pages 28-29, read the instructions and give students enough time to answer the test individually. Monitor and provide assistance if needed. Check as a class.

Answers:

- iv confused
 - iii angry
 - ii sad
 - i. happy
- Multiple answers may be provided
- 
 - 2
 - 1
 - 4
 - 3
- | | | |
|------|-------|-------|
| a. 9 | e. 10 | i. 3 |
| b. 2 | f. 8 | j. 7 |
| c. 4 | g. 5 | k. 11 |
| d. 1 | h. 6 | |

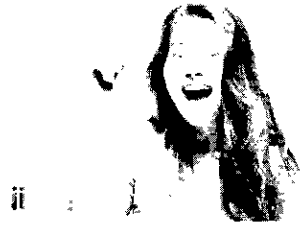
TRANSCRIPT

- Brr, it's too cold outthere!
- A:** What's up, Henry?
B: I'm so sleepy!
- A:** Are you alright?
B: I'm sick
A: That's too bad!
- A:** Why are you so sad?
B: I can't find my robot!

COMPLEMENTARY ACTIVITIES

Name: _____ Class: _____

1 Read the following dialogues and choose the correct a picture.



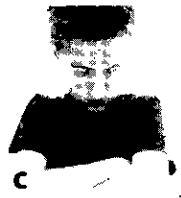
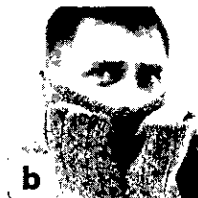
- A. What's wrong Alice?
 B. I'm so exhausted! I wake up very early to study, and I've just finished my basketball practice. I just want to sleep!
 A. So sorry, but tomorrow is Saturday. You could sleep till late.



- A. What's wrong? You look scared!
 B: Oh! Yeah! A huge dog followed and barked me half way to school.
 A. What did you do? Nothing. I just kept walking.

2 Work with a partner. Look at the pictures and take turns to ask and answer questions using the expressions in the box.

What's wrong?
 Don't worry!
 You look
 What's happened?
 Are you alright?
 What's the matter?
 Can I help you?



CHECK YOUR PROGRESS 1

Name: _____ Class: _____

1 Match the sentences to the pictures and complete them with the corresponding emotion.


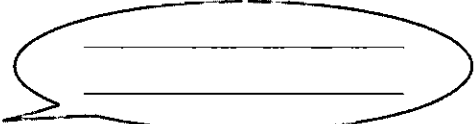
(4 points)



- a. The weather forecast indicates high temperatures for today, but it's very cold. I'm _____.
- b. My dad is _____ . My brother took his computer without permission.
- c. Jake and Sarah's daughter moved to Spain. They are so _____ !
- d. It's a beautiful day! It makes me feel so _____ !

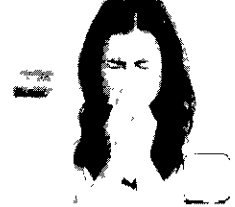
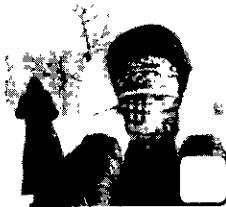
2 Read the problems and write a solution.

(3 points)

- a.  
- b.  
- c.  

3  Listen to the conversations and number the pictures.

(4 points)



4 Read the exchanges and put them in the correct order.

(9 points)



- a. _____ A: Here, in the key holder.
- b. _____ 2 _____ B: Not worried. I'm ANGRY with myself!
- c. _____ B: I can't find my car keys'.
- d. _____ A: Hey! What's wrong, mom? You look worried.
- e. _____ B: Oops! I forgot to check there. Thank you, son. Love you!
- f. _____ B: Really? So quickly! Where did you find them?
- g. _____ A: Where did you put them?
- h. _____ B: I don't remember.
- i. _____ A: Why? What happened?
- j. _____ A: OK. I'll help you! Here they are!
- k. _____ 11 _____ A: I love you too mom!

Total score: _____ / 20 points

UNIT 2

LET'S TELL A STORY!

Environment

Recreational and Literary.

Communicative Activity

Literary expression.

Social Practice of Language

Narrate stories from images.

Learning Outcomes

- Explore and listen to stories imagined from a photograph.
- Suggest stories with the support of photographs.
- Tell stories from images.

Spiral Review of Learning Outcomes throughout Unit 5.

Final Product

Photo storytelling.

Reader

Storytelling.

Allotted time

12 classes of 60 minutes.

Materials

Pictures with different situations.



Pages 18 - 19



Lead-in

Encourage students to suggest ideas about the topic of the unit. Ask *What do you think you are going to learn in this unit?* Elicit they are going to learn to tell stories based on photographs.

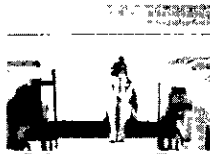
Motivate students saying that at the end of the unit, they are going to work on a product where they will create and tell a story. Also, tell them they are going to read the text *Storytelling* in the Reader.

Draw students' attention to the questions on page 18 and start a general conversation. Allow students express freely and share their comments with their classmates.

Getting started

Getting started

1. Look at the pictures in this unit. You will learn to narrate stories from images. Look at the pictures and tell stories about the people, answering the questions.



What did she do?



Where was she?



What do you think happened before the photo was taken?



What do you think she is going to do?

Unit plan	
Start	• Tell stories from images.
• Explain and listen to stories imagined from a photograph.	Closure
Development	• Narrate a story from a photograph.
• Suggest stories with the support of photographs.	• Reflect on the unit content.

19

Development

1. Look at the pictures in this unit. You will learn to narrate stories from images. Look at the pictures and tell stories about the people, answering the questions.

Organize students in pairs. Get them to observe each photo carefully. Then, invite them to read and discuss the questions. Invite students to open their books on page 19 and read the title of the unit. Focus attention on the illustrations and ask *Where is the girl in picture a? How does she feel? What do you think happened to her? What's wrong with the boy in picture c? How does he feel?* Elicit answers.

Answers:

Students answer freely.

Closure

Invite some volunteers to go in front of the class and mime different feelings. Encourage students to say how they feel and what happened to them using their imagination.

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.

TEACHING TIP

You can tell students that a useful strategy to tell stories from images is to make a list in which they brainstorm different ideas that the images evoke before they tell the story.

Start

Pages 20 - 21

Start

1. Look at the pictures. Describe them and discuss what you think they represent.



2. Listen and check your answers. Then, listen again and repeat aloud.

3. You are going to listen to a story about this photo.

Predict: How does the boy feel? How do you think the story will end?



20

Lead-in

Organize students in small groups. Distribute some photos and encourage them to discuss what happened before and after. Monitor and help with the necessary vocabulary.

Development

1. Look at the pictures. Describe them and discuss what you think they represent.

Explain to students that the aim of this activity is to interact, saying as much as they can to describe each picture. Motivate them to discuss the concept that, in their opinion, is represented in the pictures. Check the activity as a class.

Answers:

- | | | |
|-----------|---------------|----------|
| a. leaf. | c. lightning. | e. roar. |
| b. snout. | d. stormy. | f. blow. |

2. Listen and check your answers. Then, listen again and repeat aloud.

Play the recording and make students check or correct their answers. Play the recording a second time and invite students to repeat aloud. Check pronunciation.

TRANSCRIPT

a. leaf. b. shout. c. lightning. d. stormy. e. roar. f. blow.

3. You are going to listen to a story about this photo. Predict: How does the boy feel? How do you think the story will end?

Get students to observe the photo in exercise 3 and encourage them to make some predictions about the story they are about to listen. Let students' imagination flow about what happened before, during and after the photo was taken.

Invite students to listen to the recording twice. Then, ask *Were your predictions right or wrong? What happened at the beginning of the story? What happened later? What happened in the end?* Elicit answers.

Answers: Students answer freely.

TRANSCRIPT

Home Alone

One stormy night, the wind was blowing strongly Jack, a ten-year-old boy was in bed, when he saw a dark shadow figure at his window. "Who's there?" he asked. Suddenly there was a flash of lightning, when Jack saw a lion's face followed by a scary roar at the window. Jack couldn't believe it. It looked like the lion that had run away from the local circus!

Jack's heart was beating fast. He ran to his bed and pulled his blanket over his face. He started to shout but there was no reply. Later, he remembered his parents were at a late-night party nearby.

Then, he peeped out of his blanket, but it was too dark to see anything. After that, he heard footsteps outside the house. Soon the noises disappeared and the only thing that he could hear was his grandfather's clock that struck midnight.

Jack tried to sleep, but couldn't. He was shaking like a leaf and his mind was full of scary thoughts. After some time passed, he fell asleep deeply and didn't wake up until the next day. In the morning, while he was watching the news on TV, he realized the lion had been trapped by the owner of the circus and the police.

Finally Jack felt relieved and, later, he told the incident to his parents. They were shocked and decided not to leave his son alone again at home.

Development

In English, we use the words in the box to narrate stories. Read, listen and complete the story with the corresponding word.

Finally - Soon - After - Suddenly - Later - One stormy night - Then

Home Alone

1a) One stormy night, the wind was blowing strongly. Jack, a ten-year-old boy was in bed, when he saw a dark shadow figure at his window. "Who's there?" he asked. Suddenly there was a flash of lightning, when Jack saw a lion's face followed by a scary roar at the window. Jack couldn't believe it. It looked like the lion that had run away from the local circus!

1b) Jack's heart was beating fast. He ran to his bed and pulled his blanket over his face. He started to shout but there was no reply. Later, he remembered his parents were at a late-night party nearby.

1c) Then, he peeped out of his blanket, but it was too dark to see anything. After that, he heard footsteps outside the house. Soon the noises disappeared and the only thing that he could hear was his grandfather's clock that struck midnight.

1d) Jack tried to sleep, but couldn't. He was shaking like a leaf and his mind was full of scary thoughts. After some time passed, he fell asleep deeply and didn't wake up until the next day. In the morning, while he was watching the news on TV, he realized the lion had been trapped by the owner of the circus and the police.

1e) Finally Jack felt relieved and, later, he told the incident to his parents. They were shocked and decided not to leave his son alone again at home.

2a) Listen to the story again and repeat aloud. Then, take turns to read the story in pairs. Pay attention to tone, volume and intonation.

4. In English, we use the words in the box to narrate stories. Read, listen and complete the story with the corresponding word.

Before students do this activity, explain the meaning of the words in the box. If necessary, use students' native language. To guide them, you may give some examples and write them on the board. Then, as a class, get students to read the text of the story and fill in the gaps with the words provided in the box. Finally, play the recording and make students check or correct their answers.

Answers:

a. One stormy night. b. Suddenly. c. Later. d. Then. e. After. f. Soon. g. Finally.

5. Listen to the story again and repeat aloud. Then, take turns to read the story in pairs. Pay attention to tone, volume and intonation.

Invite students to read and listen to the story again. Play the recording though once. Play the recording again pausing after each paragraph and have them repeat aloud. Make sure students imitate the tone, volume and intonation they hear. Then, get students in pairs and invite them to take turns to read the story aloud. Monitor and check pronunciation.

Closure

Ask some comprehension questions to the class, e.g. *What was the weather like in the story? What did Jack see? What did he do? How did he feel after seeing the lion?* Elicit answers.

Pages 22 - 23

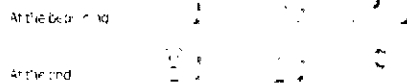
7. In pairs, discuss the following aspects of the story.

The weather in the story
 Jack's feelings
 Nothing that happened to the lion

8. Circle the meaning of these words and expressions.

a. Ran away	i.	ii.	iii.
b. Peep	iv.	v.	vi.
c. Midnight	vii.	viii.	ix.
d. Fall asleep deeply	x.	xi.	xii.

9. Look at the pictures and tick (✓) the emotions that the story *Home Alone* made you feel.



- In pairs, discuss how the story made you feel. Follow the example.

Example: At the beginning I felt scared. At the end I felt happy.

22

Lead-in

Invite students to play Pictionary with the vocabulary studied in Exercise 1. Have a student come up to the front and show him/her a flashcard. This student should draw it on the board. The first student to guess the picture gets a point. This can also be played in teams.

Development

6. Discuss the following aspects of the story in your group.

Ask students to work in groups. Read the statements aloud and invite them to discuss each of them, according to what they can remember from the story. You may ask them to write a list of their ideas. Check the activity as a class.

Answers:

- The weather was not calm.
- Jack was delighted to see the lion's face and his heart was beating fast because he had to run fast to his bed.
- The lion was trapped before Jack checked the news.

7. Circle the meaning of these words and expressions.

Direct students' answers in such way that they discover the meaning of the words (run away: escape from a place, person, or situation; peep: to secretly look at something for a short time, usually through a hole; midnight: twelve o'clock at night; fall asleep deeply: to start sleeping profoundly)

Answers:

- a. iii. b. i. c. i. d. i.

8. Look at the pictures and tick (✓) the emotions that the story *Home Alone* made you feel.

Invite students to focus their attention on the drawings. Encourage them to describe the feelings. Then, invite them to identify their own emotions at the beginning and at the end of the story. Walk around the class and check.

Answers: Students answer freely.

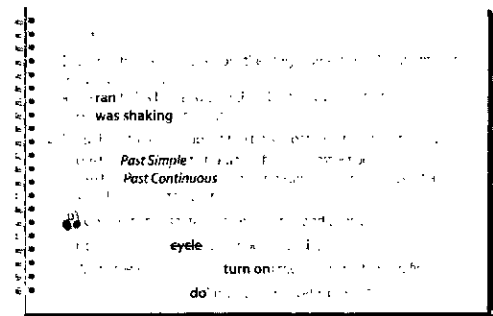
9. In pairs, discuss how the story made you feel. Follow the example.

Tell students that now they will talk about how they felt about the story. Read the example as a class and give students time to read the story again, if necessary, and discuss their emotions.

Possible answers:

At the beginning I felt scared. At the end I felt relieved.

Page 12 from A Student's Book (180 pages)



10. Look at the picture and write a sentence telling what happens in it. Use the narrative tenses you learned.

Example: They were discussing when it started to rain.



11. Share your story in exercise 10 with your partner. Then explain how you wrote the sentence and how easy or difficult it was for you.

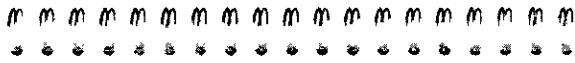
Reflect! ✓ or X

I can suggest stories from a photograph.

I can use different narrative tenses.

If most of your answers are insufficient, check pages 19 - 23 with your teacher.

23



Language watch!

Narrative tenses

1. Examine these sentences from the story *Home alone*. Pay attention to the words in bold.

Get students in pairs. Invite them to read and listen to the sentences. Then, encourage students to compare the sentences and discuss what they express. Monitor and check.

2. Read the information about the tenses of the verbs in exercise 1.

Invite students to read the sentences and infer the rules according to the examples in exercise 1.

3. Complete the sentences. Then, listen and check.

Challenge students to read and complete the sentences with the correct narrative form. Invite volunteers to read their answers. Check grammar when necessary.

Answers:

a. Cycled. b. Turned on. c. Was doing.

TRANSCRIPT

- a. He cycled to school yesterday.
- b. When they turned on the TV, the match had finished.
- c. I was doing my homework at 8pm last night.

10. Look at the picture and write a sentence telling what happens in it. Use the narrative tenses you learned.

Focus attention on the photo. Get students to observe the photo in pairs and imagine the events that happened previously, during and later. Encourage students to express their ideas using appropriate past forms as shown in the example.

Answers:

Students answer freely.

11. Share your story in exercise 10 with your partner. Then explain how you wrote the sentence and how easy or difficult it was for you.

The aim of this activity is to share students' stories and reflect on the strategies they followed to produce a narrative sentence. Give them time to interact, share their story and reflect on their learning.

Answers:

Students answer freely.

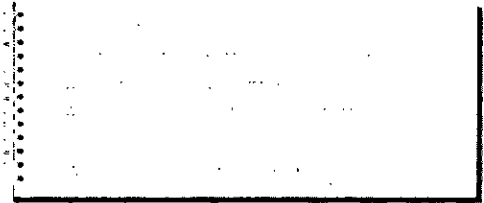
Closure

Invite students to share their ideas with the class. Monitor and check.

Reflect!

Have students discuss the statement in pairs. Motivate them to provide examples when necessary in case the answer is affirmative. If the answer is negative, invite them to check the activities on this page again with your help and direction.

Pages 24 - 25




Listen and classify these other transition words and expressions. As a guide, read the text in your Reader, page 18

lastly meanwhile one by one by eventually next -
one by one in the end one day in a moment
at the same time at the same time at the same time



Get them to think about the story.

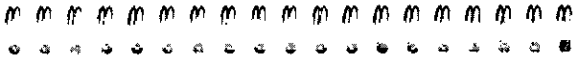
 Listen to the first part of a story and choose an appropriate photo that represents the story.



Lead-in

Put inside a bag strips of paper written with partial ideas written with narrative tenses, e.g. - *I was listening to music when...* - *While she was...* - *My friends had left when ...* etc. - Invite students to pick up a sentence, read it aloud and finish the idea with an appropriate past form. Go on this way until there are no more strips of paper in the bag.

Development



Language watch

Transitions

1. Answer these questions about the story *Home Alone* on page 57.

Invite students to read the story and circle common expressions used to start, give continuity, and end a story. Then, have students read and answer the questions. Monitor and help as necessary.

Answers:

- a. One stormy night
- b. Suddenly - Later - After - Soon - Then
- c. Finally



BY-PRODUCT 1: a list of transitions.

Listen and classify these other transition words and expressions. As a guide, read the text in your Reader, page 18.

Before students do this activity, you may suggest reading the text *Storytelling* in their Reader. Here, they will find information that will help them tackle the task properly. Then invite students to read and listen to the expressions that are used at the beginning, in the middle and at the end of a story. Check the answers with the class.

Answers:

Beginning: One sunny day / It started when / One day / One evening

Middle: Next / Also / Meanwhile / A moment later

End: In the end / Lastly / In conclusion / Eventually

TRANSCRIPT

Last y - meanwhile - one sunny day - eventually - next - on : evening - in the end - one day - in conclusion - a moment later - it started when - also

EXTENSION TIP

You may practice the use of transitions by showing a photo and encouraging students to tell a brief story. You orally suggest the transitions and the class creates a story. For instance, say:

Children look at the photo. Let's tell a story!

One day...

Next...

Also...

A moment later...

In the end...

Suggest the transitions, one by one, according to the story that the class creates.

13. Listen to the first part of a story and choose an appropriate photo that represents the story.

Encourage students to describe the photos and brainstorm possible stories related to them. Get them to identify the photo related to the story.

Answer: c

TRANSCRIPT

It was a beautiful summer day, but suddenly the whole town was covered by dark clouds. Young Tom was returning home when it started raining a lot.

Now, listen to the first and second part of the story. Then, choose the title that best fits with it.

- A stormy night
- High winds from the west
- Meaningful decisions


Read the story and write an appropriate ending.

Two days after a sunny day, it was a beautiful summer day. The sun was shining brightly. Young Tom was returning home when it started raining a lot.

It was a beautiful summer day, but suddenly the whole town was covered by dark clouds. Young Tom was returning home when it started raining a lot.

Take turns to read your ending of the story to the class. Pay attention to tone, volume and intonation.

Read the text *Storytelling* on page 18 in the Reader. Take turns to share what you learned about telling a story with your partner.


14.  Now, listen to the first and second part of the story. Then, choose the title that best fits with it.

Play the recording. Then, invite students to discuss which one is the most appropriate to the story.

Answer: b

TRANSCRIPT


It was a beautiful summer day, but suddenly the whole town was covered by dark clouds. Young Tom was returning home when it started raining a lot. Then, he observed a U.F.O. appearing from the clouds above. In no time, it landed on the road. Later, three aliens came out. Tom was astonished; he could feel his knees shaking. Surprisingly he could understand their language. Their plan was to take all the trees away from earth. Not wasting a moment, Tom called his friends. Those aliens pointed out to a pine tree and a bright blue light shot out from their hands making a tree vanish. Soon, Tom's friends arrived and tried to scare those aliens by throwing stones, but it was all in vain...

15.  **A Z** Read the story and write an appropriate ending.


Invite students to take turns to read the first and second part of the story. Then, invite them to create the ending.

Answers:

Students answer freely.

16.  Take turns to read your ending of the story to the class. Pay attention to tone, volume and intonation.

Ask students to practice the reading of their paragraph. Check tone, volume and intonation. Invite students to take turns to read aloud their endings.

17.  Read the text *Storytelling* on page 18 in the Reader. Take turns to share what you learned about telling a story with your partner.

Invite students to read the text in their Reader. Give them time to go through the text and get a general idea of it. Then ask them to read the text again and focus on the details. Students should share what they learned about telling a story with their partner.

Answers:

Students answer freely.

Closure

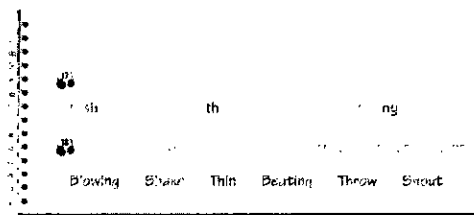
Invite students to share their answer to the questions in exercise 17 with the whole class.

TEACHING TIP

Remember to collect students' work throughout the development of the unit such as a chart with classification of events, a list of words and expressions for stories (beginning, middle and end), narrate stories in pairs.

In this way, you will have enough evidence of how your students are doing before they carry out the product and make the final product.

Pages 26 - 27



Look at the photos and imagine a brief story about them. Write some sentences in your notebook and use some of the words in the Language watch section. Ask your teacher for help.



26

Lead-in

Invite the class to remember the story in Exercise 14. Ask *How does the story begin? What did the boy see? What does it mean that his knees were shaking? How did he feel? What was surprising?* Elicit answers.

Development



Language watch!

Phonemes

1. Listen.

Draw students' attention to the letters in bold. Explain that each combination of letters is pronounced with a single sound. Tell them that they are going to learn these new sounds and that, to do so, they will have to listen to the recording and pay attention to the pronunciation of the letters.

2. Read these words aloud. Then listen and check your pronunciation.

Encourage students to read the words aloud pronouncing the sounds they have recently learned. Then play the recording and help them check their answers.

TRANSCRIPT

a. flash. b. three c. raining.

Blowing – Shake – Thin – Beating – Throw – Shout

BY-PRODUCT 2: a story from pictures.

Look at the photos and imagine a brief story about them. Write some sentences in your notebook and use some of the words in the Language watch section. Ask your teacher for help.

Ask students different questions about the pictures, e.g.: *What's wrong with the boy in picture a? How does he feel?* Encourage students to use their imagination. Then, ask them to choose one of the pictures and write some sentences about it in their notebooks. Motivate them to choose some of the words they learned in the Language watch section and include them in their stories.

Invite them to take turns to tell their own version of the story. Make sure they use appropriate transitions and create titles for each story, too. Tell students this activity will help them to make the final product.

Write the short story you imagined in exercise 18 using the template below.



Take turns to tell your version of the story in your group. Pay attention to tone, volume and intonation.

Discuss these questions in small groups.

- How often do you tell a story? And why?
- What do you most like to find out about in a story?
- What type of characters do you like to read about?
- How important is it to tell a story?

Reflect! ✓/✗

I can suggest a story to a friend or family member.

I can tell a story from my own life.

If most of your answers are insufficient, check pages 19–27 with your teacher.

27

19. Write the short story you imagined in exercise 18 using the template below.

Encourage students to elaborate the written version of the story they imagined using the template as an aid.

Copy the template on the board and write some examples in each section of the story so that students can follow a model.



BY-PRODUCT 3: storytelling practice.

Take turns to tell your version of the story in your group. Pay attention to tone, volume and intonation.

Remind students to vary their voices, volume and intonation to build and transmit the right atmosphere of the story.

21. Discuss these questions in small groups.

Organize students in groups of three or four. Encourage them to read and discuss the questions.

Closure

Reflect!

Invite students to read the self-evaluation chart, and tick the options that best represent them.



Closure: Final product

Materials

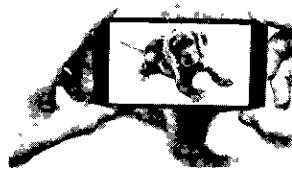


- photos
- tablet
- camera

In this product, you are going to tell a story from a picture. To do so you will need to work with the material you collected in the By-products developed in the unit (on pages 26 and 27).

Bring a photo.

Decide the topic and the title of your story.



1. Write the main events that you are going to tell in your story. Follow the pattern in exercise 19.
2. Practice reading and memorizing the main parts of the story. Pay attention to tone, volume and intonation.

Show the photo to the class and take turns to tell the story.



Unit reflection

• explored and listened to stories from a photograph	a. very well	b. well	c. not very well
What can I do to improve?			
• suggested stories with the support of pictures	a. very well	b. well	c. not very well
What can I do to improve?			
• told stories from a photograph	a. very well	b. well	c. 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

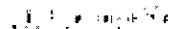
Encourage students to start the product. Tell them they are going to create and tell a short story based on a photograph. Invite a volunteer to read the materials they need and the instructions of the first part of the product.

TEACHING TIP

Prepare the product in advanced and show it to students as a model of what they need to do.

Development

1. Invite students to work in pairs. Explain that they are going to tell a story from a picture in this product. To do so, tell them that they will need to read the materials they need and to revise the by-products they developed along the unit.
2. Ask them to put on the desk all the photos that they have. Encourage them to choose one.
3. Then, give them time to decide the topic of the story and think about a creative title, too. Invite them to brainstorm the events in the story.



4. Get them to answer the questions to organize the events that are going to be at the beginning, in the middle and at the end of the story.

Closure

Walk around the classroom. Encourage students to share with you the topic of their story, its title and main events. Monitor and check.

Brainstorm several ways to begin and finish a story. Also, encourage students to mention some expressions they could use to give continuity to the story.

Have students get together again and invite them to go on with the product. Invite volunteers to read the instructions of the second part of the product.

5. Invite students to start writing the story on a piece of paper. Remind them that the events of the story must have a logical order. Have them go back to Exercise 19 and follow the template as a guide. Verify that students use appropriate transitions, descriptions and emotion.

- Give students enough time to take turns to read the story aloud. Later, challenge students to take turns to tell the story. Monitor their tone, volume and intonation.

Check what students have done up to now and make sure they have followed the instructions correctly. Ask questions such as *Do you think the events in your story have a logical order? What transitions have you included? Did you add enough descriptions and emotions?* Etc. Elicit answers.

Let students make comments about what they have done so far. Then, invite them to check their stories and rehearse the storytelling again.

Suggested assessment instrument: *Evaluation and Co-evaluation Checklist* (See example on page 167).

Closure

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 during the product. Invite them to read the statements and ask them to answer accordingly, also suggesting how they can improve their results regarding the specific learning objective.

TEACHING NOTES FOR READER AND EXTRA MATERIAL

READER page 18

18 19 A z Storytelling

Lead-in

Invite students to open their Readers and tell them that they are going to read the text *Storytelling*. Encourage them to look at the pictures and make predictions about the text. Ask *What are the children doing? Are they having fun? Why?*

Development

Invite students to read and listen to the text in silence and check the Picture Dictionary. Then, ask volunteers to read the text aloud.

Closure

Divide the class in groups. Encourage students to make a diagram with the most important topics they have to include to create a story: topic, elements (title, characters, setting, etc.), main parts of a story (beginning, middle, end). Invite some students to show and explain the diagram they made.

TRANSCRIPT

Storytelling

Storytelling is an ancient and valuable art. There are stories everywhere. Songs, pictures, movies tell us stories. The news on TV, radio and in the newspaper, is nothing but stories. When you tell a friend about something that happened to you, you are telling a story. Stories are powerful. They can teach us. They can entertain us. They can make us laugh or even cry. Creating your own stories is an amazing adventure. Creating storytelling stories is quite different from creating written stories. Written stories are always the same. You may read them many times, but the words will always be in the same order. One event will follow another. *Storytelling* stories are never the same. A *storytelling* story changes with each audience.

For example, if you lost something on the way home from school, how would you describe the incident to your mother? Your teacher? Your best friend? Your sister or brother? You might leave out some parts of the story one time or add others another time. Some parts, such as a repetitive line can always be the same, but each *storytelling* is different.

How to tell stories? The first step is to come up with ideas. Think about an event you have lived before or think about an imaginary situation, too. You might be inspired by a portrait, a painting or even a photograph. Then select one idea and start your story! Think about the following key elements that are essential in all kinds of stories:

The title. Is it attractive? Does it create anticipation and expectation? Or does it create disinterest?

The characters. *Who is the main character? Who are the secondary characters?*

The setting. *Where does the story take place?*

Time. *When does the story take place?*

Plot. *How is the sequence of events going to be?*

A story can be divided into three main sections. Beginning, middle and end.

Beginning (Introduction) At the beginning, describe the setting and the time. Then, introduce the characters and explain the situation.

Middle (Events) In the middle of the story, describe what happened using transition words that express time and order the events.

End (Solution) Finally, explain how the story ends, describe what happened to the characters and how the conflict was solved. Remember to add a closing sentence to show that the story has finished. You can close with a question, with humor, a feeling, a fact or some advice.

Remember! Using interesting beginnings and closures will capture and hold the listeners' attention.

But that's not all! Imagine the feelings that you want to evoke at different points of the story. Emotions not only reinforce a story, but also strengthen memories.

It is important to use different tones in your voice when you are telling a story. If your voice stays at the same level all the time,

it gets dull! So, play with your voice. Make your voice go higher and lower, and then louder and softer.

Storytelling is not just words, it is motion, too. Use your whole body! Your arms, your hands and face to tell the story. Wow! Now you're ready to tell your story in front of people! You will make mistakes, and that is okay! Just pause, say "as I was saying. . ." and then go on.

Don't let it bother you and most importantly: have fun!

READER page 28

Lead-in

Tell students they are going to read the text *Storytelling* aloud. Choose students at random and ask them to read. Ask questions about the ideas included in each paragraph.

Development

1. Match the definitions and vocabulary.

Answers:

- a. Plot.
- b. Setting.
- c. Title.
- d. Time.
- e. Character.

2. 🗣️👥 Read and discuss the following statements about the text.

Answers:

Students will answer freely.

3. Answer these questions.

Answers:

- a. Everywhere.
- b. The second ones always change.
- c. It can attract or not the attention of the audience.
- d. Using interesting beginning and close-ups.
- e. Because it makes the story more attractive.

4. Go to page 21 in the Student's book and identify these elements in the story *Home Alone*.

Answers:

Title: Home alone.

Characters: Jack, his parents, a lion.

Setting: Jack's home.

Time: Late at night.

Plot: a boy was alone at home. He was going to bed when he saw a shadow figure.

Closure

Invite students to discuss these questions as a class:
What do you prefer reading a story or telling a story? Why? When did you last tell a story? What was it about?

Lead-in

Divide the class into two teams and invite them to play vocabulary Tic Tac Toe.

Development

1. Read the sentences and underline the correct option.

Answers

- a. Jack was **lived** in a small farm in the country.
- b. The old man **opened** his hand and **showed** him three beans.
- c. Jack **was running** away, when suddenly the lady giant / **caught** him.
- d. The lady giant **took** into the kitchen and **gave** him a chunk of cheese.
- e. Jack **was cutting** the beanstalk as fast as he could, when abruptly the tree **fell /was falling** down.

2. In groups of three, choose a picture and tell a short story about it. Share it with the class.

Answers:

Students' own stories.

Closure

Organize students into teams and lay out a selection of vocabulary cards. One student from each team picks up a card and uses it in a sentence using narrative tenses.

Learning outcomes:

- Explore and listen to stories imagined from a photograph.
- Suggest stories with the support of photographs.
- Tell stories from images.

Check your student's progress evaluating their strengths and weaknesses. Get copies of the material on pages 42-43, read the instructions and give students enough time to answer the test individually.

Answers

- 1.
 - a. Was walking / crossed
 - b. Wasn't paying / was thinking
 - c. Lived / had
- 2. a. iii b. i c. ii
- 3. Students' own stories.

COMPLEMENTARY ACTIVITIES

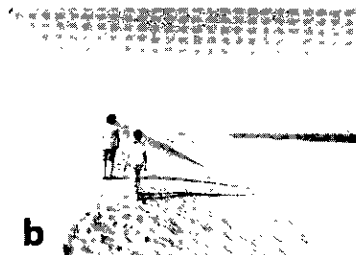
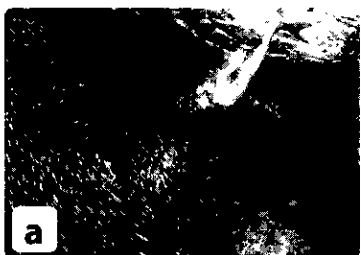
Name: _____ Class: _____

1 Read the sentences and underline the correct option.



- a. Jack **was living / lived** in a small farm in the country.
- b. The old man **opened/was opening** his hand and **was showing / showed** him three beans.
- c. Jack **was running /run** away, when suddenly the lady giant **was catching / caught** him.
- d. The lady giant **took/was taking** jack into the kitchen and **gave/was giving** him a chunk of cheese.
- e. Jack **cut /was cutting** the beanstalk as fast as he could, when abruptly the tree **fell /was falling** down together with the giant.

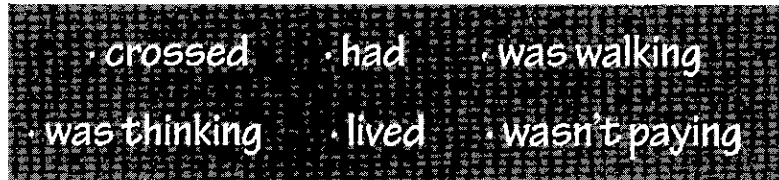
2 In groups of three, choose a picture and tell a short story about it. Share it with the class.



CHECK YOUR PROGRESS 2

Name: _____ Class: _____

1 Complete the sentences with the words in the box. **(6 points)**



- I _____ along the street when suddenly a black cat _____ my path.
- Alison _____ attention because she _____ about that strange creature she had met.
- The old man _____ on the ocean for more than 60 years. The only companion he _____ was his loyal cat.

2 Connect the pictures to the corresponding story. **(3 points)**



- When Mary Lennox was sent to Misselthwaite Manor to live with her uncle, everybody said she was the most disagreeable-looking child they had ever seen. It was true, too.
- One night, we were walking down one of Paris's long and dirty streets. Both of us were busy with our thoughts.
- One fine evening, a young princess put on her bonnet and clogs, and went out to take a walk by herself in a wood.

3 Choose one of the pictures and write a story.

(10 points)



Title



Beginning



Middle



End





Total score: _____ / 19 points

UNIT 3

TYPICALLY DELICIOUS!

Environment

Academic and Educational.

Communicative Activity

Treatment of information.

Social Practice of Language

Interpret and compare information in an image.

Learning Outcomes

- Explore illustrated texts on ingredients of the Mexican gastronomy.
- Interpret the information written in illustrated texts.
- Write sentences to describe information for infographics.

Spiral Review of Learning Outcomes throughout Unit 10.

Final Product

Infographic on Mexican gastronomy.

Reader

The Legend of Maize

Allotted time

12 classes of 50 minutes.

Materials

Flashcards of Mexican dishes and ingredients, examples of infographics.



Pages 30 - 31

UNIT 3 TYPICALLY DELICIOUS!



Lead-in

Invite students to open their books on page 30 and read the title of the unit. Focus attention on the illustration and ask *What are the children doing? What are they eating? Etc.* Elicit answers.

Encourage students to suggest ideas about the topic of the unit. Ask *What do you think you are going to learn in this unit?* Motivate students saying that at the end of the unit, they are going to work on a product where they will make and infographic on Mexican gastronomy. Also, tell them they are going to read *The Legend of Maize* in the Reading Booklet.

Getting started

Getting started

1. Discuss what you think you will learn in this unit.

2. Look at the pictures and say the names of the food. Then listen and check.

Unit plan

<p>Start</p> <ul style="list-style-type: none"> • Write sentences to describe information for magazines. • Reflect on achievements. 	<p>Closure</p> <ul style="list-style-type: none"> • Present the final product. • Reflect on the unit content.
--	--

31

Development

1. Discuss what you think you will learn in this unit.

As an introduction to Unit 3, have students look at the picture on page 30 again. Ask them *What do you think you will learn in this new unit? How do you know?* Give them time to discuss these questions in pairs and then check answers as a class.

2. In pairs, look at the pictures and say the names of the food. Then, listen and check.

Get students in pairs and encourage them to identify the names of the food they see.

Answers:

- | | |
|-------------------|-----------------|
| a. ginger. | f. avocado. |
| b. tomatoes. | g. pomegranate. |
| c. cacti (nopal). | h. chocolate. |
| d. chillies. | i. corn. |
| e. seaweed. | |

You may also attention on the pictures and get students to identify the food which is part of Mexican dishes. Monitor and check.

TRANSCRIPT

- | | | |
|-------------------|--------------|-----------------|
| a. ginger. | d. chillies. | g. pomegranate. |
| b. tomatoes. | e. seaweed. | h. chocolate. |
| c. cacti (nopal). | f. avocado. | i. corn. |

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 share with their classmates what they already know about the topic they chose for their final product. Encourage them to search information on the internet and books.

Start

Pages 32 - 33

Start

1. Now that you learned different food ingredients,

you are going to read about one of them. What do you think the text is going to say about it?

2. Read and listen to the text and check your predictions in exercise 1. Then, answer the questions below.

Spice it up!

Chipotle	Medium
Jalapeno	Hot
Anajillo	Mild
Habanero	No heat
Sweet pepper	No heat

1. What's the purpose of the text?

Explain how to cook a Mexican dish.

To give some information about chilies.

2. What's the subject of the information?

Food and people.

Parents.

Teachers and students.

32

Lead-in

Show flashcards with several Mexican ingredients and encourage students to say their names. Then, invite the class to spell the words aloud.

Development

1. Now that you learned different food ingredients, you are going to read about one of them. What do you think the text is going to say about it?

Invite students to focus on the title and visual information. Then, students predict the topic.

Answers:

Types of chillies.

2. Read and listen to the text and check your predictions in exercise 1. Then, answer the questions below.

Tell students they are going to listen to a recording. Invite them to read and listen to the information carefully. Play the recording through once and get students to check if their predictions were correct or not. Then, have them read the text again and identify both the purpose and the addressee of the information to answer the questions.

Answers:

- a. ii. b. i.

TRANSCRIPT

Spice it up!

Have you cooked spicy dishes with your family? Here are the chillies you need to turn up the heat in the Mexican kitchen.

Chipotles. They have a smoky flavor. They are frequently used for sauces and marinades.

Jalapeño. It is a medium-sized chili pepper. It is consumed while it is still green.

Guajillo. It is characterized by its red flesh. They are used to make sauces with a sweet taste.

Poblanos. This mild chili peppers are common in Mexican dishes, especially when roasted and peeled.

Sweet pepper. It's a non-spicy fruit. There are green, red, yellow and orange-skinned varieties.

3. ^A _Z Read and listen to the information. Then, read again and label the ingredients.

Have students read and listen to the text in silence. Play the recording twice. Invite students to identify and write the names of the ingredients under each picture. Invite volunteers to read their answers and spell the words.

Answers:

- a. Chili sauce. d. Beans.
b. Ground meat. e. Scrambled eggs.
c. Lettuce.

TRANSCRIPT

A Burrito

It is a type of traditional Mexican food, consisting of a large corn flour tortilla with one or two fillings, such as ground meat, beans, lettuce, wrapped into a closed-ended cylinder.

Wet burrito

It is covered with a red chili sauce similar to enchilada sauce with melted cheese on top.

Breakfast burrito

It is a variety of American breakfast. It is composed of breakfast ingredients, particularly scrambled eggs, wrapped inside a corn tortilla.

4. In pairs, take turns to report the text to each other. Then tell your partner what type of burrito you prefer and why.

The aim of this activity is that students check comprehension of general ideas and interact in order to express their own opinion about the text. Give them time to discuss the activity and then check it as a class.

5. Answer the questions about the text in exercise 3.

Organize students in small groups. Get them to take turns to read and answer the questions. Encourage them to explore the text once more and underline the information that answers the questions. Monitor and check with the whole class.

Answers:

- a. Ground meat.
b. corn flour.
c. With red chili sauce and melted cheese.
f. scrambled eggs.

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 information. Then, read again and label the ingredients.

A burrito
It is a type of traditional Mexican food, consisting of a large corn flour tortilla with one or two fillings, such as ground meat, beans, lettuce, wrapped into a closed-ended cylinder.

Wet burrito
It is covered with a red chili sauce similar to enchilada sauce with melted cheese on top.

Breakfast burrito
It is a variety of American breakfast. It is composed of breakfast ingredients, particularly scrambled eggs, wrapped inside a corn tortilla.

In pairs, take turns to report the text to each other. Then tell your partner what type of burrito you prefer and why.

Answer the questions about the text in exercise 3.

- What type of meat does a burrito contain?
- What is corn flour made of?
- What is a wet burrito made of?
- What type of breakfast ingredients are in a breakfast burrito?

Reflect! *Very OK*

I can explore illustrated texts and write an autobiography using material written information and pictures.
If most of your answers are insufficient, check pages 32 and 33 with your teacher.


Closure


Finish this session by asking extra questions about the topic in exercise 3. For example, ask *What other fillings can burritos have? Which is more common in Mexico wheat or corn tortillas? What other types of burritos do you know?* Elicit answers.

Development

Pages 34 - 35

Development

6.  Have a look at the text and the picture. What information do you think the text is giving?

7.  Read, listen and check your ideas in exercise 6. Then take turns to tell your partner what the text is about.

Do you like avocados?

Did you know that avocados are a fruit? In fact, 80% of the world's avocados are grown in Mexico. Avocados are a healthy fruit.

Avocados are a healthy fruit. They are a good source of healthy fats. They are also a good source of vitamins and minerals.

Avocados are a healthy fruit. They are a good source of healthy fats. They are also a good source of vitamins and minerals.

There is a lot of information about avocados in the text. Write a list of questions about avocados.



Read the text again. In your notebook, write a list of questions about avocados. Follow the example.


Example: Are avocados a fruit or a vegetable?

34

Lead-in

Ask students *Do you like avocados? What do you know about them?* Give them time to answer and write some of their ideas on the board.


Development

6.  Have a look at the text and the picture. What information do you think the text is giving?

The aim of this activity is that students make predictions about the information they think are going to find in the text. Give them time to discuss their ideas in pairs.

Answers:

Students answer freely.

7.  Read, listen and check your ideas in exercise 6. Then take turns to tell your partner what the text is about.

Students first read and listen to the text with the purpose of checking their predictions. Then they can read the text one more time before they are ready to retell it to their partner.

Answers:

a. iii.

b. iv.

c. ii.

d. i.

TRANSCRIPT

Do you like avocados?

Avocados are not vegetables, they are fruit. Mexico is the world's top producer of avocados.

HEALTH ATTRIBUTES

75% of the fat in avocados is healthy, then they are a great substitute for foods high in bad fat.

One fifth of a medium avocado has 50 calories and 20 vitamins and minerals.

Avocados have the highest protein content of any fruit. It doesn't have sodium.

INTERESTING FACTS

One tree produces between 150 and 500 avocados per year. Brazilians add avocado to ice-cream.



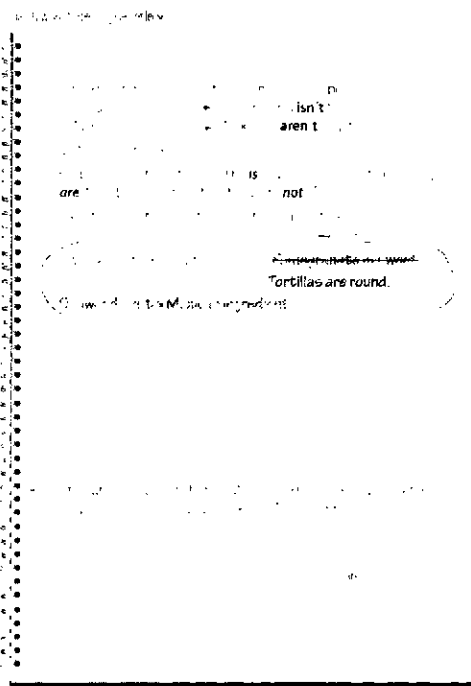
By-product 1: Read the text again. In your notebook, write a list of questions about avocados. Follow the example.

Answer the following questions according to the information in exercise 7.

Explain to students that they are going to work in the By-product. Remind them that the material they will produce is going to be used later when they work on their final product. Tell them that this time they have to write a list of questions about the article the road. Draw their attention to the example and read it aloud. Help them to create the first question as a class and then give them time to continue on their own and at their own pace.

Answers:

Answers will vary.



35



Language watch

Present simple

1. Read and compare. Pay attention to the words in bold.

Get students in pairs to read and compare the sentences. Then, discuss the sentences with the class.

2. Read the statements.

Invite students to read the sentences and choose an option to complete the rules according to the examples in exercise 1.

3. Classify these sentences into affirmative or negative.

Have students complete the chart with the sentences in the box. Invite volunteers to read the sentences in the affirmative column and then the sentences in the negative one.

Answers:

Affirmative:

Pomegranate is sweet.

Tortillas are round.

Nopal is green.

Negative:

Sweet peppers aren't spicy.

Avocado isn't spicy

Seaweed isn't a Mexican ingredient.

4. In small groups, describe typical Mexican ingredients or dishes and classify some of your ideas. Use exercise 3 as a model.

Get students in groups of four. Have them copy the chart in the previous exercise in their notebooks. Encourage students to express affirmative and negative descriptions and complete their chart with their own ideas. Monitor and check.

Answers: Students answer freely.

Closure

Divide the board into two sections. On one side write the positive symbol (+) and on the other side the negative one (-). Invite students to take turns to write and complete the chart with affirmative and negative descriptions on the Mexican food.

Pages 36 - 37



Draw a chart like the one in the example in your notebook and do the following activities:

Based on your questionnaire 5y-product, write a list of definitions of avocados in the left column of the chart.

Choose other fruit. Find information about them in different sources and write the definition in the right column of the chart.

Example:

Avocados are native from Central and South America	Apples are native from Central Asia
--	-------------------------------------

Rewrite the sentences in the correct order. Pay attention to *Capital letters* and *punctuation*.

dark is Mexican butter chocolate and

spicy apple delicious and is a

incident the care of beans burritos main

Listen and check your answers to exercise 10.

36

Lead-in

Have students sit in a circle. Spread out two sets of flashcards face down. Students take turns flipping over two cards and saying the vocabulary related to Mexican ingredients. If the flashcards are a match, student keeps the cards. If they are different, they remain face down. The student with the most pairs is the winner of the group.

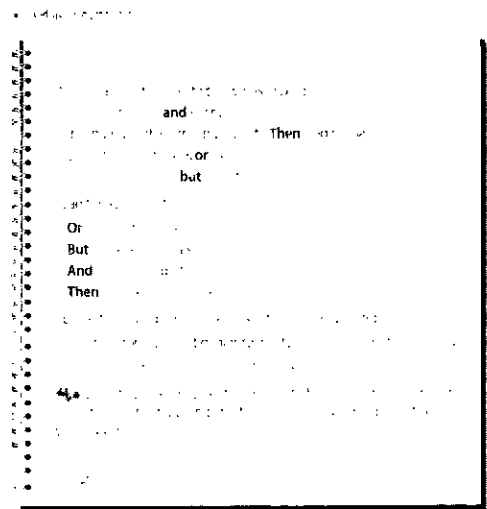
Development



By-product 2: comparative chart with descriptions.

Draw a chart like the one in the example in your notebook and do the following activities

Explain to students that the aim of this By-product is to make a comparison of descriptions. Ask them to go back to their questions in By-product 1 and use them as a guide to write a set of descriptive sentences of avocados. Then motivate them to choose other fruit and find information about them. Once they collect the information, they write descriptions. Finally, they draw a chart like the one in the example in their notebook and complete it, comparing the descriptions.



10. Rewrite the sentences in the correct order. Pay attention to *Capital letters* and *punctuation*.

Get students to rearrange the elements of the sentences and write them in the space provided. Remind students the use of Capital letters at the beginning of a sentence and the use of a full stop to finish an idea.

Answers:

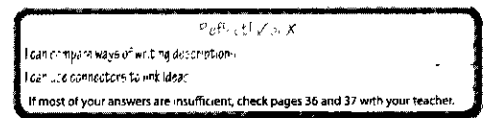
- Mexican chocolate is dark and bitter.
- Mole is a spicy and delicious sauce.
- The main ingredient of burritos are beans.

11. Listen and check your answers to exercise 10.

Students check activity 10 by listening to the recording.

TRANSCRIPT

- Mexican chocolate is dark and bitter.
- Mole is a spicy and delicious sauce.
- The main ingredient of burritos are beans.



37



Language watch

Linking words

1. Read and pay attention to the words in bold.

Get students in pairs to read and observe carefully the linking words.

2. Read the statements.

Invite students to read both the linking words and functions. Then, encourage them to connect them with a line.

3. Connect the words and sentences with a linking word from exercise 2.

Have students read the sentences and connect the ideas with the linking words studied before.

Answers: a. then b. or

4. Write two descriptions of your favorite Mexican food or ingredients using the linking words in parenthesis. Then share your descriptions in your group.

Encourage students to think about the Mexican food or ingredients that they like the most. Invite them to write two descriptions using the linking words provided in parenthesis. Motivate them to work in groups and share their descriptions with their partners. Check the activity individually and help students re-write their sentences if necessary. You may also take some notes on the board to clarify doubts that may have arisen.

Answers:

Students answer freely.

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

Bring in a small rubber ball. Say an unfinished idea, e.g. *I like pomegranates, but ...* and toss the ball to a student. He/she catches the ball and finishes the idea. Then, this student returns the ball to you. Now, say another unfinished sentence and toss the ball to a different student.

TEACHING TIP

Remember to collect students' work throughout the development of the unit such as reading comprehension questions, comparative chart of descriptions, and statements for infographic. In this way, you will have enough evidence of how your students are doing before they carry out the product and make the final product.

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12. Read the paragraph and number the sentences in the correct order from 1-5. Then, listen and check.

HOW TO MAKE CHOCOLATE

1. 400 beans are needed.

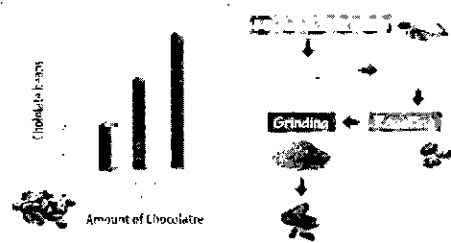
2. The beans are fermented for 2-8 days.

3. The beans are dried.

4. The beans are roasted at a high temperature for up to a couple of hours.

5. The beans are ground to form a dark paste.

13. Look at the graphs and choose the one that best represents the written information in exercise 13.



Lead-in

Write the word chocolate on the board and invite students to say as much as possible about it.

12. **Read the paragraph and number the sentences in the correct order from 1-5. Then, listen and check.**

Get students in pair. Invite them to read the text through once first, and then number the sentences. Tell students to follow a logical order according to the linking words and the ideas expressed in each sentence. Let students compare their answers with other classmates. Tell students they are going to listen to a recording to check their answers. Play the recording twice. Play the recording again and get student to repeat aloud.

Answers: 3-5-2-1-4

TRANSCRIPT

How to make chocolate

Chocolate is made from cacao beans. To make 1/5kg of chocolate, 400 beans are needed.

First, the beans are fermented for 2-8 days.

Second, the beans are dried.

Then, the beans are roasted at a high temperature for up to a couple of hours. They become darker in color and start smelling like chocolate!

Finally, the roasted beans are ground to form a dark paste.

13. **Look at the graphs and choose the one that best represents the written information in exercise 13.**

Invite students to work in small groups. Get them to observe and discuss the infographics. Have students decide which infographic shows better the information in the previous exercise. Encourage them to give reasons. Then, get students to share their ideas with the whole class.

Answer: b



By-product 3: sentences for infographics.

Look at the example. Write a similar diagram in your notebook and complete it with the information you collected in By-product 2.

Draw students' attention to the example. Explain that it is a diagram that shows the sentences for an infographic. Tell them that an infographic is a visual representation of information or data. Refer them back to their By-product 2 and ask them to create a similar diagram in their notebook. In this diagram, they have to record the information they collected about the fruit they chose in the previous By-product sections.

15



Read the text *The legend of maize* on page 32 in the Reader. Complete the sentences and check with the class.

Complete the sentences and check with the class.

You may start reading the text in the Reader at this point, or leave it for a separate session. In this case, use these questions as a pre-reading and engaging activity. Start a general conversation about the topic of the text and its relation with the content of the unit. See the teaching notes for the Reader on page 52.

Answers:

- a. roots and meat
- b. a treasure
- c. corn / strong and powerful

Closure

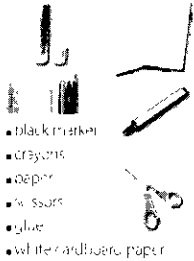
Reflect!

Invite students to answer the self-evaluation chart. Have students read the sentences and tick the options that best represent them. In case students have doubts, revise the specific content studied in the unit. Remind students to bring the materials to make the product for the following class.



Closure: Final product

Materials



- black marker
- crayons
- paper
- scissors
- glue
- white cardboard paper

Work in your group. Collect and revise all the by-products you developed in the unit, on pages 34, 36 and 39.

Do some research in different sources about some ingredients from Mexican gastronomy.

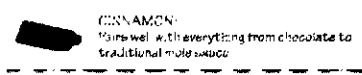
Make a comparative chart of the ingredients you chose in your notebook. Complete the chart with descriptive sentences.

Re-write the sentences in a separate sheet of paper.

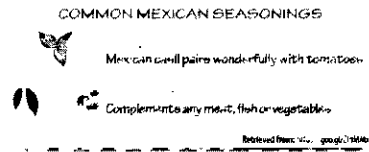
Add illustrations or photos of the food items.

Paste the descriptions and images on the cardboard following a logical order.

Select points that would be interesting to visualize and make appropriate graphs, diagrams and/or illustrations.



Don't forget to include at the top the title of your infographic and at the bottom the source of information.



Take turns to read the text aloud and explain the visual / graphic information.

Unit reflection

1. I explored illustrated texts about Mexican gastronomy.
 a. very well b. well c. not very well
 What can I do to improve?

2. I interpreted the information written in illustrated texts.
 a. very well b. well c. not very well
 What can I do to improve?

3. I wrote sentences for infographics.
 a. very well b. well c. 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

Explain to students that the final product in this unit is an infographic. Remind them that an infographic is a visual representation of information or data. Refer them back to their By-products and tell them that they were a preparation for the work they are going to do now.

Tell them that the aim of this product is to make an infographic on Mexican cuisine. Challenge them to imagine what type of written and visual information they may include.

EXTENSION TIP

Prepare an infographic in advance and show it to students as a model of what they need to do.

Invite a volunteer to read the materials they need and the instructions of the first part of their task.

Development



1. Encourage students to share the information they have about their topics and read to their partners the sentences they wrote about their topic in exercise 9 and the title they chose for the infographic.
2. Encourage students to choose the sentences they want to include in the infographic and the illustrations that represent them.
3. Students make a comparative chart of the ingredients they chose in their notebook. They complete the chart with descriptive sentences.

Invite students to tell the class the topic they have chosen and give some details of the information they have found. Encourage them to mention some relevant information of the dishes and/or ingredients they have investigated.

TEACHING NOTES FOR READER AND EXTRA MATERIAL

READER Page 32



z *The Legend of Maize*

Lead-in

To begin this session, invite students to work in groups and make a list with the most common ingredients of the Mexican cuisine. Get students to share the list with the class. Write down on the board the ingredients that students mention.

Development

Get students to open their Readers. Invite them to observe the illustrations and describe them. Ask questions such as *How many characters can you see? Where are they? What's the setting?* Etc. Have students work in pairs. First, invite them to read and listen to the text in silence, and then they take turns to read the paragraphs of the legend aloud. Remind students to check the Picture Dictionary when they see highlighted words in the text.

Closure

Then, ask your students *How does the story begin? What happens next? How does the story end?* Elicit answers.

TRANSCRIPT

The Legend of Maize

An ancient legend says that before the arrival of the god Quetzalcoatl, the Aztecs only had access to **roots** and meat as food. Far away and hidden behind the huge mountains surrounding their city, just beyond their reach, there was a **treasure** that would change their lives forever, but they couldn't get to it. The treasure was corn.

The gods tried to divide the mountains for the people to reach this **precious** food, but they never succeeded.

Then, Quetzalcoatl came to them.

The Aztec people sent their holy men to ask Quetzalcoatl for his help in getting to the other side of the mountains for this life-giving resource.

He said he would go and bring them back this great treasure. The other gods tried moving the mountains by force, but with no results. Then, Quetzalcoatl decided to use something more powerful – intelligence!

Quetzalcoatl transformed into a tiny black ant and, in the company of a red ant, began the long journey.

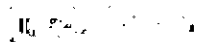
The path presented lots of **obstacles**, but one by one he overcame them.

Have the members of each group get together again and invite them to continue with the product. Invite volunteers to read the instructions of the second part of their task.

4. Invite students to write on a piece of paper the textual information of their infographic from general to more specific data. Encourage them to use the necessary linking words to connect words and statements.
5. Students add illustrations or photos of the food items.
6. Get students to handle their scissors carefully to cut out the sentences, add enough glue at the back and set the strips of paper on the cardboard in order.
7. Invite students to read their statements again and decide which ideas they are going to visually represent and how.
8. Make sure students add an appropriate title and their sources, too.

Walk around the classroom to see what students have done up to now and check if they have followed the instructions correctly.

Invite students to check again the sentences they have written and add any other extra ideas, paying attention to spelling and punctuation. Also, invite students to check that both the text and visual information relate to each other.



9. Encourage students to take turns to read the information in front of the class, show and explain the visual information to their classmates. Students, finally, exhibit their work in a visible place in the classroom.

Suggested assessment instrument:

Checklist (See example on page 172)

Closure

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. Invite them to read the statements and ask them to answer accordingly, also suggesting how they can improve their results regarding the specific learning objective.

Even when he confronted death, he was determined to move forward by the thought of helping the Aztec people. After a couple of weeks, Quetzalcoatl arrived on the other side of the mountain where he, at last, found the amazing corn. Being an ant, he took a kernel of corn between his teeth and started his journey back home. Once he returned to the people, he gave the **kernel of** corn to be planted. From that day, the Aztecs started to **grow** and **harvest** corn, something that let them become strong and powerful. Nowadays, corn is an essential part of Mexican cuisine. It is used for tortillas and **dough** to make tacos, burritos, tamales, and many other delicious food!

READER Page 40

Lead-in

To activate student's previous knowledge, start this second session of the reading by asking some questions about *The Legend of Maize*. E.g.: *What's the legend about? Who is the main character? What's the climax of the story? Etc.*

Development

1. Read and circle the correct alternative.

Answers:

- a. ii. b. i. c. i.

2. Answer these questions in pairs.

Answers:

- a. Roots and meat
- b. To ask for his help.
- c. Fifteen days.
- d. Because he was an ant and was too tiny to carry more.
- e. It is the main ingredient in many Mexican dishes.

3.  Look at the pictures. Take turns to describe what happened in the story.

Answers:

Students' own descriptions.

Closure

Encourage students to draw their favorite part of the story and write a sentence describing the scene. Get students to pay attention to the use of Capital letters and punctuation.

Lead-in

Organize students in pairs or small groups. Give them a time limit (e.g. 2 minutes) and ask them to write down as many words, phrases, and/or expressions as they can about Mexican gastronomy. The pair or group that can remember the most items wins.

Development

1. Read the text and choose the correct connector.

- a. or/and/or. c. or/and.
b. but. d. and.

2. Read the text again and make a drawing representing each paragraph.

Students' own drawings.

Closure

Read the following statements and ask students if they are affirmative or negative.

- a. Corn isn't an ingredient of guacamole.
- b. Cacao is a small tree of 6-8m.
- c. Churros are usually filled with chocolate
- d. Ginger and seaweed aren't Mexican ingredients.

CHECK YOUR PROGRESS 3 Page 56 Teacher's Guide

Learning outcomes:

- Explore illustrated texts on ingredients of the Mexican gastronomy.
- Interpret the information written in illustrated texts.
- Write sentences to describe information for infographics.

Check your student's progress evaluating their strengths and weaknesses. Get copies of the material on pages 56-57, read the instructions and give students enough time to answer the test individually. Monitor and provide assistance if needed. Check as a class.

Answers:

1. a. ii, and. c. i, then / and
b. iv, but/ and. d. iii, and
2. Multiple answers may be provided.
3. Students' own infographics.
4. a. Crunchy fried corn tortilla pieces and chile salsa.
b. It derives from an ancient Aztec word.
c. Beef, chicken, eggs, Jack cheese among others.
d. Multiple answers may be provided.

COMPLEMENTARY ACTIVITIES

Name: _____ Class: _____

1 Read the text and choose the correct connector.

Mole Poblano

Mole Poblano is a traditional dish of Mexico, is genuinely important in the history of Central America.

- a. Mole Poblano is a dark red-brown sauce usually served with turkey **then/ or** chicken, **and/or** with rice **or/but** tortilla.
- b. This ancient dish is unique, **but/then** there is not only one exclusive preparation, it can be prepared in nearly infinite numbers of ways.
- c. The main ingredients are tomatoes, chili peppers (mild **or/then** hot), chocolate, almonds, pumpkin seeds **but/and** other spices.
- d. This dish is not only a symbol of tradition. In Puebla, the dish is a symbol of regional pride **and /then** national unity.

2 Read the text again and make a drawing representing each paragraph.

a

b

c

d

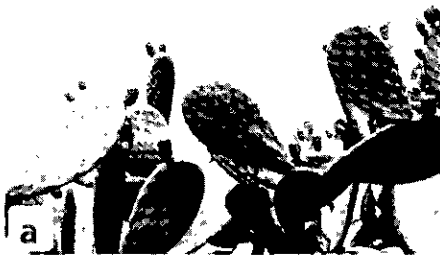
CHECK YOUR PROGRESS 3

1 Circle the correct alternative and connect them to the pictures. (6 points)



- a. Chiplotes are used for sauces **and / but** marinades.
- b. Avocados are not vegetables **but/then** fruits, **or/ and** they are used to make ice creams in some countries.
- c. **But / Then**, cacao beans are roasted at high temperature for a couple of hours. They get darker **and/or** start smelling like chocolate.
- d. Ancient legends say Aztecs only has access to roots **but/ and** meat to feed themselves.

2 Look at the pictures and write a brief description of them. (4 Points)





- 3** Read the text below and make an infographic representing the information.

(6 points)

Chilaquiles

Chilaquiles are a traditional Mexican dish dating back centuries to the early Aztecs. The word derives from an ancient word in the Aztec Nahuatl language meaning "chilis and greens."

The basic makings of traditional chilaquiles are simply crunchy fried corn tortilla pieces, with a chile salsa over them; simmered until the tortilla starts softening to absorb the sauce's flavor.

Though the basic ingredients are minimal, today, beef, chicken, eggs, Jack cheese and other ingredients have been incorporated in many recipes.

Adapted from: Source: Chilaquiles: history and tradition. Retrieved from <http://chilatruck.com/chilaquiles-history-tradition/>

- 4** Answer the following questions about the text Chilaquiles.

(4 points)

- a. What are the basic ingredients of chilaquiles?
- b. Where does the word come from?
- c. are the any other ingredients used nowadays to make chilaquiles?
- d. What ingredients does your family include when making chilaquiles?

Total score: _ ____ / 20 points

UNIT 4

YOU HAVE A LETTER!

Environment

Family and Community.

Communicative Activity

Exchanges associated to information about oneself and others.

Social Practice of Language

Share personal experiences and compare them.

Learning Outcomes

- Explore letters in which personal experiences are exchanged.
- Interpret personal experience in letters.
- Write and answer letters with personal experience.

Spiral Review of Learning Outcomes throughout Unit 3.

Final Product

A letter with personal experiences.

Reader

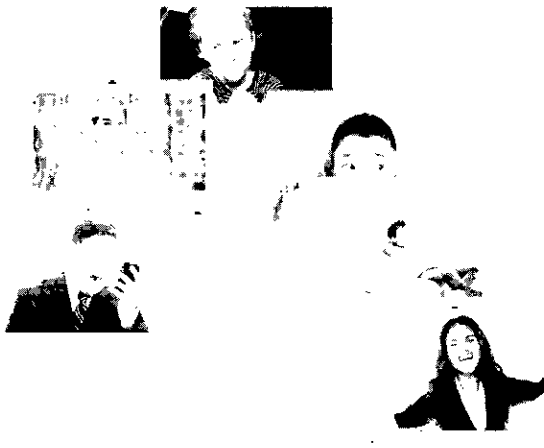
A new family member

Allotted time

12 classes of 50 minutes.

Materials

Realia (letters), flashcards with different situations.



Final Product: A letter with personal experiences.

Reader: A new family member




Final Product: A letter with personal experiences.

Reader: A new family member

Lead-in

Invite students to open their books on page 42 and read the title of the unit. Focus attention on the illustration and ask *What is the girl holding, in the picture?* Encourage students to suggest ideas about the topic of the unit. Ask *What do you think you are going to learn in this unit?* Guide students to answer that they are going to learn about how to write letters on the subject of personal experience.

Motivate students saying they are going to work on a product at the end of the unit where they will write a letter and read the story *A New Family Member* in the Reader.

 Answer these questions in your group. Exchange comments with your classmates.

Organize students in small groups. Get them read and discuss the questions. Monitor and help them with the necessary vocabulary.

Answers:

Students answer freely.

Getting started

Getting started

Look at the pictures, and label them.



She is receiving and opening a letter.

Discuss these questions in your group.

- What is she doing?
- What is he doing?
- What is she doing?
- What is he doing?

Unit plan	
Start	<ul style="list-style-type: none"> Write and answer letters with personal experience Reflection on achievement
Development	<ul style="list-style-type: none"> Present the final product Review the unit content

43

Development

1. Look at the pictures, and label them.

Focus attention on the pictures and encourage students to describe them. Point and ask, e.g. *What's the woman doing in the first picture? Is she opening or closing a letter?* etc.

Answers:

- ii.
- i.
- ii.

2. Discuss these questions in your group.

The aim of this activity is to activate students' prior knowledge related to letters. Give them time to discuss the questions in their groups. Check their ideas as a class and write some of them on the board as a way of summary.

Answers:

Answers will vary.

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

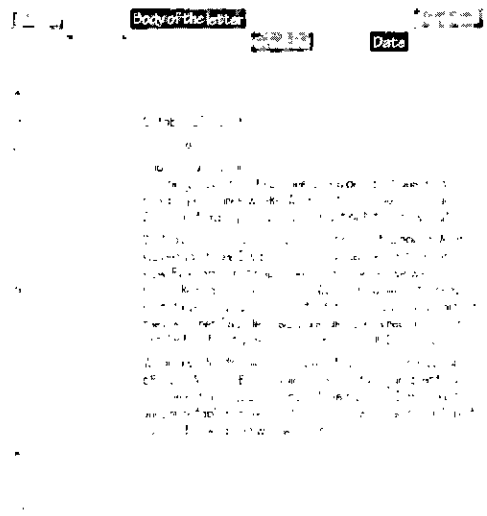
Discuss the questions with the whole class.

Start

Pages 44 - 45

Start

Look at the letter and label its different parts following the color code. Then, listen and check your answers.



Read and listen to the letter in exercise 1. Underline the words you don't know.

44

Lead-in

Write on the board the words *afraid* and *nervous* with their corresponding flashcards. Then, encourage students to mention other emotions. Elicit answers and write the words on the board.

Invite students to brainstorm situations that may trigger different emotions. Ask *When do you feel afraid? What makes you feel nervous?* Etc.

Development

1. Look at the letter and label its different parts following the color code. Then, listen and check your answers.

Get students to close their books and ask *Do you know how many parts there are in a letter? Can you mention the components of a letter?* Elicit answers

and write them on the board. Then, let students open their books again. Read the parts of the letters aloud and check students' answers written on the board. Then, invite students to explore the letter and label its parts. Invite volunteers to read their answers. Check with the class.

Answers:

- a. Address.
- b. Date.
- c. Greeting.
- d. Body of the letter.
- e. Ending.
- f. Closing.
- g. Signature.

TRANSCRIPT

- a. Address.
- b. Date.
- c. Greeting.
- d. Body of the letter.
- e. Ending.
- f. Closing.
- g. Signature.

TEACHING TIP

Write a short letter in Spanish, on the board and invite students to label its different parts (address, date, greeting, body of the letter, ending, closing, and signature). Encourage students to compare letters in English and in their mother tongue.

2. Read and listen to the letter in exercise 1. Underline the words you don't know.

Play the recording and get students to read and listen to the letter in the previous exercise. Then, encourage students to underline the words they do not know.

TRANSCRIPT

102 First Street
Houston, Texas
October 23rd, 2017
Dear Paula,

I hope you're well!

I'm sorry I didn't write before. I was on vacations with all my family for three weeks. We went to the countryside in Canada. My family and I had the most outstanding vacations.

We travelled by plane and stayed at my aunt's house. When we arrived there I was delighted to see the most amazing view. Everybody felt happy and relaxed when we went to a huge lake near my aunt's house. We went swimming there for almost every day. I remember that one day, I was

swimming in the lake when I suddenly saw a snake! I was really frightened but fortunately it was not dangerous at all. I felt relieved!

We also visited the mountains and stayed there for a couple of days. When my father said we were staying in a tent, my mother felt annoyed. She doesn't like camping. It was a bit uncomfortable staying in a tent but anyway I enjoyed it a lot. Luckily, the weather was wonderful!

Well that's all for now.

All the best,

Tom

Development

Development

1. Look at the people and label their feelings.

Look at the people and label their feelings.

unhappy - frightened - relieved - delighted - relaxed - annoyed



2. Listen and check. Then, listen again and repeat aloud.



Think of some personal experiences that you would like to share. With the help of your teacher, write a list of words and expressions in your notebook that will help you communicate your experience.

3. Look at the people and label their feelings.

Focus attention on the pictures and invite students to identify people's emotions. After this activity, ask students what they think that happened to the people in the pictures. Write their ideas on the board. Encourage students to write a five line paragraph about a similar situation they have lived and how they felt about it. Tell them they will use this information to make the final product.

4. Listen and check. Then, listen again and repeat aloud.

Play the recording and make students check or correct their answers. Play the recording a second time and invite students to repeat aloud. Check pronunciation.

Answers:

- a. Delighted.
- b. Relaxed
- c. Frightened.
- d. Unhappy.
- e. Relieved.
- f. Annoyed.

TRANSCRIPT

- a. Delighted.
- b. Relaxed.
- c. Frightened
- d. Unhappy.
- e. Relieved.
- f. Annoyed.

BY-PRODUCT 1: a repertoire of words and expressions.

Think of some personal experiences that you would like to share. With the help of your teacher, write a list of words and expressions in your notebook that will help you communicate your experience.

Tell students that the objective of this unit is to write a letter telling personal experiences. Explain that this is what they are going to do in the final product. Let them know that, in order to achieve this goal, it is necessary to follow some steps. Explain that this is the first step, where they need to take notes of the words and expressions they will need to use in their letter. Help them through the process and suggest working with a dictionary, if necessary.

Closure

Encourage students to underline the words, from exercise 3, included on the letter in exercise 1. Then write these questions on the board and encourage students to discuss and answer them in small groups. Then, check with the class.



- Who writes the letter?
- Who is going to receive it?
- Where is Tom from?
- When was the letter written?
- Where did Tom go on vacation?
- How was it?
- How did he travel?
- Where did he stay?

- What did he do?
- What happened while he was swimming in the lake?

EXTENSION TIP

Encourage students to ask and answer *Yes-No questions* about Tom's vacation to confirm information; e.g. *Did he go to the mountains? Was the weather good? Did he stay in a hotel?* Etc. If the answer is negative, encourage students to give the correct information.

Read and listen to the letters. Then, identify and tick (✓) the "reply letter".

<p>241 Vancouver, Canada July 25, 2019</p> <p>Dear Mom,</p> <p>How is everyone?</p> <p>This camp is fun! The last week, I went on a canoe trip. Last Monday, I played games and had a picnic near the river. I'm just back home.</p> <p>Yesterday, I was going to send you a postcard when I received a letter from Grandma. I felt really excited. I told you she was fine.</p> <p>I'm having a great time, but miss you so much. Let Mom, Dad and Grandma know how much I love you.</p> <p>Love, Tom</p>		<p>242 New York, NY July 26, 2019</p> <p>Hi Tom,</p> <p>How are you?</p> <p>I'm doing well. I hope you're all the same.</p> <p>It's so nice to hear from you. I'm glad you had a picnic. I hope you had a great time.</p> <p>Don't forget to write to Grandma. I'll be happy to hear from her.</p> <p>Love, Mom</p>	
--	--	---	---

Match the actions with the feelings. How does Tony feel?

- | | |
|--|-----------------|
| a. Last week, I went on a canoe trip. | He felt sad. |
| b. Last Monday, I played games and had a picnic. | He was excited. |
| c. When I received a letter from Grandma, | He was happy. |
| d. I miss you both so much. | He was tired. |

Lead-in

Encourage students to remember the letter they explored in the previous class. Ask *What was the letter about? Who wrote it? How did Tom feel on vacation? What did he do? What was he doing when he saw a snake?* Etc. Elicit answers.

Development

6. **Read and listen to the letters. Then, identify and tick (✓) the "reply letter".**

Focus attention on the pictures and invite students to describe them. Ask *Where are the children? Where is the woman? What are they doing? What could be the connection between both pictures?* Then, invite students to read and listen to both letters. Play the recording twice.

Finally, invite students to identify the letter that is the answer to the other one.

Answer: b.

TRANSCRIPT

231 Main Road
Montreal, Canada
July 25th, 2018

Dear Mom,
How is it going?

The camp is fantastic! Last week, I went on a canoeing trip. Last Monday, I played games and had a picnic near the river with my best friends.

Yesterday, I was singing songs with my friends when I received a letter from grandma, I felt really excited. She said she was fine.

I'm having a great time, but I miss you both a lot. I hope you and dad are well.

Lots of love,
Tony

b.
109 Queens Boulevard
New York, USA
August 1st, 2018

Dear son,
I hope you're well.

Thank you for your letter. Your dad and I are very well. We miss you, too! I was thinking about you when your letter arrived. I'm happy you're having a great time!

Last week, we visited your grandmother. She misses you a lot. Tomorrow, we are going to visit her. Today, your father and I are going to the cinema.

Have fun!
Mom

7. Match the actions with the feelings. How does Tony feel?

Encourage students to read Tony's letter again and underline the words they know. Then, invite some students to read the letter aloud. After each paragraph ask *How did Tony feel when he had a picnic/ sang songs/received a letter?* Then, ask them to read the actions and match them with the feelings. Then, check with the class.

Answers:

- a. iii, iv.
- b. iii, iv.
- c. i
- d. ii

8.1 Read the letters in exercise 6 again and tick (✓) its purpose

9.1 Read and circle the correct option.

Reflect! ✓ or X
I can interpret a reversion of words and expressions.
I can interpret personal experience in letters.
If most of your answers are insufficient, check pages 44 - 47 with your teacher

8. Read the letters in exercise 6 again and tick (✓) its purpose.

Invite a student to read the different purposes a letter can have. Get students to read the letters again and identify its purpose. Give examples if necessary. Check with the class.

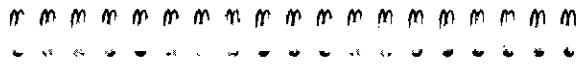
Answers: c

9. Read and circle the correct option.

Get students to read the statements and identify the correct options to complete the ideas. Let students compare their answers with a classmate. Then, invite volunteers to read the full sentences aloud and check with the whole class.

Answers:

- a. iii, b. ii.



Language watch

Past Simple and Past Continuous

1. Read these sentences. Pay attention to the words in bold.

Get students in pairs to read and compare the sentences. Then, discuss the sentences with the class.

2. Read the statements.

Invite students to read the sentences and infer the rules according to the examples in exercise 1.

Remind students the regular **past simple** is formed using **-ed** and the **past continuous** is formed using **was/were + infinitive verb + -ing**.

The position of the sentences does not change the meaning of the ideas, but the punctuation changes a bit. If the idea starts with *When* or *While*, the sentence needs a comma (,) at the end. E.g. *While I was watching a movie, my mom called me. While I was watching a movie, my mom called me.*

TEACHING TIP

To help students practice this new content in a communicative context, you can do the following activity: get out of the classroom for a few seconds. Then open the door and get into the classroom. Ask them *What were you doing when I opened the door?* Listen to their answers and help them form sentences using the target structures. Write the sentences on the board.

EXTENSION TIP

Invite students to play a card game about what they were doing at certain times yesterday. Divide the class into groups of three or four. Give each group a set of picture cards and a set of time cards. Invite students to place the picture cards and time cards face down in piles. A student picks up the top time card from the pile and asks the player on his/her right what he/she was doing at that time yesterday, e.g. *What were you doing at 6:00 a.m. yesterday?* Model the question on the board. Then, the player must take a picture card, show the card to the other students and express an action in progress, e.g. *I was taking a bath.*

Closure

Ask questions to the class about the letters, e.g. *Where is Tony? What did he do last week? Does he miss his parents? What does her mother say in her letter? How does she feel?* Elicit answers.

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.

Pages 48 - 49

Read and listen to the letters. Who is the sender and the recipient? Then, classify them according to the subjects given in the box.

Personal experience - Thank someone - Invitation - Congratulation

57 Beacon Street
Boston, Massachusetts
December 15, 2017

Hi Fiona,
I'm having a party next Friday at my house. Would you like to come? It'll be fun...lots of people from my school are coming. Hope you can come.

Hugs,
Steve

1118 14th Street
New York, NY 10019
March 15, 2017

Hi Tony,
I was so happy to hear from you. I hope you're doing well. I miss you and your family. I'll be home next week. Let's catch up then.

Love,
Tony

411 8th Avenue
New York, NY 10018
November 4, 2016

Hi Fiona,
I hope you're doing well. I miss you and your family. I'll be home next week. Let's catch up then.

Hugs,
Steve

1118 14th Street
New York, NY 10019
March 15, 2017

Hi Tony,
I was so happy to hear from you. I hope you're doing well. I miss you and your family. I'll be home next week. Let's catch up then.

Love,
Tony

48


Lead-in

Bring in a small rubber ball. Say a verb and toss the ball to a student. He/she catches the ball and says the past form. Then, this student chooses another verb and repeats the steps again. Continue until all students have had a turn or two.

TEACHING TIP

You may want to let students refer to a list of irregular verbs when they are first learning them, but later on you can play it without the list.

Development

10.  **A | Z** Read and listen to the letters. Who is the *sender* and the *recipient*? Then, classify them according to the subjects given in the box.

Tell students that there are different types of letters and their topics are varied, too. Before reading the letters encourage students to suggest other possible topics apart from personal experience. Brainstorm ideas and write some of them on the board. Then, play the recording and invite students to read and listen to the letters. Encourage students to identify the subject of the letters and label each of them with the options given in the box at the top. Monitor and check with the class. If appropriate, ask students to refer to relevant parts of the letter to support their answer. Then, invite them to talk about who is sending the letter and who is receiving it.

Answers:

- a. Invitation. c. Personal experience.
b. Congratulation. d. Thank someone.

EXTENSION TIP

Have students close their books. Read one letter aloud and encourage students to identify its subject. Continue this way with the other three letters.

TRANSCRIPT

a.

57 Beacon Street
Boston, Massachusetts
December 15th, 2017.

Hi Flora, I'm having a party next Friday at my house. Would you like to come? It'll be fun! Lots of people from my school are coming.

Hope you can come.
Hugs.

Steve

b.

717 Broadview Avenue
Toronto, Canada
May 10th, 2016

Dear Tom,

I was extremely happy when your parents told me that you finished school with the highest marks last year. I'm very proud of you. I can't wait to meet you and give you a tight hug.

Sincere wishes,

Your grandmother

c.

27 Western Road
Brighton, England
March 28, 2017

Dear Patrick,

Last week my parents and I went to London. We visited many places: museums, art galleries, the London Eye and the Tower of London. One day, while we were walking in the city, it started to rain and it got very cold. But we had an outstanding weekend anyway!

Love,

Kate

d.


811 Regent Street
Phoenix, Arizona
September 4, 2016

Dear Shelley,

I'm cheerful and delighted with your lovely birthday gift. The scarf is wonderful and it looks great with many of my sweaters. I appreciate that you remembered me on my birthday. Sincerely,

Emily

Write the letter on page 49 of the book.

 Read and complete this letter with the information provided. Then, listen and check your answers.

- a. London
b. 2018
c. I'm afraid that I have had new...
was doing my best last week.
d. I fell off. Unfortunately, I broke my leg.
e. have to stay at home for a month...
because
f. can't go to school... wonder...
if you could keep me informed about the show...
let's keep in touch.
January 10th
g. John
when

and
but
so
because
And... addition.
Because... a reason.
So... the result of something.
But... contrast



Language watch

Linking words

1. Linking words are used to join and connect phrases and sentences.

Get students in pairs to read and analyze the sentences. Then, discuss the sentences with the class.

2. Create your own example sentences and share them with your partner.

Motivate students to create their own examples and share them with their partner.

11. Read and complete this letter with the information provided. Then, listen and check your answers.

Focus attention on the pictures. Point and ask *What's the boy doing in this picture? What happened to him?* Elicit answers. Then, invite students to read the letter and fill in the blanks with the words given. Monitor and help when necessary. Then, play the recording and get students to check their answers. Play the recording a second time and invite students to repeat aloud. Check pronunciation.

Answers:

- a. 22 Green Street c. Dear David. e. so. g. all the best.
 b. January 10th. d. when. f. because.

TRANSCRIPT

22 Greer Street
 London
 January 10, 2018
 Dear David,

I'm afraid that I have bad news. I was riding my bike last week, **when** I fell off. Unfortunately, I broke my leg, so I have to stay at home for a month. I'm sad **because** I can't go to school. I wonder if you could keep me informed about the school homework. Let's keep in touch.

All the best,

John

EXTENSION TIP

Ask *Who is the letter to? Who wrote the letter? When did he write it? What happened to John? What was he doing when the accident happened? How does he feel? Why?* etc. Elicit answers.

Closure

Encourage students to write a brief letter with a bad or unpleasant experience that might be real or not. Have them use the letter in exercise 11 as a model. Give students time to write the letter in class or set it for homework.

TEACHING TIP

Remember to collect students' work throughout the development of the unit such as repertoire of words and expressions, names of events, lists of personal experiences, questions about the procedure (writing a letter: address, date, greeting, etc.).

In this way, you will have enough evidence of how your students are doing before they carry out the product and make the final product.

David answers John's letter in exercise 11, but it is not in order. Number the parts of the letter from 1 - 7. Copy the final version in the pattern below.

- Best wishes
- a. All the best to you. Get well and come back soon!
 - b. David
 - c. February 10th
 - d. 14 Court Road
 - e. Dear John
 - f. I'm so sorry about what happened to you. But don't worry. I'll send school homework by mail.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Date _____

The recipient's name _____ Dear _____

Body of the letter _____

Your name _____

Listen and check your answers. Then, take turns to read the letter aloud.


Lead-in

Give students enough time to check the letters they wrote in the last session. Monitor and check grammar, spelling and punctuation. Then, invite students to take turns to read the letters aloud.

EXTENSION TIP

Get students exchange their letters with a partner and encourage them to write a reply letter. Have students follow the letter in exercise 11 as a model.

Development

12.  David answers John's letter in exercise 11, but it is not in order. Number the parts of the letter from 1-7. Copy the final version in the pattern below.

In pairs, students read the letter and set its components in the correct order. Let students compare their answers with other classmates.

Answers:

- 6.
 - 5.
 - 7.
 - 2.
 - 1.
 - 3.
 - 4.
13.   Listen and check your answers. Then, take turns to read the letter aloud.

Play the recording twice and invite students to check their answers in the previous exercise. In pairs, students take turns to read the letter aloud. Monitor and check pronunciation.

TRANSCRIPT

14 Court Road

London

February 12, 2018

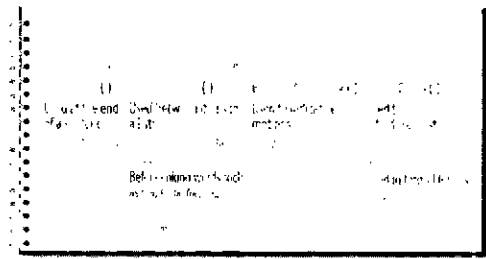
Dear John,

I'm so sorry about what happened to you. But don't worry. I'll send school homework by mail.

We all miss you. Get well and come back soon! I'll stay in touch.

Best wishes,


David



In your final product, you are going to write a letter to a friend or a family member about a personal experience.

As a preparation, write a list of the personal experiences you are going to share in your letter. Write the list in your notebook.

15

 Go to the text *The new family member* on page 44 in the Reader.

1. Find out the main idea of paragraphs 44 and 45. What does the text tell you about the family's situation?

2. Write a short text about your own diet.

Reflect! ✓ or X

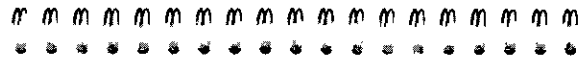
I can explore letters in which personal experiences are exchanged.

I can interpret personal experiences in letters.

I can write and answer letters with personal experiences.

If most of your answers are insufficient, check pages 44 - 51 with your teacher.

51



Language watch

Punctuation marks

1. Read and study this information.

Have students look and analyze the punctuation rules.

Invite students to explore the letters of the unit and find other examples of similar punctuation.

2. Add the correct punctuation.

Get the students to read the sentences and write the appropriate punctuation. Then, invite confident students to write the sentences on the board to check or correct the answers.

Answer:

- a. I love chocolate and strawberry ice cream!
- b. He has two favorite colors: purple and yellow.
- c. She gets up early from Monday to Friday.



BY-PRODUCT 2: a list of personal experiences.

In your final product, you are going to write a letter to a friend or a family member about a personal experience. As a preparation, write a list of the personal experiences you are going to share in your letter. Write the list in your notebook.

Tell students that in this second step of the process of writing a letter, they will need to list the personal experiences they are going to share. Remind them to use the Past simple tense for completed actions and the Past continuous for interrupted actions. Give them time to write their sentences and help them in the process, correcting mistakes if necessary. Also, suggest using their repertoire of words and expressions in By-product.

15  **Go to the text *The new family member* on page 44 in the Reader.**

Organize students in groups. Get them read and discuss the questions. Monitor and help with the necessary vocabulary. Then, discuss the questions with the whole class.

You may start reading the text in the Reader at this point or leave it for a separate session. In this case, use these questions as a pre-reading and engaging activity. Start a general conversation about the topic of the text and its relation with the content of the unit. See the teaching notes for the Reader on page 67.

Answers: Students answer freely.

Closure

Reflect!

Invite students to answer the self-evaluation chart. Have students read the sentences and tick the options that best represent them. In case students have doubts, revise the specific content studied in the unit.

TEACHING TIP

Remind students to bring the materials to make the product for the following class.



Closure: Final product

Materials

- pencil
- a piece of paper
- a sheet of paper for the whole class

- 1. Collect and revise your repertoire of words and expressions (page 45) and your list of personal experiences (page 51). Check them again with your teacher. Decide which elements you will need to include in your product.
- 2. Individually, choose a personal experience from the list you wrote in exercise 14.
- 3. Choose the expressions and words from your repertoire that are going to help you share your personal experience.



- 4. Write the letter making sure to include all the necessary information. Use the models from this unit to help you.
- 5. Verify that the letter is complete and that the message is clear. Remember to use some linking words.

- 6. Check spelling and punctuation. Ask your teacher for help.
- 7. Put the final version of your letter into the mail box.
- 8. Your teacher will open the mail box and distribute the letters to the corresponding recipients in the classroom.
- 9. Take turns to read the letter you are going to receive aloud.

Dear Mr. Lopez:
 Such a nice surprise!
 Congratulations on making the first team!
 Don't forget to tell me how you did!
 We will be waiting for you as a gift on the 15th of June.
 Have fun!
 Mr. Lopez
 Mrs. Lopez

Unit reflection Reflect on the following statements with your partner.

- I explored letters about personal experiences.
 a. very well b. well c. not very well
 What can I do to improve?
- I interpreted personal experiences in letters.
 a. very well b. well c. not very well
 What can I do to improve?
- I wrote and answered letters about personal experiences.
 a. very well b. well c. 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

Encourage students to start the product. Tell them they are going to write a letter about a personal experience.

EXTENSION TIP

Go back to the unit and review the components of a letter and its main characteristics.

TEACHING TIP

Prepare the product in advanced and show it to students as a model of what they need to do.

1. Have students work in pairs. Encourage them to read in pairs the materials they need and the instructions of the first part of the product.
2. Students choose a personal experience from the list they wrote in exercise 14.
3. Tell students to choose the appropriate words and expressions from their repertoire that will help them share their personal experience in their letter.

Encourage the class to mention all the possible events they can write about. Take notes on the board writing the category of the events such as birthday party, vacations, celebration, summer camp, adventure, etc. Then, point a category and invite students to suggest ideas that might be mentioned about that topic.

Lead-in

Brainstorm different ways to start and finish a letter. Also, review some common expressions to sign off. Get students in pairs again and invite them to continue with their work. Invite volunteers to read the instructions of the second part of the product.

4. Invite students to write a draft of his/her letter on a piece of paper. Then, ask them to write the letter including all the necessary information.
5. Verify that students use appropriate linking words.
6. Before finishing the letter, have them check both spelling and punctuation. Monitor and help as needed.
7. Students fold the letters and put them in the mail box.

Walk around the classroom to see what students have done so far and check if they have followed the instructions correctly. Then, invite students to make comments about the topic of their letters keeping the recipients' names in secret.

Let students make comments about what they have done so far. Then, give students enough time to check again their letters and add other extra ideas if it is necessary, paying attention to spelling and punctuation.

Then, the recipients of the letters take turns to read the letters aloud. Monitor and check pronunciation.

8. Open the box and deliver the mail.
9. Encourage students to read the letter they received in silence. Then, invite them to read the letter aloud to their classmates.

Suggested assessment instrument:

Self-evaluation (See example on page 166)

Closure**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.

Invite them to read the statements and ask them to answer accordingly, also suggesting how they can improve their results regarding the specific learning objective.

TEACHING NOTES FOR READER AND EXTRA MATERIAL

READER page 44

44 *The new family member*

Lead-in

Invite students to open their Readers and tell them that they are going to read the story *A New Family Member*. Encourage them to look at the pictures and make predictions about the story. Ask *What's the child doing? Who's he writing to? Where do you think that the dog lives? Why?*

Development

Then, get students to read and listen to the text in silence and check the Picture Dictionary, too. After that, invite students to read the text in silence. Then, encourage some volunteers to read the text aloud. Check pronunciation if necessary. Write the unknown words on the board and have students look up the new vocabulary in a bilingual dictionary.

Closure

Encourage students to write a reply letter to Martin's letters. Ask them to follow the models included in this unit. Then, invite some volunteers to read the letter to their classmates.

TRANSCRIPT**The new family member**

This is Martin, a ten-year-old boy. He is writing a letter about his unique friend Lucky to his grandfather who lives far away in the countryside in a quiet rural area. His letter starts like this:

93 Western Road

Edinburgh

Scotland

December 12th, 2017

Dear grandfather,

I have great news. I have a new friend!

One sunny day, a usual day, I decided to go to the park nearby and enjoy the day with my friends. While I was walking, I felt a shadow trailing behind me. I didn't even need to turn and look. I just knew somebody was there. To tell you the truth, I felt scared at the beginning. I draw a picture about the situation.

I turned, I saw a huge scruffy and light brown dog. A street dog! I had no idea where he came from, but we became friends immediately. I knew that living on the streets could be hard, especially in winter when the weather can be particularly rough. I didn't have any doubts to take the dog with me to my home. Here it is a drawing I made.

While my new friend and I were going back home, I decided to call him Lucky. I believe he liked his new name, because he barked and started jumping and wagging his tale. At home I gave him some water and a nice meal, too. I was preparing a warm place to stay in the kitchen, when my parents arrived. My Mom loved the idea of having Lucky, but Dad didn't like it very much. He asked me to find a new home for Lucky as soon as possible. I made a drawing, so you can imagine my dad's face. That cold night I went to bed feeling down and when I was about to fall asleep, I heard some noises downstairs. I woke up and told my parents. Dad got up right away and walked down the stairs to check what was going on. When he turned on the light in the living room, he saw that a burglar was stealing the television. The burglar left the television and tried to attack my Dad. In that moment, Lucky appeared and stop the burglar and saved Dad. Later, my parents called the police and took the burglar into prison. Here it is a drawing I made about how I imagined the situation.

The next day, Dad brought a special gift to Lucky, a dog collar with a tag that had his name printed on it. My Dad said to him: "This is a good name for you. Good boy, Lucky. You are part of this family now". Dad was so thankful to Lucky for saving his life that decided to let him stay and live with us forever. We've been together since then.

I enclosed a picture of the new member in the family. I hope you like Lucky, too.

Well that's all for now. Write back soon.

Hugs,

Martin

The boy finishes the letter, put it in an envelope as well as some pictures of Lucky and writes his grandfather's address on it. Later, Martin and Lucky run to the post office to send the letter together.

Lead-in

Ask students different questions about the story they read last class. Ask *Who is the receiver of the letter? Who is the sender?*

Development

1. Complete the response letter that Martin's grandfather wrote him. Use the vocabulary from the Picture Dictionary (pages 56 and 57).

Answers:

a. scared b. burglar c. barked d. wag

2. Did you experience a similar situation with animals or with dogs in the past? Write four sentences about your personal experiences with animals.

Answers:

Different answers might be provided.

3. How did you feel about the experiences you wrote in activity 2? Write 4 adjectives that describe how you felt.

Answers:

Different answers might be provided.

4. Now, use the letter in activity 1 (page 53) as an example to write a letter about your personal experiences with animals. Then use the sentences you wrote in activity 2 and the adjectives from activity 3 (page 54). Share your letter with your partner.

Answers:

Different answers might be provided.

Closure

Ask your students *What do you think about Martin's attitude? Do you agree? Have you ever rescued a dog from the street?*

Lead-in

Revise the past forms of regular and irregular verbs. Put a large number of verb cards in a bag. Divide the class into two teams. A member of one team picks up one card, reads it aloud, his/her group decides what the past form of the verb is and, finally, says the answer. If this team does not know the answer or if the answer is incorrect, the card is given to the other team. Encourage speed. Students have only one minute to answer.

Development

1. Look at the pictures. In pairs, talk about how you lived your:

Answers:

Answers will vary.

2. Write a letter to your best friend telling her/him something interesting you experienced on your last holiday. Don't forget to use punctuation marks covered in the unit.

Answers:

Students' own letters.

Closure

Place on the board many sentences on strips of paper and invite students to join them with linking words.

Learning outcomes:

- Explore letters in which personal experiences are exchanged.
- Interpret personal experience in letters.
- Write and answer letters with personal experience.

Check your student's progress evaluating their strengths and weaknesses. Get copies of the material on pages 73-74. Read the instructions and give students enough time to answer the test individually. Monitor and provide assistance if needed. Check as a class.

Answers:

1.

1124 West 4th Avenue
Guadalajara, Mexico

September 1st, 2018.

Dear friend,

Last week, I travelled to the mountains with my family. We spent a great time there, even though we had a "little inconvenient".

2 days ago, after a rainy day, we went for a walk to the Los Condores trail. We were watching a curious bug, when suddenly my dad slipped and fell into a puddle. My mom tried to help him, but she also slipped and got completely wet. My sister and I laughed to tears!!!

What about you? Tell me about your holidays.

Love,

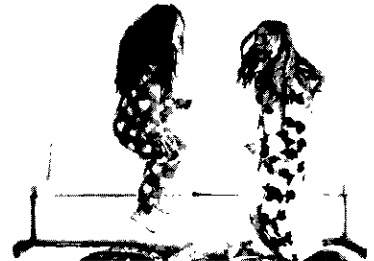
Helen

- 2.** 2 points coherence and cohesion
2 points punctuation
2 points spelling
2 points grammar

COMPLEMENTARY ACTIVITIES

Name: _____ Class: _____

1 Look at the pictures. In pairs, talk about how you lived your:



- a. First day at school b. First visit to the dentist c. First time you slept over

2 Write a letter to your best friend telling her/him something interesting you experienced on your last holiday.

CHECK YOUR PROGRESS 4

Name: _____ Class: _____

1 Past Simple or Past Continuous? Complete the letter with the correct form of the verb.

(8 points)

1124 West 4th Avenue
Guadalajara, Mexico

September 1st, 2018.

Dear friend,



Last week, I _____ (travel) to the mountains with my family.

We _____ (spend) a great time there, even though we had a "little inconvenient".

2 days ago, after a rainy day, we _____ (go) for a walk to the

Los Condores trail. We _____ (watch) a curious bug. when

suddenly my dad _____ (slip) and _____ (fall) into

a puddle. My mom _____ (try) to help him, but she also slipped

and _____ (get) completely wet. My sister and I laughed to tears!!!

What about you? Tell me about your holidays.

Love,

Helen

2 Answer Helen’s letter and tell her how your last week was. **(10 points)**

Total score: / 18 points

UNIT 5

GUESS THE MISTERY: DAILY ACTIVITIES!

Environment

Recreational and Literary.

Communicative Activity

Recreational expression.

Social Practice of Language

Describe daily activities to be discovered by others.

Learning Outcomes

- Explore and listen to descriptions of activities.
- Interpret descriptions of activities.
- Write descriptions of activities.
- Play describing activities.

Spiral Review of Learning Outcomes throughout Unit 6.

Final Product

Riddle bingo game

Reader

Getting to know more about riddles.

Allotted time

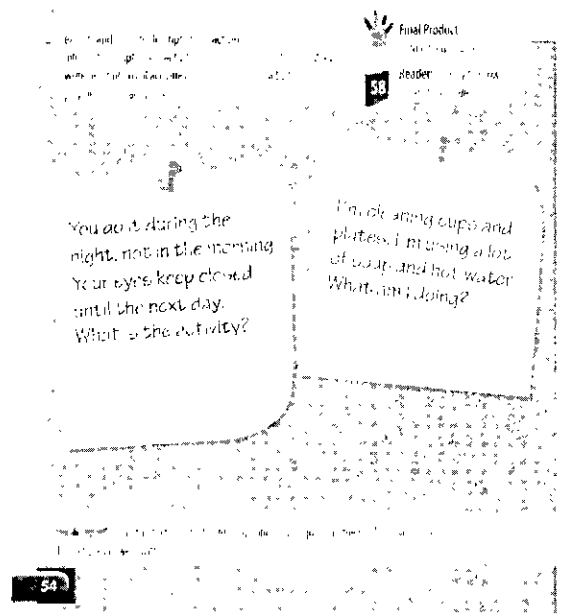
12 classes of 50 minutes.

Materials

Flashcards with daily routines.



Pages 54 - 55



Lead-in

Invite students to open their books on page 54 and read the title of the unit. Focus attention on the descriptions and invite volunteers to read them aloud. Ask *Can you guess the activities?* Elicit answers, write them on the board and, finally, reveal the solutions to the riddles by circling the correct activities among the answers written on the board.

Encourage students to suggest ideas about the topic of the unit. Ask *What do you think you are going to learn in this unit?* Elicit they are going to describe everyday activities through a language game called riddles.

Motivate students saying that at the end of the unit, they are going to work on a product where they will make a riddle Bingo game to play and enjoy with their partners. Explain that in this riddle Bingo game, they will have the opportunity to practice giving descriptions of daily activities.

Also, tell them they are going to read the text *Getting to Know More About Riddles* in the Reader.

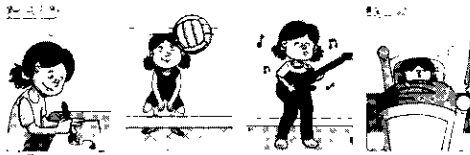
Challenge students to read and guess the daily activities which are described in the post-its. Help them reading and naming the activities.

Answers: doing the dishes – sleeping

Getting started

Getting started

Listen and circle the activities the girl usually does.



Then, listen and number the activities in exercise 1.

Unit plan	
Start	<ul style="list-style-type: none"> Play describing activities Refer to achievement
<ul style="list-style-type: none"> Exp. on using achievement of activities 	Closure
Development	<ul style="list-style-type: none"> Present the final product Reflection on the unit content
<ul style="list-style-type: none"> Interpret descriptions of activities Write learning from activities 	

55

1. Listen and circle the activities the girl usually does.

Focus attention on the illustration. In pairs, students take turns to describe what the girl usually does. Monitor and help when necessary. Tell students they are going to listen and check their answers. Play the recording twice.

Answers: She brushes her teeth, she has breakfast, she reads books, she paints, she plays volleyball, she plays the guitar, she goes to sleep.

TRANSCRIPT

- She brushes her teeth. She plays volleyball.
- She has breakfast. She plays the guitar.
- She read books. She goes to sleep
- She paints.

2. Then, listen and number the activities in exercise 1.

Tell students they are going to listen to a recording about Sally's activities, but this time in a different order. Play the recording pausing after each statement to give students time to show the activities they hear.

Answers:

a. 2; b. 4; c. 6; d. 3; e. 1; f. 5; g. 7

TRANSCRIPT

- She plays volleybal.
- She paints.
- She plays the guitar.
- She goes to sleep.
- She brushes her teeth.
- She has breakfast.
- She reads books.

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 solve some riddles about Sally's daily activities. Describe some of her activities without saying their names. Challenge students to guess the activities. For example, say *She's moving and running a lot. She needs a racket. What's she doing?* Elicit that she is playing tennis.

Start

Pages 56 - 57

Start

Read and listen to the definitions of some daily activities. Then, match them with the corresponding pictures.



Read further...

Match the definition with the picture.

Read the definition and match it with the picture.

Read the picture.

Then, write the definition of the activity in the box.

Write the name of the activity in the box.

Read the descriptions again and use the words in the box to write the activities

waking up · reading · cycling · sleeping · cooking · swimming

56

Lead-in

Mime some daily routines and invite students to guess the names of the actions. Then, invite students to do the same activity in pairs.

Development

1. **37** Read and listen to the definitions of some daily activities. Then, match them with the corresponding pictures.

Tell students they are going to read and listen to some definitions of everyday activities taken from a children's dictionary. Play the recording once. Then, invite students to look at the pictures and match them with the correct definitions.

Answers:

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

TRANSCRIPT

- Prepare food or meals.
- Move through water by moving your arms.
- Travel by bicycle or motorcycle.
- Stop sleeping.
- The oral interpretation of written language.
- To be in the state of resting the body and mind.

2. Read the descriptions again and use the words in the box to write the activities.

Have students read the definitions in exercise 1 again. Then, get them to write the names of the activities in the space provided. Invite volunteers to read the answers aloud.

Answers:

- a. cooking. b. swimming. c. cycling. d. waking up.
e. reading. f. sleeping.

3. Read and underline the option that best corresponds to the description.

1. Read and underline the option that best corresponds to the description.

1. People read when they are travelling / they are sleeping.
2. People cook when they are bored / they are hungry.
3. People have breakfast at the beginning of the day / at the end of the day.
4. People set the alarm clock when they fall asleep / wake up.
5. People wash the dishes when they are clean / they are dirty.
6. People go to the supermarket to buy things / sell food.

2. Listen and check your answers in exercise 3. Then, listen again and repeat aloud.

3. Look at the pictures and describe what the people are doing. Do you do these activities in a similar or in a different way in Mexico?



Reflect! ✓ or ✗

I can explain and listen to several of these activities.

If your answer is insufficient, check pages 55 - 157 with your teacher.

3. Read and underline the option that best corresponds to the description.

Invite students to read the sentences and select a reasonable choice. Then, students compare their answers with a classmate.

Answers:

- a. they are travelling. d. wake up.
b. they are hungry. e. they are dirty.
c. at the beginning of the day. f. buy things.

4. **38** Listen and check your answers in exercise 3. Then, listen again and repeat aloud.

Invite students to check their answers with a listening. Play the recording and make students check or correct their answers. Play the recording again and have students repeat the sentences aloud. Pay attention to pronunciation and intonation.

TRANSCRIPT

- People read when they are travelling.
- People cook when they are hungry.
- People have breakfast at the beginning of the day.
- People set the alarm clock to wake up.
- People wash the dishes when they are dirty.
- People go to the supermarket to buy things.

5. Look at the pictures and describe what the people are doing. Do you do these activities in a similar or in a different way in Mexico?

Invite students to observe and describe the pictures. Ask *What are they doing?* Elicit answers. Help students with the necessary vocabulary.

Answers:

- He is driving on the right.
- They are sitting on the floor and eating with their hands.
- They are praying.
- They're greeting each other.

TEACHING TIP

Write some questions on the board to guide students' discussion. Some questions might be:

- How do you greet people in your country?
- Do people drive on the right or on the left in Mexico?
- How do you have your meals? Do you sit on the floor? Do you eat using your hands?
- Do Mexican people pray similarly or differently?

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.

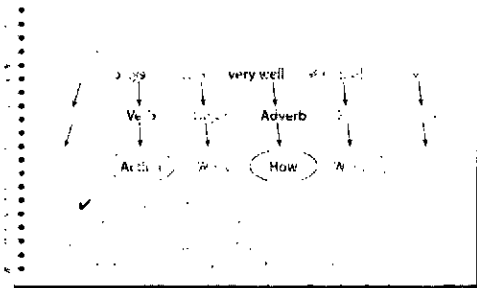
Closure

Invite students to mention the ideas they have concluded in exercise 5. First, invite students to mention the similarities and then the differences.

Development

Pages 58 - 59

Development



4. Write the sentences in the correct order according to the diagram in the Language Watch. Then describe an activity you do frequently to your partners.

a. She brushes her teeth three times a day.

b. We play video games after school.

c. I sleep deeply every night.

d. Mary rides her bike carefully in the streets.

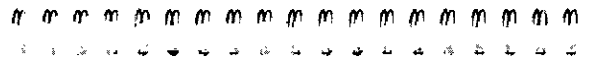
Listen and check your answers in exercise 6.

58

Lead-in

To review everyday activities, play Simon Says with students. Have everyone stand up and begin the game. Stand in front of the class. Say: *Simon says polish your shoes.* Students must do the action and pretend to polish their shoes. Repeat this process choosing different routines such as: *eat, watch TV, write with a computer, dance, drive a car, sleep, take a shower,* etc.

Development



Language watch

Word order in a sentence

1. Look at the diagram.

Invite students to read the sentence and analyze its components. Tell them that the elements of a sentence follow the specific order that can be observed in the diagram.

2. Read and complete the rule according to the diagram.

Get students to read and complete the paragraph according to the diagram in exercise 1. Invite volunteers to take turns to read their answers. Monitor and check.

Answers: a. verb b. object

3. Tick (✓) the correct sentences.

Make students read the sentences and identify the correct ones.

Answers: b, c

6. Write the sentences in the correct order according to the diagram in the Language Watch. Then describe an activity you do frequently to your partners.

Invite students to write sentences with the elements given. Have students follow the diagram in the language watch. Walk around the classroom and help when needed. Invite them to describe an activity from their routine, sharing it with their group and applying what they have learned.

Answers:

- a. She brushes her teeth three times a day.
- b. We play video games after school.
- c. I sleep deeply every night.
- d. Mary rides her bike carefully in the streets.

7. Listen and check your answers in exercise 6.

Invite students to listen to the recording and check their answers. Play the recording twice. Then, invite volunteers to read the sentences aloud.

TRANSCRIPT

- a. She brushes her teeth three times a day.
- b. We play video games after school.
- c. I sleep deeply every night.
- d. Mary rides her bike carefully in the streets.

- Read and complete the sentences with the words and expressions in the box.

My sister and I - the news - shower - in the morning - gets up

1. I usually get up _____ every day.
 2. She _____ at 7.30. Mum and Dad do.
 3. He always _____ in the evening.
 4. Mike _____ and then he goes to bed.
 5. He feeds his dog _____.

- Read and listen to the dialogues. Then, listen again and repeat aloud.



Sarah: I like ice skating a lot.

Aunt Sofia: Can you do it every day?

Sarah: No, I can't.



Thomas: Where do you usually read?

Angelica: In my bedroom.

- Talk about the activities you do during the week. Use the dialogues in exercise 9 as models.

59

8. Read and complete the sentences with the words and expressions in the box.

Get students to read the sentences and fill in the blanks with the words in the box. Tell students they have to respect the correct word order in sentences. Check with the class.

Answers:

- the news.
- gets up.
- My sister and I.
- shower.
- in the morning.

9. Read and listen to the dialogues. Then, listen again and repeat aloud.

Invite students to read and listen to the conversations paying attention to the questions. Play the recording through once. Play the recording again pausing after each statement to give students enough time to repeat them aloud. Invite students to pay attention and intonation.

TRANSCRIPT

Sarah: I like ice skating a lot.

Aunt Sofia: Can you do it every day?

Sarah: No, I can't.

Angelica: I read every day.

Thomas: Where do you usually read?

Angelica: In my bedroom.

10. Talk about the activities you do during the week. Use the dialogues in exercise 9 as models.

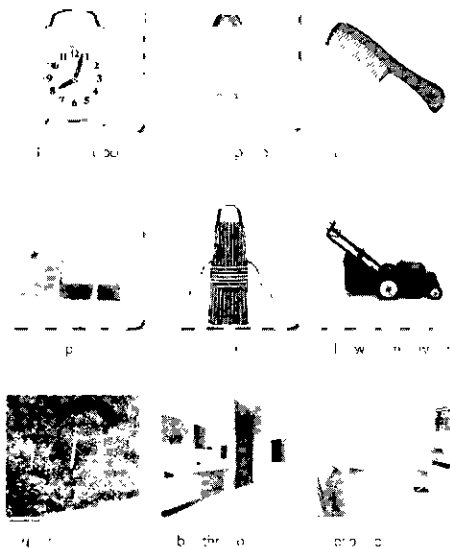
Get students in pairs and invite them to create four short dialogues with the activities they do during the week. Have students follow the dialogues in the previous exercise as a model. Monitor and provide assistance if needed.

Closure

Play scrambled sentences with the class. Split the class into small groups. Once you have written on the board the scrambled sentences about descriptions of activities, one team will have one minute to come up with the answer while the rest of the class stay silent. Continue the process with the other teams while keeping track of the scores.

Pages 60 - 61

- Look and complete the words.



- Listen and check your answers. Then, listen again and repeat aloud.

60

Lead-in

Invite students to think about several daily activities and associate them with tools or instruments. Ask *What do you need to brush your teeth? What tools does your Mom /Dad use when they cook? What special clothes do you need to go swimming?* Etc. Elicit answers and write them on the board. Then, read the words and ask students to repeat aloud. Bring realia or flashcards to pre-teach: *alarm clock, shampoo, comb, soap, apron, lawn mower, garden, bathroom, bedroom.*

Development

11. 👤 Look and complete the words.

Get students to observe the pictures and provide the missing letters to complete the vocabulary.

Answers:

- a. alarm clock. d. soap. g. garden.
- b. shampoo. e. apron. h. bathroom.
- c. comb. f. lawn mower. i. bedroom.

12. 🎧 Listen and check your answers. Then, listen again and repeat aloud.

Invite students to listen to the recording and check their answers. Then, get students to listen to the recording a second time and repeat the words aloud.

TRANSCRIPT

- a. alarm clock. d. soap. g. garden.
- b. shampoo. e. apron. h. bathroom.
- c. comb. f. lawn mower. i. bedroom.



Look at the pictures and say the names of the activities. Then listen and check.

Activity	When do you do it?	Where do you do it?	What tools or instruments do you need?	Who can do it?
a				
b				
c				
d				

Look at the activities and answer the questions to complete the chart.



Take turns to ask and answer questions about the activities in exercise 13. Follow the examples as models.

Examples: *When do you get up?*
At 6 o'clock. *Where do you wash your hair?*

61

13. 👤 BY-PRODUCT 1: chart with descriptive elements.

Look at the pictures and say the names of the activities. Then listen and check.

Get students in pairs. Invite them to take turns to identify the daily activities they can see in the pictures. Tell students they are going to check their answers with a recording. Play it twice. Then, encourage students to check

the contents in exercises 1 and 13 to write 5 descriptions of activities, in their notebooks. Tell students this activity will help them to make the final product.

Answers:

- a. wake up.
- b. cook.
- c. comb.
- d. take a shower.

TRANSCRIPT

- a. wake up.
- b. cook.
- c. comb.
- d. take a shower.

14. Look at the activities and answer the questions to complete the chart.

Get students in pairs. Invite students to take turns to read and answer the questions about the activities in the pictures.

Possible answers:

- a. **wake up:** in the bedroom / an alarm clock / everybody
- b. **cook:** at different times / in the kitchen / mom or dad
- c. **comb:** at different times / in the bathroom / a comb / everybody
- d. **mow the lawn:** in the garden / a lawn mower
- e. **take a shower:** in the morning / soap and shampoo



BY-PRODUCT 2: questions about activities.

Take turns to ask and answer questions about the activities in exercise 13. Follow the examples as models.

Get students in groups of four. Invite them to ask and answer questions using the information in the chart in exercise 13.

Closure

Play Question Chain with your students. Have students sit in a circle. Ask students on your right a question, e.g. *What time do you have lunch? What do you use to wake up? Where do you wash your hair?* Etc. Student answers the question and then asks the partner next to him/her another question.

TEACHING TIP


Remember to collect students' work throughout the development of the unit such questions about daily activities, a chart with descriptive elements and description of activities. In this way, you will have enough evidence of how your students are doing before they carry out the product and make the final product.

BACKGROUND INFORMATION

Riddles have some basic rules:

- Do not divulge the answers because it will spoil the riddle.
- Give enough hints to guess the word.
- Use few sentences
- Always finish the riddle with a question such as – *What am I doing?*

Pages 62 - 63

16.  Read the dialogue. What activity is the girl describing? Then, listen and check your prediction.

Joan: I'm arranging and putting in order what I have at the top of my head. What am I doing?

Robert: ...

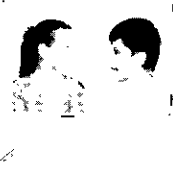
Joan: At least once a day.


Robert: ...

Joan: Yes, I do.

Robert: ...

Joan: You're right!




17.  Choose two activities from exercise 13 and write brief descriptions. Follow the example in the dialogue as a model.

Examples: *Men and women comb their hair often. A girl usually sits in the neighborhood of a school. The head of a bubble is a mixture of air and ...*

What activity is it? _____

What is the activity? _____

18.  Take turns to read your descriptions and guess the activities in exercise 17. Pay attention to pronunciation and intonation.

62

Lead-in


Invite students to solve some riddles. Describe some activities without saying their names. Challenge students to guess the activities. For example:

- *I'm examining and understanding written language. What am I doing?*

- *My eyes are closed. I'm not fully conscious. My body and mind are resting. What's the activity.*

Elicit: *reading and sleeping.*

Development

16.  Read the dialogue. What activity is the girl describing? Then, listen and check your prediction.

Invite students to read the conversation and guess the answer to the riddle. Play the recording and get students to find out if their answers were correct or not.

Answer:

Combing your hair.

TRANSCRIPT

Joan: I'm arranging and putting in order what I have at the top of my head. What am I doing?

Robert: How often do you do it?

Joan: At least once a day.

Robert: Do you need a comb?

Joan: Yes, I do.

Robert: I know. The activity is "combing your hair"!

Joan: You're right!


17. Choose two activities from exercise 13 and write brief descriptions. Follow the example in the dialogue as a model.

Describe different activities using the information in exercise 11 and 13. Write some examples on the board. Encourage students to guess them. Invite students to analyze the structure of a riddle. Ask How many sentences are there?


How does it end? Does it reveal the name of the activity? Do riddles always rhyme? Elicit the answers and check with the class. Then, get students to select two activities from exercise 13 and encourage them to write their own riddles. Monitor and help as needed.

Answers:

Students answer freely.

18.  Take turns to read your descriptions and guess the activities in exercise 17. Pay attention to pronunciation and intonation.

Invite students to have fun with the game by reading their riddles to a partner who has to figure out the activities

19  Read the text *Getting to know more about riddles* on page 58 in the Reader. Answer these questions and then share your ideas with the rest of the class.

1. Write down the last line of the riddle.
2. What other riddles do you know?



Describe two of the activities in exercise 13 (By-product 1) and one daily activity you usually do without writing their names.

Example: *It's something you do in the morning, in your bedroom, after the alarm clock sounds.*

1. _____

2. _____

3. _____

4. _____

5. _____

Riddle 3

Reflect! ✓ or X

Learn to describe activities.

Learn to describe activities.

If most of your answers are insufficient, check pages 58 - 63 with your teacher

63



BY-PRODUCT 2: descriptions of activities.

Describe two of the activities in exercise 13 (By-product 1) and one daily activity you usually do without writing their names.


Encourage students to write three original riddles about their own everyday routine. Remind them to look at the example and follow the basic rules to make riddles and write sentences respecting the correct word order. Tell students this activity will help them to make the final product.

Closure

Reflect!

Invite students to answer the self-evaluation chart. Have students read the sentences and tick the options that best represent them.

Remind students to bring the materials to make the product, for the following class.

19  Read the text *Getting to know more about riddles* on page 58 in the Reader. Answer these questions and then share your ideas with the rest of the class.

Read the text in the Reader at this point, use these questions as a pre-reading and engaging activity. Start a general conversation about the topic of the text and its relation with the content of the unit. See the teaching notes for the Reader on page 83.

TEACHING TIP

Encourage students to use the following polite expressions to ask for clarification when they do not understand what they have heard:

- Sorry?
- What was that again, please?
- Can you say it again, please?
- Could you read it slowly, please?
- Would you mind repeating that much slowly, please?
- I beg your pardon?

Students can also offer to repeat what they have said before with expressions such as:

- I'll repeat again.*
- I'll say it again much slower.*



Materials

- a set of 50 riddles
- a jar
- 5 strips of paper
- the English language
- a glass jar
- a glass jar
- a glass jar

In this unit, you are going to elaborate a riddle bingo game. This game will help you practice what you have learned about describing daily activities.

- Work in groups.
- Revise the descriptions you wrote in the by-products 1 and 2. Check them again with your teacher.
- Check the word order of the sentences (See the Language Watch on page 58 or ask your teacher for help).

Cut out five strips of paper and write the descriptions of the activities on each of them.



- Place all the riddles into the glass jar and play riddles with your group. Take turns to pick up a riddle and read the description aloud.

- Guess the activity. Ask questions to your partners to know more details about the activities they describe.

What are you doing?
 How do you do it?
 How often do you do it?
 What time of the day do you do it?
 What do you use?
 How long do you do it?

Unit reflection

I explored and listed descriptions of activities.

a. very well b. well c. not very well

What can I do to improve?

I interpreted descriptions of activities.

a. very well b. well c. not very well

What can I do to improve?

I wrote descriptions of activities.

a. very well b. well c. not very well

What can I do to improve?

I played guessing activities.

a. very well b. well c. 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

Encourage students to start the product. Tell them they are going to make a bingo of riddles to guess everyday activities. Challenge them to imagine what a riddle Bingo game might be. Elicit a range of ideas and write some of them on the board.

TEACHING TIP

Prepare a riddle Bingo game in advance and show it to students as a model of what they must do. To do this, you can print or elaborate a bingo card, and write a set of riddles related to everyday activities.

Invite a volunteer to read the materials they need and the instructions of the first part of the product.

Development

1. Have students work in groups of five.

2. Encourage students to check the descriptions they wrote in exercises 13 and 19.
3. Encourage students to revise and check the order of the sentences according to what they learned in the language watch on page 58. Monitor and help as needed.

Invite volunteers to describe their own daily routines. The class ask two or three questions to know other details about their activities. Monitor and check.

Describe briefly an activity you usually do, without saying its name, and encourage students to ask questions to know more about that particular activity.

4. Ask students to write the 5 descriptions they chose in five different strips of paper.

Invite students to read some of the descriptions they have written. Make sure they have not used words that may easily reveal the activities.

Let students make comments about what they have done so far.



5. Have students take one strip at a time and read the riddle to the other members of the group.
6. When students figure out the answer that matches the riddle, they must draw an **X** through that answer on their cards.

Suggested assessment instrument:

Rubric. (See example on page 168)

Closure

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.

Invite them to read the statements and ask them to answer accordingly, also suggesting how they can improve their results regarding the specific learning objective.

TEACHING NOTES FOR READER AND EXTRA MATERIAL

READER Page 58

58 **44** **A** **z** **Getting to know more about riddles**

Lead-in

Tell students that they are going to read the text *Getting to Know More About Riddles*. Encourage them to make predictions about what new information they are going to find in the text.

Development

Then, get students to read and listen to the text in silence and check the Picture Dictionary, too. After that, invite volunteers to read the text aloud.

Closure

In pairs, invite students to make a diagram about the basic rules for riddles.

TRANSCRIPT

Getting to know more about riddles

Exploring riddles allows you to be a detective and a spy, following clues, and writing in code.

What is a riddle?

A riddle is a sentence or a question with a hidden meaning that forms a language game to be solved. Let's read a very old riddle. Do you think you can solve it?

***What goes on four legs in the morning,
On two legs at noon,
and on three legs in the evening?***

The answer is "a human"! – who crawls as a baby, walks on two legs as an adult, and uses a walking stick when they get old! The 'morning', 'noon' and 'evening' represent the times in a man's life!

There are riddles of all kinds. There are riddles about animals:

***I am associated with Spring.
I love to hop in the grass.
I play in your vegetable garden.
My teeth are long and sharp.
What am I?***

There are riddles about things,
***I have streets but no pavement,
I have cities but no buildings,
I have forests but no trees,
I have rivers yet no water.
What am I?***

Or about other themes, have a look!

***I am hot and bright.
I live in the sky.
Don't look straight at me.
I disappear in the night.
What am I?
What has roots as nobody sees,
Is taller than trees.
Up, up, up it goes,
And yet never grows?***

Writing a riddle is the reverse of solving a puzzle, because you have to start with the answer. So first, choose something to write about.

***It belongs to you but is used more by others.
What is it?
I have to be broken before you can use it.
What am I?
It gets wetter as it dries.
What is it?***

Once you know the solution, you have to think of the clues that will lead someone to guess it. Imagine you are that thing, and describe yourself.

You can use sentences such as:

- I look like...
- I sound like...
- You find me...
- I have...
- I am...
- I feel...

***I have a neck but no head.
What am I?***

*I am small and colorful.
I have two wings.
I live in gardens and forests.
I used to be a Caterpillar.
What am I?*

Try to use your imagination, and think of creative descriptions - if something is round like a ball, you could say 'shaped like the earth', or 'a fat circle'.

When you are feeling ready, you can try and add a second part to the sentences.

Here there are other riddles. Can you guess them?

*I'm tall when I'm Young
and I'm short when I'm old.
What am I?*

*I'm surrounded by water. I can't see
the sky, but I can see animals at the
bottom. What am I doing?*

There are some basic rules for riddles.

- Don't show the answer by using the exact word in your riddle.
- Try not to use more than five lines.
- It doesn't have to rhyme, but it can if you want.
- End with a question such as - What am I?
- And, the most important of all, enjoy the game!

*The part of the bird, that is not in the sky,
Which can swim in the ocean and always stay dry.
What is it?*

*It has a thumb and four fingers, but it is not alive.
What is it?*

READER Page 68

Lead-in

In groups of four encourage students to create two riddles. Then, invite different students to read their riddles to their classmates.

Development

1. **Read the descriptions and guess the activity. Use the vocabulary in the box.**

Answers: a. having breakfast b. swimming
c. sleeping d. dancing

2. **Use the vocabulary in the box to complete the descriptions. Then ask your partner to guess.**

Answers: a. mixing / activity: cooking
b. vacations / activity: travelling c. book / activity: reading
d. water / activity: taking a shower
e. toothpaste / activity: brushing your teeth

3. **Now, write four descriptions about different activities. Play with your partner.**

Answers: different answers may be provided.

Closure

Encourage students to write the riddles on their notebooks and share them with the class.

COMPLEMENTARY ACTIVITIES Page 86 Teacher's Guide

Lead-in

To improve fluency, give students enough time to practice the reading aloud of the riddles they have found on the internet.

Development

1. **Number the sentences.**

a. 5 b. 2 c. 7 d. 1 e. 3 f. 4 g. 6

2. **Look at the pictures. Choose four of them and write what these friends do during the weekend.**

- a. They go to the library every Monday.
- b. They do the dishes on Tuesday.
- c. They go ice skating classes on Wednesday.
- d. On Thursday they clean up the toilet.
- e. They go to tennis classes every Friday.

Closure

Divide the class into two teams and invite them to play Tic Tac Toe.

CHECK YOUR PROGRESS 5 Page 87 Teacher's Guide

- Explore and listen to descriptions of activities.
- Interpret descriptions of activities.
- Write descriptions of activities.
- Play describing activities.

Check your student's progress evaluating their strengths and weaknesses. Get copies of the material on pages 87-88.

Answers:

1. a. take the rubbish out at night.
b. We have dinner at 8 in the evening.
c. Karl is swimming at the beach now.
d. Morgan practices soccer at the sport club on Saturdays.
2. a. goes to sleep b. goes c. wakes up
d. Tuesday e. play video games
3. a. We eat breakfast at 7:00. b. He goes to school at 8:30.
c. Alison sometimes practices the guitar. d. They always go to the cinema on Saturday. e. Carlos never drinks milk in the morning f. We usually wash the dishes after dinner.
4. a. Jonathan gets up. b. Jonathan takes a shower.
c. Jonathan has breakfast.

COMPLEMENTARY ACTIVITIES

Name: _____ Class: _____

1 Number the sentences.

Martín's day

- a. _____ At 6.30 he eats dinner with his family.
- b. _____ He wakes up early in the morning
- c. _____ He goes to sleep at 9 every night.
- d. _____ 1. _____ . Martín's day is very busy.
- e. _____ He goes to school at 8.
- f. _____ He usually bikes in the park with his friends after school.
- g. _____ Martín Usually studies after dinner.

2 Place the word into the correct position.



- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

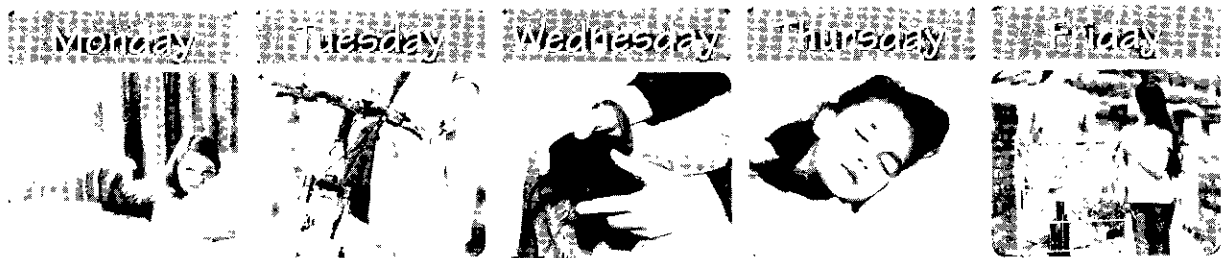
CHECK YOUR PROGRESS 5

Name: _____ Class: _____

1 Place the words into the correct position. (4 points)

- a. ___ I ___ the rubbish out ___ at night ___ . (take)
- b. ___ We ___ have ___ dinner ___ at 8 ___ . (in the evening)
- c. ___ is swimming ___ at the beach ___ now ___ . (Karl)
- d. ___ Morgan ___ practices ___ at the sport club ___ on Saturdays ___ . (soccer)

2 Complete Andrea's schedule. (6 points)



- a. On Thursday Andrea goes _____ at 8:30 P.M.
- b. On Friday Andrea _____ to the supermarket.
- c. On Monday Andrea _____ at 6 A.M.
- d. On _____ Andrea rides her bike to school.
- e. On Wednesday Andrea _____ after classes.

3 Unscramble and write the sentences.

(6 points)

a. eat at We 7:00. breakfast

b. 8:30 He to at school go

c. sometimes guitar. Alison practices the

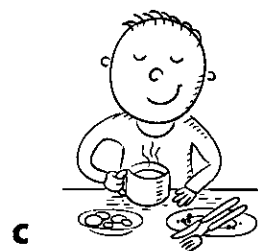
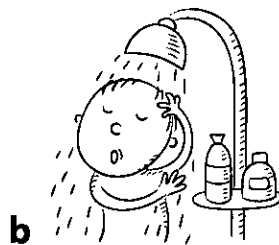
d. always go cinema They Saturday. to the on

e. the in Carlos drinks never milk morning.

f. wash usually dishes We dinner. the after

4 Look at the pictures and write what Jonathan usually does in the morning.

(3 Points)



Total score: _____ / 19 points

UNIT 6

DO YOU HAVE ANY QUESTIONS?

Environment

Academic and Educational.

Communicative Activity

Search and selection of information.

Social Practice of Language

Ask and answer questions to obtain information about a specific topic.

Learning Outcomes

- Define aspects of a topic of interest.
- Ask questions to obtain information.
- Choose information that answers questions on aspects of a topic.

Spiral Review of Learning Outcomes throughout Unit 9.

Final Product

A questionnaire to get information.

Reader

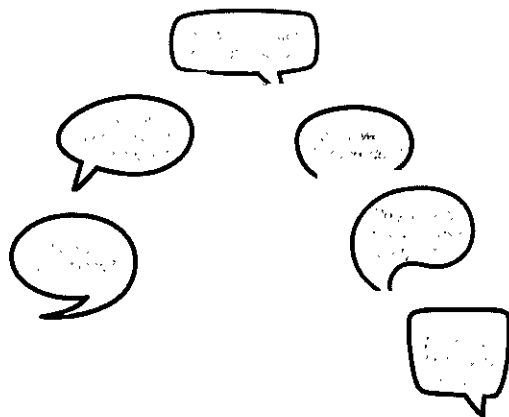
Sentence types and questions.

Allotted time

12 classes of 50 minutes.

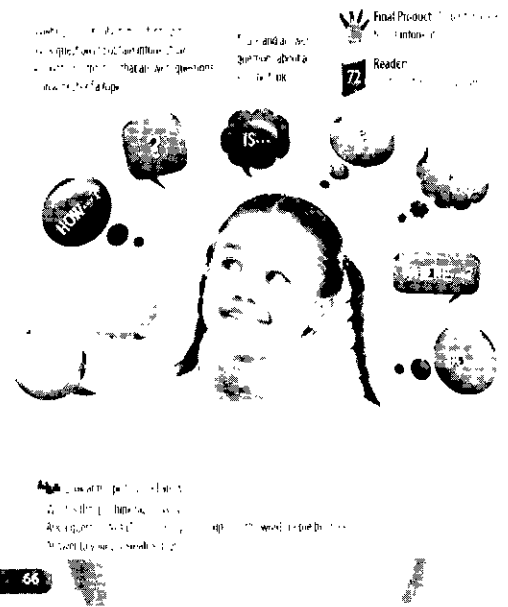
Materials

Flashcards with different topics (animals, technology, etc.)



Pages 66 - 67

UNIT 6 DO YOU HAVE ANY QUESTIONS?



Lead-in

Invite students to open their books on page 66 and read the title of the unit. Focus attention on the illustration and ask *What do you believe the child is thinking about?*

Encourage students to suggest ideas about the topic of the unit. Ask *What do you think you are going to learn in this unit?* Elicit they are going to learn to ask and answer questions to obtain information about a specific topic.

Motivate students saying that at the end of the unit, they are going to work on a product where they will design a questionnaire. Also, tell them they are going to read the text *Sentence types and questions* in the Reader. Invite a confident student to read the student's achievements aloud.

Look at the picture and answer.

Invite students to express freely. Encourage some confident students to share their questions with their classmates.

Getting started

1. Match the questions and answers with a line.

a. Where do you usually go on vacation?	1. To the countryside.
b. Do you like reading fairy tales?	2. Yes, I do.
c. How often do you brush your teeth?	3. Four times a day.
d. When did you last watch a movie?	4. A month ago.
e. Are you interested in sports?	5. No, I'm not.
f. What can you do?	6. Paint and sing.

2. Listen and check. Then repeat the questions and answers.

Start	Unit plan
• Introduce the topic of information	• Present the assessment
Development	Closure
• Ask questions about the information	• Present the final product
• Discuss information that interests students	• Reflect on unit content

Development

1. Match the questions and answers with a line.

Get students in pairs. Encourage them to connect the questions and their corresponding answers. Let students compare their answers with other classmates.

Answers:

- a. Where do you usually go on vacation? To the countryside.
- b. Do you like reading fairy tales? Yes, I do.
- c. How often do you brush your teeth? Four times a day.
- d. When did you last watch a movie? A month ago.
- e. Are you interested in sports? No, I'm not.
- f. What can you do? Paint and sing.

2. Listen and check. Then repeat the questions and answers.

Tell students they are going to listen to a recording to check their answers in the previous exercise. Play the recording through once. Play the recording a second time and make students repeat the words aloud.

invite students to take turns to read the questions and answers. Then, encourage them to ask the questions again and answer with their own information.

TRANSCRIPT

- a. Where do you usually go on vacation? To the countryside.
- b. Do you like reading fairy tales? Yes, I do.
- c. How often do you brush your teeth? Four times a day.
- d. When did you last watch a movie? A month ago.
- e. Are you interested in sports? No, I'm not.
- f. What can you do? Paint and sing.

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.

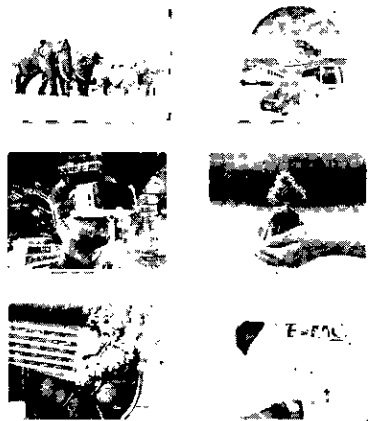
Closure

Ask other different questions to the class such as *Who is your favorite singer? Did you watch TV yesterday? What did you watch?* Etc. and encourage students to answer. Encourage students to choose one of the topics in exercise 1 and bring information about it for next class.

Start

Start

We can make questions about different topics. Discuss which topics you think the pictures represent. Then listen and check your ideas.





Discuss which topics in exercise 1 are interesting to you. Write a list of topics in a separate sheet of paper and add new ones that are of your interest.

Lead-in

To start this session, invite students to mention what topics they are interested in. Encourage them to explain why they are interested in those topics.

Development

1.   **We can make questions about different topics. Discuss which topics you think the pictures represent. Then listen and check your ideas.**


Ask students *What did we learn in the previous page?* Elicit they learned how to make questions. Tell them that now they will learn to define different topics of interest about which questions can be made. Give them time to get in groups and discuss which topics they think the pictures represent. You may also ask them to describe the pictures. Once they have finished the discussion, they listen to the recording and check their ideas.

Answers:

- Animals.
- Transportation.
- Technology.
- Environment.
- Movies.
- Science.

TRANSCRIPT

- Animals
- Transportation.
- Technology.
- Environment.
- Movies.
- Science.


-   **BY-PRODUCT 1: a repertoire of topics of interest.**

Discuss which topics in exercise 1 are interesting to you. Write a list of topics in a separate sheet of paper and add new ones that are of your interest.

Have students reflect on the topics in exercise 1 and decide which ones are interesting to them. Also, motivate them to think of other interesting topics. To guide them, you can ask *What topics do you think are interesting? What would you like to learn?* Write some of their ideas on the board. Give them time to write a list of topics in a separate sheet of paper. You can check the activity individually.


Development

Development

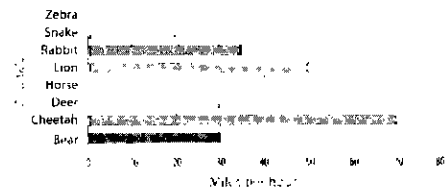
-  Label the pictures with the words in the box and share what you know about these animals.

Snake Cheetah Deer Bear





-  Explore the graph and answer the questions in pairs. Then, listen and check.

SPEEDS OF ANIMALS



- Which animals run about the same speed?
- Which is the fastest animal?
- Which animal is the slowest?
- Does the cheetah run faster than the other animals?


-  With the help of your teacher, make a list of other animals you know. Talk about their speed and share your own ideas.

3.  **Label the pictures with the words in the box and share what you know about these animals.**

In groups, students label the pictures with the words in the box. Then motivate them to share what they know about each animal and encourage them to make questions as they speak. They may also write some notes of the ideas they discussed. Check the activity as a class.

Answers:

- a. Bear. b. Snake. c. Cheetah. d. Deer.

4.  **Explore the graph and answer the questions in pairs. Then, listen and check.**

Give students enough time to observe and analyze the information that the graph shows. Invite students to read and answer the questions.

Answers:

- Deer – bear.
- The lion is faster.
- Three animals.
- Yes, it does.

TRANSCRIPT

- Which two animals run about the same speed? *The deer and the bear.*
- Which is faster the lion or the zebra? *The lion is faster.*
- How many animals are slower than the rabbit? *Three animals.*
- Does the cheetah run faster than the other animals? *Yes, it does.*

5. With the help of your teacher, make a list of other animals you know.

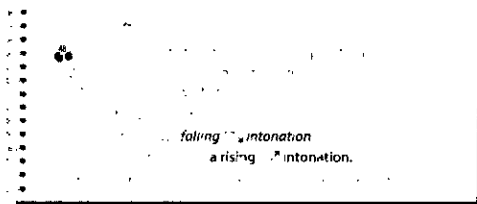
Talk about their speed and share your own ideas.

Motivate students to think of other animals they know and write a list. Give them time to talk about their speed and share their own ideas.

Closure

Invite students to use the information they brought from home about one of the topics in exercise 1. Get them to write in their notebooks six statements with right and wrong information that their classmate must say if they are true or false.

Pages 70 - 71



Read and compare these sets of sentences. Then, color the boxes following the color code.

Exclamatory

How fast these animals run!
Autumn is so beautiful!
I can't believe it!
She is so beautiful!

What a beautiful day!
Autumn is so beautiful!
I can't believe it!
She is so beautiful!



Discuss with three questions based on the sound and mark them with their appropriate intonation and mark.

- | | |
|-------------|-----------|
| How many? | Where? |
| What is it? | Time? |
| What is it? | Where? |
| What is it? | When? |
| Why? | Quantity? |
| How? | Time? |

Write a sentence with the question mark, exclamation mark, or question mark.

70

Lead-in

Give students time to check their homework. Monitor and help when necessary. Then, invite volunteers to come to the front and read their sentences to their classmates. Encourage the class to say if the information in the sentences is true or false. Students must correct the wrong information.

Development



Language watch

Intonation of questions

1. Read and listen to these questions. Compare their intonation.

Invite students to read and listen to both questions carefully. Make students contrast their intonation.

2. Underline the correct options.

Invite students to read the sentences and infer the rules according to the examples in exercise 1.

3. Go to page 103 and evaluate if the questions in exercise 1 have a rising or a falling intonation.

Read the questions aloud and get students to identify their intonation. Write the questions on the board and get volunteers to mark each of them with rising or falling arrows according to their intonation.

Answers:

Falling intonation: a, c, d, f **Rising intonation:** b, e

TRANSCRIPT

- Which three animals run about the same speed?
- Is the snake the slowest animal?

6. Read and compare these sets of sentences. Then, color the boxes following the color code.

Get students in pairs. Invite them to take turns to read aloud the couple of sentences. Encourage students to contrast the sets of sentences and categorize them into interrogative, exclamatory, imperative or declarative following the color code.

Answers:

- | | |
|------------------------|--------------------------|
| a. Declarative. | c. Interrogative. |
| b. Imperative. | d. Exclamatory. |

BACKGROUND INFORMATION

- A **declarative** sentence states a fact, it can be affirmative or negative and ends with a full stop (.).
- An **interrogative** sentence asks a question and ends with a question mark (?).
- An **imperative** sentence tells us to do or not to do something. It ends with an exclamation mark (!) or a full stop (.).
- An **exclamatory** sentence shows emotions and it ends with an exclamation mark (!)



BY-PRODUCT 2: a list of words to obtain information.

- a. Draw students' attention to the question words and their descriptions. Explain that they have to discuss what the question words refer to. To guide them, you can write several question words on the board and ask *Which one do you need to ask for the quantity of something?* Etc. Next, invite students to read and listen to the Wh-questions on the left and get students to connect them with their corresponding functions on the right.

Answers:

- | | | |
|--------------|------------|------------|
| a. Quantity. | d. Person. | g. Reason. |
| b. Place. | e. Time. | h. Manner. |
| c. Things. | f. Choice. | |
- b. Ask students to select the question words they will use to make questions about the topics they chose in By-product (page 68).

TRANSCRIPT

- | | |
|-----------------|--------------|
| a. How many...? | e. When...? |
| b. Where...? | f. Which...? |
| c. What...? | g. Why...? |
| d. Who...? | h. How...? |

Read the text and label the parts of the car. Then, listen and check.

The car

A car is a vehicle that we use to move from one place to another. Cars are used to transport people and things. A car is a machine that has an engine, wheels, headlights, tail lights, hood, trunk, steering wheel, rearview mirror, and gear shift. The car is a machine that people use to move from one place to another. Cars are used to transport people and things. A car is a machine that has an engine, wheels, headlights, tail lights, hood, trunk, steering wheel, rearview mirror, and gear shift.



Use the words from the box to make questions about the text in exercise 8. Then, listen and check.

where why what

Does the car have two engines? In the engine, does the steering wheel control? The direction of the car do people use cars? To move from one place to another.

71

8. Read the text and label the parts of the car. Then, listen and check.

Read the text aloud and invite students to read

and listen to your reading in silence. Then, students identify and write the names of the parts of the car. Tell students they are going to listen to a recording to check their answers.

Answers:

- | | | |
|----------------|----------------------|--------------------|
| a. Tail light. | c. Wheel. | e. Steering wheel. |
| b. Headlight. | d. Rear-view mirror. | f. Gear shift. |

TRANSCRIPT

The car

The car is a machine that people use to move themselves from one place to another. Cars work thanks to a process called combustion. This process consists of a small internal explosion that happens in the **engine**. The power that this tiny explosion produces goes from the engine to the wheels through a transmission, which has a set of gears that makes the car go faster or slower. The main parts of the outside of a car are: The **wheels**, headlights, **tail lights** that are at the back of the car, side mirrors, **hood** and trunk. On the other hand, in the inside the main parts are: The steering **wheel** which is necessary to control the direction of the car, the **rearview mirror** and the **gear shift**.

9. Use the words from the box to make questions about the text in exercise 8. Then, listen and check.

To ask appropriate questions, get students to read the answers first, find the information in the text, read the whole sentences and write the corresponding questions.

Answers: a. Where...? b. What...? c. Why...?

Write some questions on the board. Encourage students to use the question words in exercise 7 to complete the questions in their notebooks.

(How many) wheels does a car have?
(Which) are the main parts of a car?
(How many) passengers does a car carry?
(What) does the steering wheel control?
(Where) are the tail lights?

TRANSCRIPT

- a. Where does the combustion happen? In the engine.
b. What does the steering wheel control? The direction of the car.
c. Why do people use cars? To move from one place to another.

Closure

Get students in groups of four and challenge them to ask other questions about the car. For example: *Does a car have two engines? How many wheels does a car have?* Etc. Encourage students to use the correct rising or falling intonation when asking the questions.

4. Complete these questions using the answers as clues. Get students to read and complete the questions with the appropriate auxiliaries or question words according to the hints provided by the answers.

Answers:

a. What. b. Does. c. How. d. Do. e. Why. f. Are.

5. In your notebook, classify the questions in exercise 4 into Closed-ended and Open-ended questions.

Encourage students to read the questions in exercise 4 again and classify them according to their answers.

Answers:

Closed-ended questions: b, d, f.

Open-ended questions: a, c, e.

Read and listen to this article. Then, identify and label its components.

Visuals Heading Paragraph Author Subheadings

Global warming warning

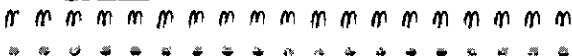


Global warming is a real danger. It is the increase in the average temperature of the Earth's atmosphere. This is caused by the greenhouse effect. The greenhouse effect is the process by which the Earth's atmosphere traps heat from the sun. This makes the Earth warmer than it would be otherwise. Global warming is caused by the release of greenhouse gases into the atmosphere. These gases are produced by the burning of fossil fuels. Global warming is a serious problem because it can lead to a rise in sea levels and a change in the climate. We need to take action to reduce the amount of greenhouse gases we release into the atmosphere.

Lead-in

Divide the class into groups. Each group makes a list of three words related to the topics in exercise 1. One group must guess the words of another group by asking questions e.g. *Is it an animal? Where does that animal live? Is it an object?* Etc. Set a limit to the number of questions and give a point to the team if the object is guessed.

Development



Language watch

Closed-ended and Open-ended questions

- Review the questions in exercises 1, 4 and 7. Invite students to go back and check all the questions they have studied so far. Get them to pay attention to the type of answers that each question has.
- Answer these questions. Get students to read and answer the questions. Monitor and check with the class.

Answers:

 - They begin with auxiliary verbs (Do, does, can, etc.).
 - They begin with Wh- words (Why, when, where, how, etc.).
- Complete the rules with your partner. Encourage students to read the text through once. Invite students to read the text again and fill in the blanks to complete the rules.

10. Read and listen to this article. Then, identify and label its components.

Focus attention on the heading of the news article and invite students to say if they have ever heard about this topic before. If so, encourage them to say what they know about it. Then, focus attention on the pictures and have students predict what the article is going to mention. Play the recording once and check the student's predictions. Then, get students to identify the components of the text and write their names in the space provided.

Answers:

- a. Heading. b. Author. c. Paragraph. d. Visuals.
- e. Subheadings.

TRANSCRIPT

Global warming warning by Karl Wood

Scientists believe that the climate is changing, and that the temperature is increasing. If this continues, the world will completely change in a negative way. The extinction of lots of animals will happen because they won't have any food and some countries will become deserts. But why is the climate changing? And what can we do about it?

Greenhouse gases

The Earth normally produces gases that are useful for our world. They are called "greenhouse gases". Greenhouse gases are good because they help keep the Earth warm. But if we produce too many of these gases they will have a harmful effect on the environment because greenhouse gases make the climate hotter.

Carbon dioxide

CO₂ (Carbon dioxide) is the principal greenhouse gas. We all produce CO₂. You too! Do you use electricity? Does your family have a car? If your answers are affirmative, then you contribute directly to global warming and you have a carbon "footprint"! This is a measure of how much CO₂ you produce in your everyday life. A big carbon footprint means that you produce a lot of CO₂ and that isn't good for the environment.

Good news

You can reduce CO₂! For instance, cycle and walk to school or work instead of going by car. We have to change our lifestyles.

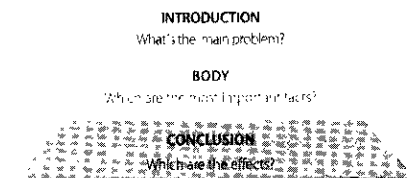
Closure

Finish this session asking some comprehension questions about the news article. For example, ask - *Why is the climate changing? What can we do about it? What could be the main consequences?* Etc.

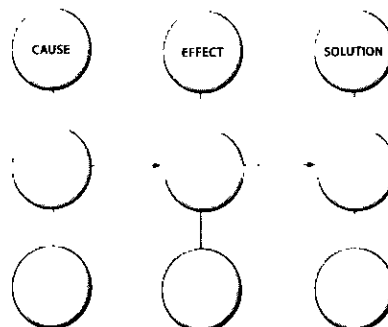
TEACHING TIP

Remember to collect students' work throughout the development of the unit such as a selection of topics, lists of questions, illustrated diary. In this way, you will have enough evidence of how your students are doing before they carry out the product and make the final product.

Use the color code in the pyramid to label and paint the textual structure of the news article in exercise 10.



Find the keywords in the text in exercise 10 to complete the diagram.



Lead-in

Get students in groups of five. Invite them to take turns to read aloud the article in exercise 16. Walk around the classroom and check pronunciation. Then, have students to summarize the text with their own words.

Development

11. Use the color code in the pyramid to label and paint the textual structure of the news article in exercise 10.

Invite students to identify the three main parts of the textual structure of the news article. Have them use the questions in the pyramid as a guide to recognize which information goes in the introduction, in the body and in the conclusion of the text. Then, students use the color code in the pyramid to mark the corresponding sections.

Answers:

- Introduction (pink):** First paragraph.
- Body (yellow):** Second, third paragraphs.
- Conclusion (green):** Last paragraph.

12. Find the keywords in the text in exercise 10 to complete the diagram.

Invite students to explore the text carefully and circle the relevant words that relate to the cause, effect and solution of the topic. Invite them to

use three different colors to differentiate them. Then, students fill in the diagram and write the keywords they have found in the space provided.

Answers:

Cause: CO₂, carbon footprint

Effect: climate change, deserts, extinction, etc.

Solution: Reduce, CO₂, lifestyle, change



Use your repertoire of topics in By-product 1 (page 68) and your list of words to obtain information in By-product 2 (page 70). Write a list of questions about your topics in your notebook.

Example: *What are the effects of climate change?*

In pairs, underline the necessary information in the text *Global Warming Warning* to answer the questions in exercise 13. Then, listen and check.

15 Read the text *Sentence types and questions* on page 72 in the Reader. Complete the table below with two of your own examples.

Yes	No questions	With questions

Reflect! ✓ or X

I can ask questions to obtain information.

I can use information to answer questions.

If most of your answers are insufficient, check pages 67 - 75 with your teacher.

75



BY-PRODUCT 3: a list of questions to obtain information.

Match the sentences to make questions about the text in exercise 10. Follow the example as a model.

Use your repertoire of topics in BY-PRODUCT 1 (page 68) and your list of words to obtain information in BY-PRODUCT 2 (page 70).

Write a list of questions about your topics in your notebook.

Students use the evidence they had collected in the previous By-product sections. Based on this, they elaborate a list of questions about the chosen topic. They also use the questions to obtain information they had previously selected. Guide them in the process and help them with vocabulary, if necessary.

14. In pairs, underline the necessary information in the text *Global Warming Warning* to answer the questions in exercise 13. Then, listen and check.

Get students in pairs. Invite them to read the questions again in the previous exercise, go back to the news article on page 73 and select the important information that will let students answer the questions.

Answers:

- The climate is changing, and the temperature is increasing.
- They are gases that the Earth normally produces.
- Yes, we do.
- By using electricity or cars.
- By avoiding the use of cars.

TRANSCRIPT

- What are the effects of climate change according to scientists?
The climate is changing, and the temperature is increasing.
- What are greenhouse gases?
They are gases that the Earth normally produces.
- Do we need greenhouse gases?
Yes, we do.
- How do we contribute to global warming?
By using electricity or cars.
- How can we reduce producing CO₂ in our daily life?
By avoiding the use of cars.

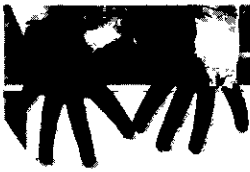
15 Read the text *Sentence types and questions* on page 72 in the Reader. Complete the table below with your own examples.

You may start reading the text in the Reader at this point, or leave it for a separate session. In this case, use these questions as a pre-reading and engaging activity. Start a general conversation about the topic of the text and its relation with the content of the unit. See the teaching notes for the Reader on page 97.

Closure

Reflect!

Invite students to answer the self-evaluation chart. Have students read the sentences and tick the options that best represent them. In case students have doubts, revise the specific content studied in the unit. Remind students to bring the materials to make the product, for the following class.



Closure: Final product

Materials

- paper
- string
- sheets of colored cardboard
- cutouts

Work in groups. Choose a topic from your repertoire in By-product 1, on page 68.

Review the question words and questions you collected in By-product 2 (page 70) and By-product 3 (page 75).

Find some facts about the topic you chose and write questions following the models in the unit and in your By-products. Make sure you include Close-ended and Open-ended questions.

Write the questions on a separate sheet of paper. Include the topic and the title of your questionnaire. (Follow the example in the picture).

Topic: Healthy Lifestyle

- Questions
- How many hours do you sleep a day?
 - Do you go to bed early?
 - Is breakfast important?
 - What ...

Write the final version of your questionnaire on a piece of colored cardboard. Add some cut-outs to decorate it.

HEALTHY LIFESTYLE

Student's names:

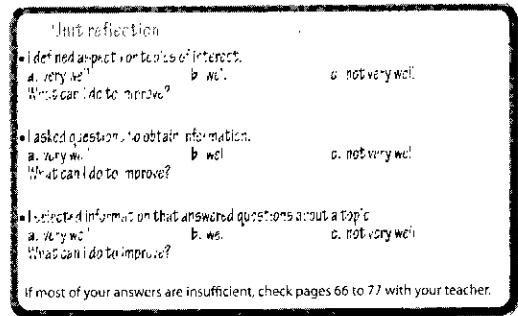
Date:

Read and answer these questions.

1. How many hours do you sleep a day?
2. Do you go to bed early?
3. Is breakfast your main meal?
4. What do you usually have for breakfast?
5. How often do you exercise?
6. Do you drink water and milk every day?



Exchange your questionnaire with another group and answer theirs.



Lead-in

Encourage students to start the product. Tell them they are going to make a questionnaire to obtain information about a specific topic. Challenge them to imagine what a questionnaire is. Elicit a range of ideas.

TEACHING TIP

Prepare a questionnaire in advance and show it to students as a model of what they need to do.

Invite a volunteer to read the materials they need and the instructions of the first part of the product.

Development

1. Students work in groups. Tell them to choose a topic from their repertoire in By-product 1 (page 68).

2. Ask them to revise the question words and questions they collected in By-product 2 (page 70) and By-product 3 (PAGE 75).
3. Invite them to find some facts about the topic they chose and write questions following the models in the unit and in their By-product. Make sure they include Close-ended and Open-ended questions.

invite students to tell the class the topic they have chosen and give some details of the information they have found in their investigation. Encourage them to mention the keywords related to their specific topic.

Get students together again and invite them to continue with the product. Invite volunteers to read the instructions of the second part of their task.

4. Ask students to write a draft of the questionnaire in their notebooks. Encourage them to write the

purpose at the top and then the instructions. Then, get students to write the questions in a logical sequence. Remind students to use not only Open-ended but also Closed-ended questions.

5. Get students to write the questionnaire carefully in a piece of colored cardboard. Ask students to draw suitable pictures related to the topic or paste pictures in the cardboard.

Walk around the classroom to see what students have done up to now and check if they have followed the instructions correctly.

Let students make comments about what they have done so far. Then, invite them to check again the questions they have written and add other extra ideas, paying attention to spelling and grammar.



6. Invite students to share their questions with their classmates. Get them to take turns to read and answer the questions.

Suggested assessment instrument:

Self-evaluation. (See example on page 174)

Closure

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.

Invite them to read the statements and ask them to answer accordingly, also suggesting how they can improve their results regarding the specific learning objective.

TEACHING NOTES FOR READER AND EXTRA MATERIAL

READER Page 72



z Sentence types and questions

Lead-in

Begin this session with the game Yes/No questions. Ask simple Closed-ended questions very quickly and encourage students to answer with short answers and an auxiliary verb. For example, ask *Are you five years old?* Etc. Elicit fast answers: *Yes, I am; Yes, I do; No, I didn't; etc.*

Development

Get students to open their Readers. Invite them to observe the illustrations and make predictions about the topic of the text.

Have students work in pairs. First, invite them to read and listen to the text in silence, and then make them take turns to read the paragraphs aloud. Get them to underline the main ideas while they are reading. Remind students to check the Picture Dictionary, when they see highlighted words in the text.

Closure

Encourage students to summarize the main points of the text.

TRANSCRIPT

Sentence type and questions.

Everyday people exchange several kinds of sentences: Declaratives, commands, exclamations and questions.

Declarative sentences are by far the most common type. They state or give affirmative or negative information and end in a full stop. Here are some examples:

- *London is the capital of England.*
- *Mike doesn't like vegetables.*
- *Whales are mammals.*

Commands or imperatives are sentences that give orders or tell people to do actions. They end in an exclamation mark or a full stop.

- *Silence, please!*
- *Turn off your cellphone.*
- *First, put a spoonful of butter into a hot frying pan.*

Exclamatory sentences show feelings about something and they usually end in an exclamation mark.

- *I'm angry with you!*
- *She's so happy about the news!*
- *How annoying!*

Questions are sentences that ask for information and always end in a question mark.

- *How did you celebrate your anniversary?*
- *What can you do?*
- *Are you thirsty?*

Questions are helpful tools. You can ask questions at home, in the classroom, at restaurants, while shopping, while out with your friends, everywhere!

Questions can be divided into two groups. Yes/No questions and "Wh"-questions.

Yes/No questions

These types of question, also known as closed-ended question, are usually the easiest to ask and answer in English. They're called "yes/no questions" because the answer to

these questions is generally "yes" or "no." They are formed with auxiliary verbs that are inverted with the subject. They end in rising intonation.

Wh-questions

These are called "wh" questions because they usually start with a question word that begins with the letters "wh." They're also called open-ended questions. That's because there are many more possible answers than just yes/no. They end in falling intonation.

The most common question words are:

What used to ask information about an object or thing.

- *What is origami?*

Whose. Use this question word to know about possession.

- *Whose is this magnifying glass?*

When. Use it to ask information about a time or date.

- *When does the fall begin?*

Where used to know information about a place or location.

- *Where did you go yesterday?*

Who. Use it if you want information about a person.

- *Who is your best friend?*

Why. Use it to get information about a reason or explanation for something.

- *Why is he training so hard?*

Most question words start with "wh-," with the exception of "how." Let's have a look:

How. Use this question word to obtain information about the way or technique to do something.

- *How do you make a kite?*

How much. Use it if you want information about quantities of nouns that aren't countable. For example, sugar, water, money, etc.

- *How much money do you need?*

How many. Use this question word if you want information about quantities of things that are countable such as people, bottles of water, dollars, etc.

- *How many days are there in a year?*

How often. It is used to get information about the frequency of an event.

- *How often do they read comic books?*

Lead-in

To activate students' previous knowledge, get them to remember what they read in the previous session. Help your students by asking some comprehension questions. E.g. *How many types of sentences are there? Can you tell types of questions?*

Development

1. In pairs, answer these questions.

Get students to work in pairs. Invite them to read the text again and search for the keywords to work out the answers of the questions.

Answers:

- A question mark.
- Yes/No.
- How much/many.

2. Circle the correct alternative.

Answers:

- Whose.
- Why.
- How often.
- How many.

3. Identify these sentences as Declarative (D), Imperative (I), Exclamatory (E) or Question (Q). Then, add the correct punctuation mark.

Answers:

- E/(!)
- D/(.)
- Q/(?)
- E/(!)

4. In small groups, fill in the chart and write your own examples.

Answers:

Imperative

Type of punctuation: Exclamation mark or full stop.

Example: Student's example.

Exclamatory

Type of punctuation: Exclamation mark.

Example: Student's example.

Interrogative

Type of punctuation: Question mark.

Example (Yes/No question): Student's example.

Example (Wh- question): Student's example.

Closure

To finish this session, invite students to ask their questions to his/her partner. Monitor and check.

Lead-in

Show a flashcard with a question word and challenge students to ask as many questions as possible with this question word. Continue this way with other four or five question words.

Development

1. Read the text and answer the following questions.

Answers:

- a. Wlt is an informative text.
- b. Children / Primary schoolers / Preteens and Teens
- c. What bullying is, why and where it may happen and who to talk about it.
- d. Multiple answers may be provided.

Closure

Invite students to share their questions in exercise 2 with a partner. Get them to take turns to read and answer the questions.

Learning outcomes:

- Define aspects of a topic of interest.
- Ask questions to obtain information.
- Choose information that answers questions on aspects of a topic.

Check your student's progress evaluating their strengths and weaknesses. Get copies of the material on pages 102-103, read the instructions and give students enough time to answer the test individually.

Answers

1.
 - a. At home.
 - b. No, they aren't.
 - c. You can play them with other people.
 - d. No, it isn't.
2. Multiple answers may be provided.
 - a. What kind of exercises can teenagers do?
Basketball, water-skiing, and dance.
 - b. Where can teenager play?
They can play in the comfort of their homes.
 - c. When can teenagers play?
Whenever they want.
 - d. Can teenagers play on line?
Yes, they can.
 - e. When video games are a good alternative?
When it is raining or very hot.
3.
 - a. It is an informative text.
 - b. Teenagers
 - c. Information about when, where and how teenagers can play video games.

COMPLEMENTARY ACTIVITIES

Name: _____ Class: _____

1 Read the text and answer the following questions.



What is bullying?

Bullying is when someone misuses the power through repeated behavior (physical or social,) that causes harm, either physically or emotionally.

Bullying can happen in person or online (sometimes called cyberbullying). It might be something other people can see or it might be hidden.

Sometimes you might have a fight or argument with someone. If it happens once, it is not bullying even though it can be upsetting.

Bullying may happen because the bully thinks it's cool, or because he or she gets angry about something and then they take it out on someone else or because he or she doesn't know how to get along with others.

Bullying can happen almost anywhere including school, playground, on the phone or the internet.

If you don't feel safe, get help right now from your mum, dad, teacher, or another adult who will listen to you!

Adapted from: What is bullying. Retrieved from <https://bullyingnoway.gov.au/ForKids/Pages/What-is-bullying.aspx>

a. What kind of text is *What is bullying*?

b. Who are the intended reader of this text?

c. What kind of information does it provide?

d. Write one more question about the text.

CHECK YOUR PROGRESS 6

Name: _____ Class: _____

1 Read the text and answer the questions. (4 points)

(4 points)

VIDEO GAMES



Many teenagers have video consoles at home and they often like playing active video games.

Active video games are a fantastic way to keep fit. There are lots of different types of exercise you can do such as basketball, water-skiing and dance and you can play them in the comfort of your own home. These games are fun and interactive because you can play them with friends and, if you play online, you don't need to be in the same place as your friends to play.

In addition, you can play them whenever you want. Some people think that it is better to do exercise outdoors in the fresh air. This is true, but it is difficult to play outside when it is raining or very hot, so video games are a good alternative.

Retrieved from: <https://goo.gl/QG6u9F>

- a. Where do teenagers usually play video games?
- b. Are active video games bad for your health?
- c. What does it mean that these games are interactive?
- d. Is it better to do exercise indoors?

Name: _____ Class: _____

2 Read the text again and write three more questions. (6 points)

Answer them.

a. _____ ?

b. _____ ?

c. _____ ?

3 Answer the following questions about the text *Video Games*. (3 points)

a. What kind of text is *Video Games*?

b. Who are the intended reader of this text?

c. What kind of information does it provide?

Total score: _____ / 13 points

UNIT 7

MAY I HELP YOU?

Environment

Family and Community.

Communicative Activity

Exchanges associated to social environment.

Social Practice of Language

Understand and use expressions to offer and request for help.

Learning outcomes

- Explore dialogues where offer and request expressions are used.
- Explore ways to offer and request for help.

Spiral Review of Learning Outcomes throughout Unit 4.

Final Product

A box of requests and offers

Reader

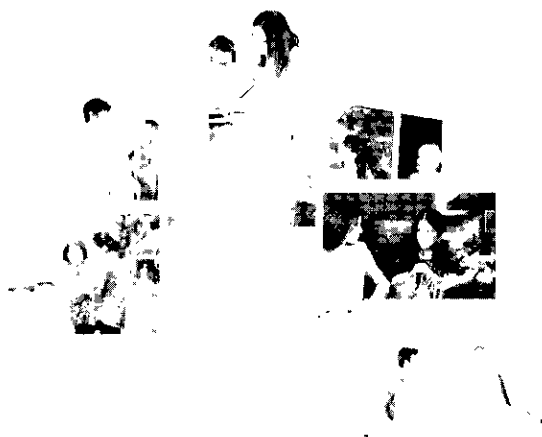
Offering help and requesting a favor politely

Allotted time

12 classes, 60 minutes each.

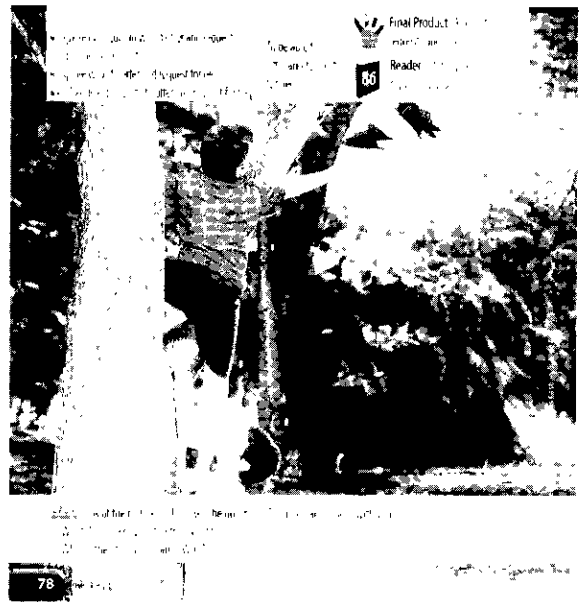
Materials

small rubber ball, flashcards with different situations.



Pages 78 - 79

UNIT 7 MAY I HELP YOU?



Lead-in

Invite students to open their books on page 78 and read the title of the unit. Focus attention on the picture and ask *What's happening? What are the children doing? Have you ever done something similar? Etc.* Elicit answers.

Encourage students to suggest ideas about the topic of the unit. Ask *What do you think you are going to learn in this unit?* Elicit they are going to learn about offering and asking for help.

Motivate students saying that at the end of the unit, they are going to work on a product in which they will make a mailbox of requests and offers. Also, tell them they are going to read the text: *Offering Help and Requesting a Favor Politely* in the Reader.

Getting started

Look at the situation in the pictures.



In pairs, discuss the following questions about the pictures in exercise 1.

- a. Who needs help?
- b. What is the problem?
- c. What is the situation?
- d. What does the woman need help?

Unit plan	
Start	• Reflect on achievements
• Explore dialogues in which offer and request for help are used	Closure
Development	• Present the final product
• Explicit ways to offer and request for help	• Reflect on the unit content
• Exchange expressions to offer and request help	

Development

1. Look at the situation in the pictures.

Focus attention on the pictures and invite students to describe what they see. Ask *How many people are there in the picture? Where is he? What is the matter? What is he looking at? How does he feel? Does he know the place?* Elicit answers.

Invite students to observe the second picture. Ask *What is the woman doing? What is she saying? Does she need information? Who needs help?* Elicit answers.

2. In pairs, discuss the following questions about the pictures in exercise 1.

The aim of this activity is that students activate their prior knowledge about help. Give them time to discuss the questions and share their ideas. Check answers as a class.

Answers:

- a. The woman.
- b. The man.
- c. Directions to find the zoo.
- d. Students will answer freely.

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

Students practice the dialogue in pairs. Then, encourage volunteers to act it out in front of the class. Check pronunciation when necessary.

EXTENSION TIP

In pairs, challenge students to invent a similar dialogue about a tourist who needs help to find several places in the city. Monitor and check the dialogues. Then, ask students to prepare the dialogue for next session.

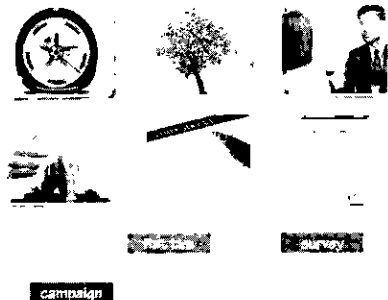
Start

Pages 80 - 81

Start

You are going to read three dialogues in which people need help.

You are going to read three dialogues in which people need help. Draw lines to match the pictures to the words that will appear in the dialogues. Then listen and check.



Listen to the dialogues A, B and C and underline the expressions to offer and request help you hear. Then, listen again and repeat aloud.

Dialogue A


Chris: Are you lost?
 Lisa: Yes, I am.
 Chris: Would you like some help? / May I help you?
 Lisa: Thank you very much.

80

Lead-in

Get students to read and practice the dialogues that they prepared in the previous session. Then, invite some volunteers to act out their dialogues in front of the class.

Development

1.  You are going to read three dialogues in which people need help.

Draw lines to match the pictures to the words that will appear in the dialogues. Then listen and check.

Focus attention on the pictures and challenge students to say the names of what they observe. Then, read the words aloud and get students to match them with the corresponding pictures by drawing lines.

Play the recording and have students check their answers. Play the recording again and invite students to repeat the words aloud.

Answers:


- Flat tire.
- Fruit tree.
- Interview.
- To plant.
- Survey.
- Campaign.

TRANSCRIPT

- Flat tire.
- Fruit tree.
- Interview.
- To plant.
- Survey.
- Campaign.

EXTENSION TIP

Make students cover the vocabulary. Say the words randomly and get students to point the corresponding pictures.

2.  Listen to the dialogues A, B and C underline the expressions to offer and request help you hear. Then, listen again and repeat aloud.

Tell students they are going to read and listen to three dialogues. Before, get students to look at the pictures and predict what the conversations are going to be about. Play the recording and invite students to check their predictions. Then, play the recording a second time and invite them to identify the expressions they hear. Check the answers with the class. Play the recording once more and get students to listen and repeat out loud. Monitor and check pronunciation.

TRANSCRIPT

Dialogue a.

Boy: Hi, I'm Matt! What's the matter with your bike?

Girl: Nice to meet you. I'm Susan... Umm... I'm afraid it has a flat tire, but I'm not sure.

Boy: Would you like some help?

Girl: It's okay. I can do it myself.

Boy: Alright, bye-bye.

Dialogue b.

Samuel: Hello afternoon Larry. How are you?

Larry: Fine but I'm a bit tired.

Samuel: Why?

Larry: Well, I'm helping with an ecological campaign here at school. We want to plant a lot of fruit trees.

Samuel: I love the idea. I would like to help you. **Can I help you?**

Larry: Sure, that would be nice! Thanks for your help.

Samuel: You're welcome. See you later!

Larry: See you!

Dialogue c.

Claire: Hi, uncle Brian!

Uncle: Hello, niece!

Claire: Uncle, I really need your help.

Uncle: What's it about?

Claire: I need you to answer a survey. It's part of a school project in which I have to interview different people. **Do you think you could help me, please?**

Uncle: No problem.

Claire: Great. That's very kind of you. Thanks a lot!

Uncle: Don't mention it. What's the first question?...

BACKGROUND INFORMATION

Explain to students that *Volume* is relevant in the social practice of language in order to deliver a message. When speaking vary the volume to express different mood states. When presenting a product vary the volume to emphasize target words or phrases.

Answers:

- Would you like some help?
- Can I help you?
- Do you think you could help me, please?



Dialogue B

Samuel: Good afternoon Larry. How are you?
 Larry: Not bad. How are you?
 Samuel: Why?
 Larry: Well, I have a request. I would like to ask you for help.
 Samuel: I love the idea. I would like to help you. **Can I help you? / Shall I give you a hand?**
 Larry: Sure. That's all right. Thanks for your help.
 Samuel: You're welcome. See you later!
 Larry: Bye-bye!

Dialogue C

Uncle: Hello niece!
 Niece: Hello uncle!
 Uncle: What's it about?
 Niece: I have a request. I would like to ask you for help.
 Uncle: **Could you help me, please? / Do you think you could help me, please?**
 Niece: No problem.
 Uncle: Don't mention it. What's the first question?...

Read the dialogues again and identify if the participants are friends, relatives or strangers.

81

3. Read the dialogues again and identify if the participants are friends, relatives or strangers.

Have students read the dialogues again and identify the participants' relationship. Invite students to discuss their answers and give reasons to support their conclusions. Check with the class.

Answers:

Dialogue a: Strangers.

Dialogue b: Friends.

Dialogue c: Relatives (uncle and niece).

TEACHING TIP

It is important to make students notice that the 'level' of formality, when offering and much more when requesting, varies according to the participants involved in a conversation.

EXTENSION TIP

Encourage students to discuss the following questions about the different dialogues in exercise 2. Then, encourage them to share their answers.

- a. How many people are speaking in **dialogue a**?
- b. Where are they?

Language watch

Intonation

1. Read and listen to these statements.

Play the recording twice. Get students to listen to the expressions paying especial attention to intonation. Play the recording again and invite students to repeat the expressions aloud.

2. The intonation in the above statements is falling / rising.

Get students to read the questions and underline or circle the correct option.

TRANSCRIPT

May I help you?
 Shall I give a hand?
 Can you help me?

BACKGROUND INFORMATION

Tell students that intonation is about how we say things, rather than what we say. If we listen to somebody speaking without paying attention to the words, the 'melody' you hear is the intonation.

Closure

Get students to complete the following table with information from the dialogues in exercise 2. Then, read the expressions and get students to repeat aloud.

Greetings	Farewells	Offers	Request
Hi	Bye-bye	Would you	
Hello	See you	like some	Do you think
Good	later	help?	you could
afternoon	See you	Can I help	help?
How are you?		you?	

Development

1. Listen to the dialogues in exercise 2.

2. Match the pictures to the corresponding expressions.



- i. Can you carry these boxes for me?
- ii. Would you like me to help you with these books?
- iii. Can you help me choose the color?
- iv. May I carry these boxes for you?
- v. Shall I clean the window for you?
- vi. Can you help me check this exercise?

3. Listen and check your answers in exercise 4. Then, listen again and repeat the expressions aloud.



In groups, discuss the expressions to offer and ask for help that you know. Reach an agreement to select some expressions and complete the chart.

Offer help	Ask for help

Lead in

Get students in pairs to practice the dialogues in exercise 2. Then, invite them to choose one of them to act it out in front of the class. Go around the classroom and help students with pronunciation.

Development

4. Match the pictures to the corresponding expressions.

Focus attention on the pictures. Invite students to describe the situations. Then, read the expressions aloud and get students to match them with the correct situations.

Answers:

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

5. Listen and check your answers in exercise 4. Then, listen again and repeat the expressions aloud.

Play the recording and have students check their answers. Play the recording again and invite students to repeat the expressions aloud paying attention to intonation.

TRANSCRIPT

- a. May I carry these boxes for you?
- b. Could you help me choose a color?
- c. Shall I clean the window for you?
- d. Can you help me check this exercise?
- e. Would you like me to help you with those books?
- f. Do I help you cross the street?



BY-PRODUCT 1: a list of expressions.

In groups, discuss the expressions to offer and ask for help that you know. Reach an agreement to select some expressions and complete the chart.

Students interact and mention the expressions to offer and ask for help that they know. They discuss the ones that they want to include in their By-product and complete the chart.

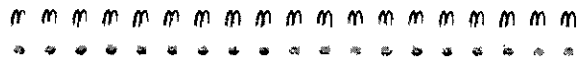
1. Listen to the dialogues in exercise 2.

Offer help	Ask for help
Do	
Can	
Shall	
May	
Would	you
	ask for help
Can	
Could	you
Do	

2. Unscramble and write the expressions in the correct order.

- * a. check this exercise Can I
- b. Shall I clean the window for you?
- c. Could you help me choose a color?

3. Listen and check your answers. Pay attention to pronunciation and intonation.



Language watch

Offering and requesting

1. Look at the expressions to offer help.

Encourage students to have a look at the expressions in exercises 2 and 4 to fill in the expressions.

2. Now look at the expressions to ask for help.

BACKGROUND INFORMATION

Pre-teach the concept of being polite. Explain that words, such as please, thanks, excuse me, and sorry are polite words because they show respect and consideration for the people around us. People also need to be polite when offering and especially when asking for a favor. The more formal, the better. Very formal expressions tend to be very long and they get more indirect, too. This is considered very polite in the English language, therefore there is a high probability that the request will be granted. Write these expressions and invite students to analyze which is the most and the least polite expressions.

*Open the door, please. - Can you bring me a glass of water?
- Could you answer the phone for me, please? - Do you think you could lend me your PC?*

7. Unscramble and write the expressions in the correct order.

After this activity, encourage students to make a list of offers and requests in their notebooks. Ask them to use the information in exercises 6 and 8. Tell students this information will help them to make the final product.

Answers:

- Can you help me check my homework?
- Shall I help you with your project?
- Could you lend me your dictionary?

8. Listen and check your answers. Pay attention to pronunciation and intonation.

Tell students they are going to listen to a recording to check their answers. Play the recording another time pausing after each expression to let students repeat aloud. Make sure students pronounce the expression correctly and use the appropriate intonation.

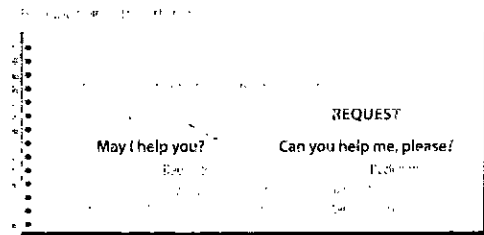
TRANSCRIPT


- Can you help me check my homework?
- Shall I help you with your project?
- Could you lend me your dictionary?

Closure

Show pictures with several situations and challenge students to express offers or requests according to what they observe.

Pages 84 - 85



 Listen to three dialogues and circle the correct alternatives.

Dialogue 1


Anna needs help. Ana suggests Marcos offer.

Dialogue 2

Maria is preparing to help Jose. Jose suggests that he should

Dialogue 3

offer to offer help. The number of the things computer

 Complete the dialogues 1, 2 and 3. Then, listen again to check your answers.

Dialogue 1

Anna: I need help.

Marcos: Hi, Anna. I help you with that backpack? It looks very heavy!

Anna: I need help with your project. You can help me with my homework about the book and with the dictionary that I need to use.

Marcos: No problem, Anna.

84

Lead-in

Play scrambled expressions with the class recycling the contents studied in the previous sessions. Split the class into groups of four or five students. Once you have written the scrambled expressions on the board, one team of students will have around one minute to come up with the answer while the rest of the class stay silent. Continue the process with the other teams while keeping track of the scores.


Development



Language watch

Answering to offers and requests

Tell students that when someone makes an offer or asks a request, there are two possibilities as reactions – accept or reject them. Invite students to study common forms to accept or decline offers and requests politely. Read the expressions aloud and get the students to repeat aloud.

9.  Listen to three dialogues and circle the correct alternatives.

Tell students they are going to listen to four dialogues with people offering and requesting for something. First, play the recording through once. Then, play the recording again pausing after each conversation to give students time to read the options and identify the correct alternatives. Check the answers with the class.

TRANSCRIPT

Dialogue 1

Anna: Hello, Marcos.

Marcos: Hi, Anna. Shall I help you with that backpack? It looks very heavy!

Anna: Thank you very much. I brought a lot of heavy books, about five or six, to school to study with my classmates.

Marcos: No problem, Anna.

Dialogue 2

Jessica: Hello, Edith!

Edith: Hello, Jessica!

Jessica: Hey, Edith, I need some help, please. Can you do me a favor?

Edith: Sure.

Jessica: Could you help me study history? I'm not sure about some things.

Edith: Of course. No problem.

Jessica: Thanks, my friend.

Dialogue 3

George: Hi, Alex. What's the matter?

Alex: I don't know. George. My computer doesn't work. I don't see anything on the screen.

George: May I help you?

Alex: No, thanks. I think it only needs some energy.


George: Do you have a battery charger here?

Alex: Oops! I don't know. Let me see. Yes! Here it is.

George: Fantastic!

Answers:

a. i. b. ii. c. i.

10.  **A | z** Complete the dialogues 1, 2 and 3. Then, listen again to check your answers.

Have students read the texts of the dialogues in exercise 11 and fill in each gap with one word. Play the recording to check students' answers.

Answers:

Dialogue 1: Shall – thank.

Dialogue 2: Can – Could – problem.

Dialogue 3: May – thanks.

11. **Copy the expressions from the dialogues**

Dialogue 2

a. May I help you with that backpack?

b. Can you help me study history?


c. No, thanks.

Dialogue 3

a. I don't know. George, my computer doesn't work. I don't see anything on the screen.

b. No, thanks. I think it only needs some power.

c. Oops! I don't know. Let me see. Yes! Here it is.

 **Copy the expressions from the dialogues 1, 2 and 3 for the situations below. Then, take turns to read the offers and requests with your partner.**


a. May I help you to help to Anna?

b. Can you help me for help?

c. Alex gets computer help.

EXTENSION TIP

Invite students to choose one of the dialogues in exercise 13 and practice it in pairs. Then, encourage students to act out the dialogues in front of the class.

11.  **Copy the expressions from the dialogues 1, 2 and 3 for the situations below. Then, take turns to read the offers and requests with your partner.**

Invite confident students to read their expressions aloud. Check with the class.

Answers:

a. May I help you with that backpack?

b. Can you help me study history?

c. No, thanks.

Closure

Show a picture with a situation and challenge students to suggest as many offers or requests as possible. Continue this way with other four or five pictures.

TEACHING TIP

Remember to collect students' work throughout the development of the unit, such as repertoire of words and expressions, diagrams with words to ask for request, statements to make offers.

In this way, you will have enough evidence of how your students are doing before they carry out the product and make the final product.

Pages 86 - 87

12. Listen and read the dialogue. Then listen and repeat.

12. Listen and read the dialogue. Then listen and repeat.

Mary: Hi, how are you?

John: I'm fine, thanks!

Mary: I'm upset. My homework is very difficult. I can't understand it!

John: May I help you?

Mary: Yes, thank you very much!

13. Complete this dialogue with your own ideas. Then, act out the dialogue.

A: Hi, how are you?

B: I'm fine, thanks!

A: Hi,

14. Think about more situations where people offer and ask for help. Have a conversation.

86

Lead in

Bring in a small rubber ball. Say an expression offering or asking for help and toss the ball to a student. He/she catches the ball and reacts accepting or rejecting. Then, this student expresses another offer or request and repeats the steps again. Continue until students have had a turn or two.

Development

12. Listen and read the dialogue. Then listen and repeat.

In the following exercises, students are going to focus on oral production. This activity will serve as a model. Have them read and listen to the dialogue once and then ask them to listen and repeat. Remind them to pay attention to intonation.

TRANSCRIPT

Mary: Hi, how are you?

John: I'm fine, thanks!

Mary: I'm upset. My homework is very difficult. I can't understand it!

John: May I help you?

Mary: Yes, thank you very much!

13. Complete this dialogue with your own ideas. Then, act out the dialogue.

Invite students to read and complete the dialogue in pairs. Then, give students time to practice it and act it out in front of the class. Monitor and check both pronunciation and intonation.

Possible answers:

14. Think about more situations where people offer and ask for help. Have a conversation.

Brainstorm ideas and write some of them on the board. Then, motivate students to have a conversation about one of these new situations.



Think of different situations in which people need to ask for and offer help. Write a list.

Closure

Reflect!

Have students read the self-evaluation chart and tick the options that best represent them.

TEACHING TIP

Remind students to bring the materials to make the product for the following class.

16 Read the text *Offering and requesting a favor politely* on page 86 in the Reader. Complete these activities.

Write a request to your friend.

Write a request to someone you don't know well.

Reflect! ✓ or X

Do I use polite dialogues where *offer* and *request* expressions are used?
 Can I explore ways to offer and request for help?
 Can I exchange expressions to offer and request for help?
 If most of your answers are insufficient, check pages 80 - 87 with your teacher.

87



BY-PRODUCT 2: situations in which help is needed.

Think of different situations in which people need to ask for and offer help. Write a list.

Students discuss different situations when help is needed and write their own list. You may help them brainstorm ideas on the board. Help them with vocabulary, if necessary.

16 Read the text *Offering and requesting a favor politely* on page 86 in the Reader. Complete these activities.

You may start reading the text in the Reader at this point, or leave it for a separate session. In this case, use these questions as a pre-reading and engaging activity. Start a general conversation about the topic of the text and its relation with the content of the unit. See the teaching notes for the Reader on page 113.

Closure: Final product



Materials

- blind
- a piece of paper
- a shoe box for the group

Choose 10 expressions of offers and requests and write them on a piece of paper.

Check spelling and punctuation. Ask your teacher for help.

Cut out the expressions and put them in your box of offers and requests.

Take turns to pick up an expression from the box and read it aloud.

Work in groups.

Share with your partners the list of expressions and the list of situations when help is needed that you elaborated in By-products 1 and 2.

Discuss about other situations where you can offer and ask for help.
Example: a blind person crossing the street, a child trying to open a bottle, etc.

Have conversations in which you use the expressions to offer and request help.

Have conversations in which you offer and ask for help with other groups. Remember to use the appropriate expressions.

My feelings?

Offers and Requests

Unit reflection

I explored dialogues in which offer and request expressions are used.
 a. very well b. well c. not very well
 What can I do to improve?

I examined ways to offer and request for help.
 a. very well b. well c. not very well
 What can I do to improve?

I exchanged expressions to offer and request for help.
 a. very well b. well c. not very well
 What can I do to improve?

If most of your answers are insufficient, check pages 78 to 89 with your teacher.

Lead in

Encourage students to start the product. Tell them they are going to make a box of requests and offers. Challenge them to imagine what a box of requests and offers is. Elicit a range of ideas and write them on the board.

TEACHING TIP

Prepare a box of requests and offers in advance and show it to students as a model of what they need to do.

Development

1. Have students work in groups of four.
2. Invite students to revise the contents about offers and requests studied in the unit. Ask them to use the lists they elaborated in By-PRODUCTS 1 and 2. for the product.

3. Then, give them enough time to think about additional situations where people offer help and ask for help. Assist students with the necessary vocabulary.

Invite members of each group to share the ideas discussed in the previous activity. Then, invite them to suggest what they would say in those situations.

Have the members of each group get together again. Then, read the following situations and give them enough time to suggest offers or requests:

- a. A friend is preparing a birthday party for his father. He feels nervous because he doesn't have much time to have everything ready on time. You offer help.
- b. You are an old person. You have just been to the supermarket, you are carrying a lot of heavy bags and you want to cross the road. Ask a group of teenagers for help.

Invite students to continue with the product. Invite volunteers to read the instructions of the second part of the product.

4. Invite students to write down expressions with offers and requests on a sheet of paper.
5. Help students to check spelling if necessary.
6. Get students to cut out the sentences carefully. Provide assistance if necessary. Then, invite students to insert the strips of paper inside the box.

Invite students to mention some of the expressions they have in the box.

Let students make comments about what they have done so far. Give them some minutes to finish their product if necessary.

7. Invite members of each group to take turns to get a strip of paper from the box and read an expression aloud.
8. The other members of the group listen and react, having conversations in which they use the expressions.
9. Students work with other groups and have more conversations in which they ask for and offer help.

Suggested assessment instrument:

Rubric. (See sample on page 160.)

Closure

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.

Invite them to read the statements and ask them to answer accordingly, also suggesting how they can improve their results regarding the specific learning objective.

TEACHING NOTES FOR READER AND EXTRA MATERIAL

READER page 86

86 **Offering help and requesting a favor politely**

Lead in

Invite students to open their Readers and read the title of the text *Offering help and requesting a favor politely*.

Encourage them to look at the pictures and make predictions about the text. Ask *What are the people doing? What do you think they are saying?* Then, get students to read and listen to the text in silence and check the Picture Dictionary, too.

Development

After that, invite volunteers to read the text aloud. Encourage them to use the proper intonation when reading the offers and requests.

Closure

Encourage students to choose one of the situations included in the text and act it out.

TRANSCRIPT

Offering help and requesting a favor politely

We all want people to be polite to us, but sometimes we forget how to behave and express politely towards others. To be polite we use words like *can*, *could*, *may*, *shall*, *will* and *would* to offer to do things for people or to make requests.

Offering help.

It is very common for English speakers to offer help in the conversation. There are certain expressions that you can use, such as *Can I get you some juice? Could I help you with the dishes? Or Shall I help you with the laundry?* which is very formal.

Let's have a look at another expression: *Would you like to drink some coffee?* The Expression *would you like to ...?* is pretty much formal than the other expressions.

To accept an offer, you can say, for example: *Yes please, Thank you, that would be great.*

Some ways to decline an offer without being rude are: *Don't worry; no, thank you.*

Requesting a favor

Let's know now how to be polite to others and how to make requests politely, so that people are more likely to do what you ask them to do.

There are three factors that determine what language to use to make a polite request. The first one is: *What is the relationship with the person that you're asking?* Is it a family member? Is it a friend? Is it a stranger?

As you can see, we speak differently to different people. In other words, formality changes according to who you are going to request a favor from.

Second, what is the difficulty of the request? How hard is it for that person to do that favor for you? And third, what is the size of the request? Is it a small request, is it a kind of medium-sized request, or is it a huge request. Why is this important? The size of the request will also determine the language that we use. Let's have a look...

What are the characteristics of these three different kinds of requests?

The small one is a little bit more direct, informal and short. The medium request is more polite, formal and has the standard size of a question. And the biggest request is very polite, very formal and very long, too. What does this mean? That when you want to ask for something more serious and important, you need to say more words, you need to make it longer!

To sound even more polite use these expressions:
Could you possibly...? Do you think you could...? Is it alright if you...? Will you...?

To accept a request, you can say: *Sure, of course, certainly, no problem and others.*

To reject a request, you may say: *Sorry, but...; I'm afraid that...; Well, the problem is...*

Requests are usually made in the form of questions, but there are some informal ways followed by the magical word *Please* and the appropriate intonation too. Have a look...

Remember, whenever you offer, and especially request for something, you need to be nice and polite. Being polite is the key to effective communication and makes life much easier!

READER page 97

Lead in

Write in different strips of paper statements and questions included in the story. Put them in a bag. Encourage different volunteers to get a strip of paper from the bag, read the statement or question and answer it.

Development

1. Write true (T) or false (F).

Answers:

- a. T.
- b. F.
- c. F.
- d. T.

2. Match the expressions with a line.

Answers:

- a. Could you possibly help me with my PC?
- b. May I give you a hand?
- c. Can you check my homework?
- d. I'll help you with that.
- e. I would like some help with this exercise, please.

3. Tick (✓) the situation that is not polite.

Answers: b

4. Classify these expressions according to their level of formality and courtesy.

Answers:

- 1. Open the window, please.
- 2. Can you open the window?
- 3. Could you open the window?
- 4. Do you think you could open the window?

Closure

Ask your students *What does it mean to be polite? When did you last offer help to someone? What did you say? What was the reaction of the other person?* Elicit answers.

COMPLEMENTARY ACTIVITIES Page 117 Teacher's Guide

Lead in

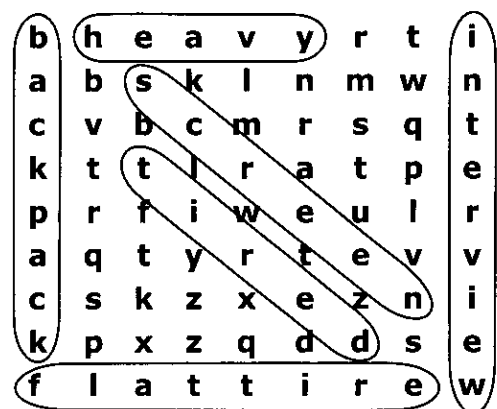
Play *Hangman* with the class. Choose a word from the unit, e.g. *heavy, survey, campaign, screen*, etc. and draw lines on the board to represent each of the letters that makes up the word. Ask a student to guess a letter, if they are correct. Then, write the letter in the corresponding space. If they are wrong, draw another part of the Hangman drawing. Keep asking students to guess letters until they know the word or the Hangman drawing is completed.

Development

1. Put the exchanges in the correct order.

Answers:

- a. 2
- b. 5
- c. 7
- d. 4
- e. 1
- f. 3
- g. 6



2. Read the following situations. In pairs take turns to offer help and make requests.

Answers:

Answers will vary.

Closure

Organize students in small groups. Pass pictures out to students. Then, ask them to take turns to find those pictures whose names have the phonemes /w/, /b/ or /k/. As each picture is found, the student says its name and identifies its specific phoneme, too.

CHECK YOUR PROGRESS 7 Page 118 Teacher's Guide

Learning outcomes:

- Explore dialogues in which offer and request expressions are used.
- Explore ways to offer and request for help.
- Exchange expressions to offer and request for help.

Check your student's progress evaluating their strengths and weaknesses. Get copies of the material on pages 118-119. Read the instructions and give students enough time to answer the test individually. Monitor and provide assistance if needed. Check as a class.

Answers:

1. Multiple answers may be provided.

2. Possible answers.

- a. i
- b. v
- c. iv
- d. i
- e. ii

3. Multiple answers may be provided.

COMPLEMENTARY ACTIVITIES

Name: _____ Class: _____

1 Put the exchanges in the correct order.



- a. _____ **Young man:** Of course ma'am, what can I do for you?
- b. _____ **Old woman:** Yes, just shaken up a bit.
- c. _____ **1** _____ **Old woman:** Thank you; I appreciate your help.
- d. _____ **Young man:** Are you OK? Do you need something?
- e. _____ **Old woman:** Excuse me, but can you help me?
- f. _____ **Old woman:** Someone just stole my purse off my shoulder.
- g. _____ **Young man:** Sit down here and I'll call the police.

2 Read the following situations. In pairs take turns to offer help and make requests.



make a cup of tea



lend some money



call a taxi



take off the shoes



study for science



turn the music down.

CHECK YOUR PROGRESS 7

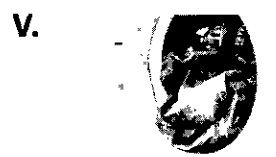
Name: _____ Class: _____

1 Make these instructions more polite by using expressions to make requests covered in classes. **(3 points)**

- a. Stand up _____
- b. Give me more time _____
- c. Give Adrian a message _____
- d. Cook a lemon pie _____
- e. Show me how to do it _____

2 Read the dialogues and connect them to the pictures. **(5 points)**

- a.
A. It's getting dark. Shall I turn on the light?
B. Yes. Of course.
- b.
A. Your jeans are dirty. Would you like me to wash them?
B. Don't worry mom. I can do it.
- c.
A. Your flight is in three hours. Can I call you a taxi?
B. Yes, please. I cannot be late!
- d.
A. Someone's calling. Shall I answer the phone and see who it is?
B. Ah! It must be my mom. I forgot to call her!
- e.
A. I think we are lost. Would you mind if I ask for help?
B. Absolutely! Go ahead!



B Read the situations below. Have conversations for each of them offering help and/or making requests. (10 points)

a. *[Faint, illegible text describing a situation]*

b. *[Faint, illegible text describing a situation]*

c. *[Faint, illegible text describing a situation]*

d. *[Faint, illegible text describing a situation]*

Total score: ___ / 18 points

Environment

Recreational and Literary

Communicative Activity

Understanding oneself and others.

Social Practice of Language

Read brief legends of different cultures to compare similarities and differences.

Learning Outcomes

- Explore children's legends.
- Read legends.
- Compare the components of written legends.

Spiral Review of Learning Outcomes throughout Unit 7.

Final Product

Illustrated diary.

Reader

The Legend of Popocatepetl and Iztaccihuatl.

Allotted time

12 classes of 50 minutes.

Materials

Flashcards of a bow and arrows, an English flag, a forest.



Lead-in

Invite students to open their books on page 90. Focus attention on the textual and graphic resources and ask *Have you ever heard about The Trojan Horse? What do you know about The Legend of Cocoa? Have you ever read those stories? What type of stories are they?* Elicit answers.

Share some information about the legends on page 90 with students:

The Trojan Horse: Related to the Trojan War. The Greeks pretended to sail away, and the Trojans pulled the horse into their city as a victory trophy. That night the Greeks went out of the horse and opened the gates for the rest of the Greek army, which had sailed back. The Greeks entered and destroyed the city of Troy, ending the war.

The Legend of Cocoa: It is a Mexican legend. The god Quetzacoatl wanted his people to be well fed. It is said that he stole the cocoa tree from paradise where all the other gods lived and he planted the small tree. Then, he asked Tlaloc, the god of water to send rain so the plant could grow. Later, he visited Xochiquetza, the goddess of love and beauty and requested she would give the tree

beautiful flowers. In the time the small tree flowered and produced the cocoa fruit.

Get students to read the title of the unit and encourage students to suggest ideas about the topic of the unit. Ask *What do you think you are going to learn in this unit?* Elicit they are going to read brief legends of different cultures to compare similarities and differences between them.

Motivate students saying that at the end of the unit, they are going to make an illustrated diary. Also, tell them they are going to read the text *The Legend of Popocatepetl and Iztaccihuatl* in the Reader. Invite a confident student to read the student's achievements aloud.

Getting started

Getting started

1. Read the following definitions of literary genres. Then discuss which ones you prefer reading.




2. Classify the stories below into *tale*, *legend* or *novel*.



Unit plan

<p>Start</p> <ul style="list-style-type: none"> • Read the definitions of literary genres. <p>Development</p> <ul style="list-style-type: none"> • Read the legends. • Compare the legends with their own legends. 	<p>Closure</p> <ul style="list-style-type: none"> • Present the final product. • Reflect on the unit's content.
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91

1.  Match the words to their definitions with a line.

Invite students to read the definitions and discuss which genre they prefer. Motivate them to say as much as they can. Check answers as a class.

Answers: Students answer freely.

2. **Classify the stories below into *tale*, *legend* or *novel*.**

Focus attention on the books and encourage students to classify them according to the three categories and definitions given in exercise 1. Check orally with the class.

Answers:

- a. Legend. b. Tale. c. Novel.

Closure

Get students to express what they know about famous legends.

You may share the following information with them:

Bigfoot: It is an American legend. It is about a simian-like creature that inhabits forests. Bigfoot is usually described as a large, hairy, bipedal humanoid.

The Mermaid legend: Mermaids appear in the folklore of many cultures worldwide, including Near East, Europe, Africa and Asia. The first stories of mermaids appeared in ancient Assyria (a major Mesopotamian kingdom) in which the goddess Atargatis transformed herself into a mermaid out of shame for accidentally killing her human lover.

The Legend of Quetzalcoatl: It is a Mexican legend. It says that when the creation of the world was finished, the gods and humans lived in harmony, everyone was happy except for the god Quetzalcoatl, who observed in anger as human were subjugated by the other gods. So he adopted the human condition to share the knowledge and art that the deities possessed.

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.

Start

Pages 92 - 93

Start

92

1.  Match the pictures to the words with a line. Then, listen and check.



wedding



surprise




2. Observe the pictures in exercise 1 and predict what the legend *The Weeping Woman* is going to be about.
Example: *Picture a makes me think the legend is about a boy who is very sad.*
3. Follow the reading aloud of the legend *The Weeping Woman* by your teacher and check your predictions in exercise 2.
4. Listen to two parts of the legend *The Weeping Woman* and draw some pictures according to what you hear.

93

Lead-in

Invite students to mention all the Mexican legends they can remember. Then, show some illustrations of well-known Mexican legends and encourage students to guess the names of the stories.

Development

1.  **Match the pictures to the words with a line. Then, listen and check.**

Invite students to observe the pictures and connect them with their corresponding words. Play the recording and have students check or correct their answers. Play the recording a second time and invite students to repeat the words aloud.

Answers: a. weep. b. poor. c. anger. d. wedding.

TRANSCRIPT


a. weep. b. poor. c. anger. d. wedding.

2. **Observe the pictures in exercise 1 and predict what the legend *The Weeping Woman* is going to be about.**

Get students in pairs. Invite students to focus on the illustrations and the title of the legend. Encourage students to predict the plot of the story. Let students brainstorm ideas and write some of them on the board.

3. **Follow the reading aloud of the legend *The Weeping Woman* by your teacher and check your predictions in exercise 2.**

Tell students you are going to read the story aloud. Invite them to follow your reading in silence, and then check their predictions in exercise 2.

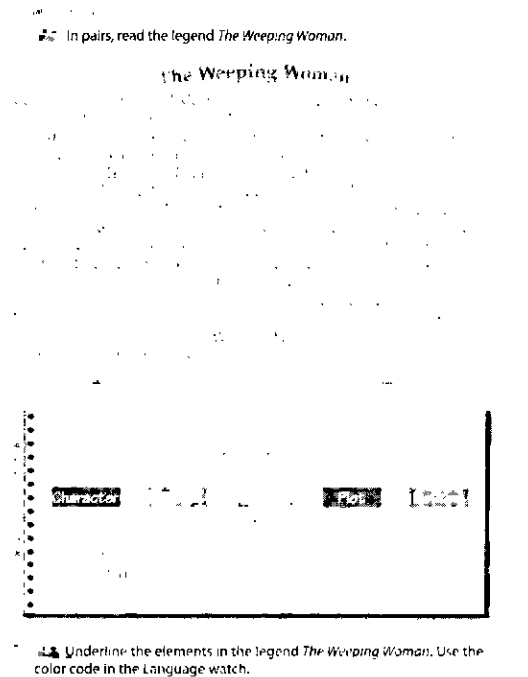
4.  **Listen to two parts of the legend *The Weeping Woman* and draw some pictures according to what you hear.**

Invite students to listen carefully to two sections of the story and have them illustrate what they are going to hear. Play the recording pausing after each part to give students enough time to draw. If necessary, play the recording twice. Monitor and check. Then, get students to share their drawings with a partner.


TRANSCRIPT

- a. A long time ago, a young nobleman fell in love with a poor girl, named María. They had two children.
- b. But when her soul applied for admission to heaven, God refused her entry. "*Where are your children?*" He asked her. Ashamed, she confessed she did not know.

In pairs, read the legend *The Weeping Woman*.



Underline the elements in the legend *The Weeping Woman*. Use the color code in the Language watch.

5.  **In pairs, read the legend *The Weeping Woman*.**

Organize students in pairs and get them to take turns to read the legend aloud.




Language watch
Structure of legends

1. **The words in the colored boxes are the elements of a legend or story. Label its different parts following the color code.**

Encourage students to associate those components to the corresponding questions in the diagram by coloring the spaces following the color code.

Answers:

- a. Character. b. Setting. c. Plot. d. Climax. e. Ending.

6.  **Underline the elements in the legend *The Weeping Woman*. Use the color code in the Language watch.**

Encourage students to identify the different elements they studied in the legend on page 93. Show them how to follow the color code to underline the different concepts in the text.

Answers: Character: María

Setting: Centuries ago, in a small Mexican village

Plot: (from : They had two children... to killed the children, threw them into the river, and then drowned herself.

Climax: in an anger state, killed the children, threw them into the river, and then drowned herself.

Ending: ever since, the Weeping Woman wanders along streams at night, crying for her children

Closure

In pairs, challenge students to take turns to tell the legend of The Weeping Woman with their own words. Write the following expressions on the board to help your students: Centuries ago, ... Then, ... Next, ... After, ... At the end, ...

Development

Pages 94 - 95

Development

Read and listen to the legend *Robin Hood*

Robin Hood

Long ago, there was a man called Robin Hood, who lived in an English forest called Sherwood. As a boy, Robin was cheated by some noblemen and, since then, he decided "I will rob the rich and give the money to the poor". The Sheriff of Nottingham offered many rewards for the capture of Robin Hood but he never caught him. Finally, the sheriff thought of a plan. "Let us have a competition to choose the best shooter in Nottingham, and Robin Hood will come. Then, when he arrives, my guards will capture him. We must capture him!" Robin Hood was an excellent shooter; nobody was better than him with a bow and arrow in the whole of Nottingham, and he wanted to prove he was the best! Robin Hood's men tried to convince him, and said: "Robin, this competition is a trap!", but Robin Hood didn't want to listen: "I will participate and win", he said. So, the next day, everything was ready for the competition. There were many people watching. The sheriff asked one of the guards: "Is Robin here?" "No, sir", the guard said, "Robin has red hair. None of the contestants has red hair". "He is scared", said the sheriff. The competition began. The first competitor, a guard, shot first; it was very close to the center. "Good shot. William" said the sheriff. Then, it was the turn of a man in green with black hair; he shot. It went through William's arrow and bull's eye! And very quickly, the man in green shot two more arrows towards the chair where the sheriff was sitting and hit it. The sheriff was shocked. The man in green was Robin Hood; he had worn a black wig before going to the competition. Before the sheriff recovered, Robin took off his black wig, jumped over a wall and on his horse and left. Robin Hood had escaped again.

94

Lead-in

Books closed, show some pictures related to the legend Robin Hood, e.g. bow and arrows, an English flag, a forest, etc. Encourage students to predict the topic of the next legend they are going to read and its name. Elicit answers.

Development

7. Read and listen to the legend *Robin Hood*.

Invite students to read the text once and look up the words in bold. Play the recording through once and get students to read and listen to the text. Play the recording again pausing after each paragraph and challenge some confident students to retell the story using their own words.

Answers:

Cheat: Engañar. **Sheriff:** Alguacil. **Shooter:** Tirador.

Bow: Arco. **Bull's eye:** El blanco. **Wig:** Peluca.

TRANSCRIPT

Robin Hood

Long ago, there was a man called Robin Hood, who lived in an English forest called Sherwood. As a boy, Robin was cheated by some noblemen and, since then, he decided "I will rob the rich and give the money to the poor".

The Sheriff of Nottingham offered many rewards for the capture of Robin Hood but he never caught him.

Finally, the sheriff thought of a plan. "Let us have a competition to choose the best shooter in Nottingham, and Robin Hood will come. Then, when he arrives, my guards will capture him. We must capture him!" Robin Hood was an excellent shooter; nobody was better than him with a bow and arrow in the whole of Nottingham, and he wanted to prove he was the best!

Robin Hood's men tried to convince him, and said: "Robin, this competition is a trap!", but Robin Hood didn't want to listen: "I will participate and win", he said.

So, the next day, everything was ready for the competition. There were many people watching. The sheriff asked one of the guards: "Is Robin here?" "No, sir", the guard said, "Robin has red hair. None of the contestants has red hair". "He is scared", said the sheriff.

The competition began. The first competitor, a guard, shot first; it was very close to the center. "Good shot. William" said the sheriff. Then, it was the turn of a man in green with black hair; he shot. It went through

William's arrow and bull's eye! And very quickly, the man in green shot two more arrows towards the chair where the sheriff was sitting and hit it. The sheriff was shocked.

The man in green was Robin Hood; he had worn a black wig before going to the competition. Before the sheriff recovered, Robin took off his black wig, jumped over a wall and on his horse and left. Robin Hood had escaped again.



Choose a scenario in one of the legends you read. Write a description of it in your notebook.

Look at the pictures. Organize the sequence of events from 1-9.



Read and identify who said the following statements.

The village is empty. A man called Robin Hood

stands next to them.

The man in the forest is Robin Hood.

What do you think?

Reflect! ✓ or ✗

Do you agree with the legend?

If your answer is insufficient, check pages 93 - 94 with your teacher.

95



BY-PRODUCT 1: description of a scenario.

Choose a scenario in one of the legends you read. Write a description of it in your notebook.

Ask students to choose a legend from the ones they read. Explain that they have to select one scenario in particular and write a description of it in their notebook. You may give them the following example:

Robin Hood is shooting an arrow in Nottingham.

Answers:

Student's answer freely.

9. Look at the pictures. Organize the sequence of events from 1-9.

Get students in small groups and challenge them to number the pictures in the correct order. Let students compare their answers with other groups.

Answers:

a. 3. b. 5. c. 4. d. 6. e. 2. f. 8. g. 9. h. 7. i. 1.

10. Read and identify who said the following statements.

Ask students to take turns to read the statements aloud. Encourage them to recognize if it is the narrator, the main or secondary characters who have said the statements.

Answers:

a. The narrator.

b. Sheriff.

c. The narrator

d. Robin Hood.

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.

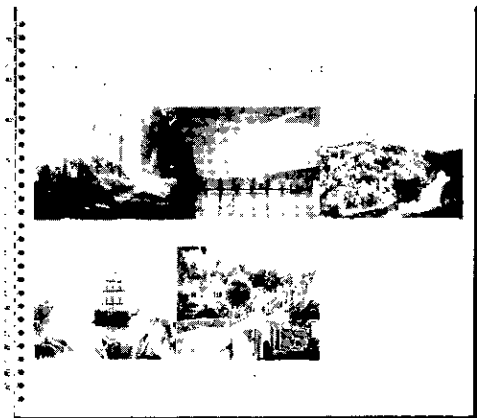
Closure

Get students in small groups and invite them to read the legend *Robin Hood* aloud. Have students distribute the roles of the narrator, the main and secondary characters. Monitor and check pronunciation and intonation.

Pages 96 - 97

Divide the legend into parts.

Divide the legend *Robin Hood* among the members of your group. Read the legend aloud.



Complete the sentences with the settings in *Robin Hood*.

Robin Hood lived in Nottingham and

the Sheriff of

England of a plan

Nottingham in the forest of

Listen and check your answers in exercise 12

96

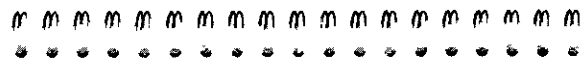
Lead-in

Organize students in groups of four. Challenge them to take turns to tell the legend of Robin Hood with their own words. Ask them to mention the main events in the legend.

Development

11. Divide the legend *Robin Hood* among the members of your group. Read the legend aloud.

Encourage students to work in groups of five. Each student represents one of the characters in *Robin Hood*: The narrator, Robin Hood, The Sheriff, Robin's man, the guard. The narrator reads the story and the other students act it out.



Language watch

Settings

Invite a volunteer to read the information aloud. Then, write on the board the most common settings in legends. Have students give examples of each of them. Write the examples on the board.

12. Complete the sentences with the settings in Robin Hood.

Invite students to complete the sentences with the settings.

Answers:

- a. She wood. b. Nottingham. c. England.

13. Listen and check your answers in exercise 12.

Have students listen to the recording and check their answers. Then check the activity as a class.

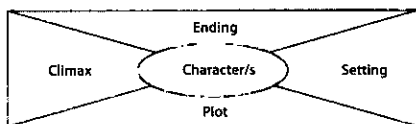
Answers:

- a. Robin Hood lived in a forest called Sherwood.
 b. The Sheriff of Nottingham thought of a plan.
 c. Nottingham is now a city in England.

TRANSCRIPT

- a. Robin Hood lived in a forest called Sherwood.
 b. The Sheriff of Nottingham thought of a plan.
 c. Nottingham is now a city in England.

14. In pairs, follow the diagram to compare the structures of the legends *Robin Hood* and *The Weeping Woman*.



15. Use the information below to make other comparisons about the legends *The Weeping Woman* and *Robin Hood*.

brave sadness centuries
 village long ago forest

Main character	
Secondary characters	
Place	
Time	
Main emotion	

14. In pairs, follow the diagram to compare the structures of the legends *Robin Hood* and *The Weeping Woman*.

Get students in pairs and invite them to contrast the elements in the legends studied in the unit. Have them follow the diagram to have in mind which elements they can compare. Ask *Who is the main character? Where does the story take place? Etc.*

Answers: Students answer freely.

15. Use the information below to make other comparisons about the legends *The Weeping Woman* and *Robin Hood*.

The phrases in the chart and complete the missing words with the information in the box.

Answers: Main character: Cruel woman. / brave man.

Secondary character: There are two.

Place: Small Mexican village. / English: forest.

Time: Centuries ago. / Happened long ago.

Main emotion: Sadness and anger. / justice.

Closure

Encourage students to share their comparisons in exercise 15 with the class. Invite some volunteers to write their ideas on the board.

TEACHING TIP

Remember to collect students' work throughout the development of the unit such as descriptions of settings and characters, illustrated description of one aspect of a legend.

In this way, you will have enough evidence of how your students are doing before they carry out the product and make the final product.

different (from), but, whereas, on the other hand, where's

SIMILARITIES	DIFFERENCES
Example: Both	Example: Different from
On the other hand	Whereas
Where's	



Choose a legend from the ones you read. Write a description of one of the characters in your notebook.

Examples: Periods of punctuation, quotation marks, commas

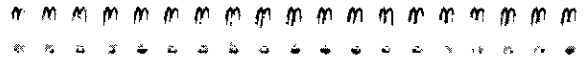
Periods	finishes.
Quotation marks	character
Commas	separate

98

Lead-in

Divide the class into two teams and invite them to play vocabulary Tic Tac Toe.

Development



Language watch

expressing similarities and differences

1. Read these expressions.

In pairs, students take turns to read the expressions aloud.

2. Classify the expressions in your notebook. Then listen and check.

Get students to categorize the expressions in the previous exercise into similarities and differences. Play the recording and have students check or correct their answers in exercise two.

Similarities: Same (as), both, similar, have in common

Differences: On the other hand, whereas, different (from), whereas, but,

3. Read the examples. With the help of your teacher, write more examples on your own.

Read the example sentences aloud. Explain that this is the way in which the new expressions are used. As a class, help students create new sentences and write them on the board.

TRANSCRIPT

Similarities: The same (as), both, similar, (have) in common.

Differences: different (from), whereas, but, on the other hand.

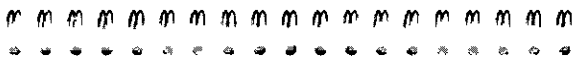


BYPRODUCT 2: description of a character.

Choose a legend from the ones you read.

Write a description of one of the characters in your notebook.

Ask students to choose one of the characters in the legends they read. Tell them that the aim of this activity is to write a description of it in their notebook. Have them read the example and encourage them to follow it.



Language watch

Punctuation

Read and underline the rules.

Write some sentences on the board as examples

18. **Relate the similarities and differences to make descriptions. Pay attention to spelling and punctuation. Then, listen and check.**

they lived in a Mexican village **Robin always escapes**
... Maria felt happy **... the Sheriff was rich**

1. ... the Sheriff always tries to trap Robin Hood, whereas ...
 2. ... what Maria and the nobleman had in common is that ...
 3. ... The Sheriff was rich. On the contrary, Robin Hood was poor.
 4. ... At the beginning of the legend, Maria felt happy, but at the end she got cruel and sad.



Take a piece of paper and write a description of the legend. Use the information in the box.

19. **Read *The legend of Popocatepetl and Iztaccihuatl* on page 102 in the Reader. Discuss these questions in small groups.**

1. ... the legend of Popocatepetl and Iztaccihuatl ...
 2. ... the legend of Popocatepetl and Iztaccihuatl ...
 3. ... the legend of Popocatepetl and Iztaccihuatl ...

Handwritten notes:
 ... the legend of Popocatepetl and Iztaccihuatl ...
 ... the legend of Popocatepetl and Iztaccihuatl ...
 ... the legend of Popocatepetl and Iztaccihuatl ...

Printed notes:
 ... the legend of Popocatepetl and Iztaccihuatl ...
 ... the legend of Popocatepetl and Iztaccihuatl ...
 ... the legend of Popocatepetl and Iztaccihuatl ...

Footer: If most of your answers are insufficient, check pages 93 - 99 with your teacher.

19. **Read *The legend of Popocatepetl and Iztaccihuatl* on page 102 in the Reader. Discuss these questions in small groups.**

Use these questions as a pre-reading and engaging activity. Start a general conversation about the topic of the text and its relation with the content of the unit. See the teaching notes for the Reader on page 128.

Closure

Reflect!

Invite students to answer the self-evaluation chart. Remind students to bring the materials to make the product, for the following class.

17. **Relate the similarities and differences to make descriptions. Pay attention to spelling and punctuation. Then, listen and check.**

Ask students to complete the sentences with the information in the box. Then, ask them to listen and check their answers.

Answers:

- a. ... Robin always escapes.
- b. ... they lived in a Mexican village.
- c. The Sheriff was rich. ...
- d. ... Maria felt happy, ...

TRANSCRIPT

- a. The Sheriff always tries to trap Robin Hood, whereas **Robin always escapes.**
- b. What Maria and the nobleman had in common is that **they lived in a Mexican village.**
- c. **The Sheriff was rich.** On the contrary, Robin Hood was poor.
- d. At the beginning of the legend, **Maria felt happy**, but at the end she got cruel and sad.



BY-PRODUCT 3: illustrated description.

Invite students to select an element in one of the legends they read and illustrate it with a drawing.

Closure: Final product

Materials



- pencil
- colored pencils
- three sheets of paper
- a piece of thread
- hole puncher

Work in groups and choose one legend from the unit.

Share with your partners the by-products you developed along the unit. Tick (✓) the descriptions that are related to your chosen legend.

Each member of the group chooses and copies one description related to the legend on a separate sheet of paper.

Make drawings to illustrate each description.



Check and modify, if necessary, any graphical and typographical resources in your descriptions.

ROBIN HOOD



Make two holes on the left of each sheet of paper, join them and tie them with the thread.

Take turns to read the descriptions aloud and share the illustrations with the class.

Unit reflection

- I explored children's legends

a. very well	b. well	c. not very well
What can I do to improve?		
- I participated in the reading of legends

a. very well	b. well	c. not very well
What can I do to improve?		
- I compared the components of written legends

a. very well	b. well	c. not very well
What can I do to improve?		

If most of your answers are insufficient, check pages 90 to 101 with your teacher.

Lead-in

Encourage students to start the product. Tell them they are going to make an illustrated diary. Challenge them to imagine what an illustrated diary might be. Elicit a range of ideas.

Prepare an illustrated diary in advance and show it to students as a model of what they need to do.

Development

1. Invite students to get together in groups of three. Have them select one of the legends studied in the unit.
2. Invite students to share with their partner the similarities and differences they wrote in exercises 16 and 18.

Invite the same groups to discuss about the similarities and differences between the characters of the stories and their own lives.

Have the members of each group get together again and invite them to continue with the product. Invite

volunteers to read the instructions of the second part of their task.



3. Invite each member of the group to write, in three different sheets of paper one description of their legend.
4. Ask each student to draw and color an appropriate illustration to the description.
5. Give students enough time to check their work and make all the necessary changes to improve it.
6. Get students to collect the three sheets of paper, put them together and tie them with a piece of thread.

Walk around the classroom to see what students have done up to now and check if they have followed the instructions correctly.

Invite students to make comments about what they have done so far.



7. Invite students to take turns to read the description

aloud and show the corresponding illustration to their classmates.

Suggested assessment instrument:

Self-evaluation and Peer-evaluation Checklist (See example on page 169)

Closure

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. Invite them to read the statements and ask them to answer accordingly, also suggesting how they can improve their results regarding the specific learning objective.

TEACHING NOTES FOR READER AND EXTRA MATERIAL

READER Page 102

102 A | z *The Legend of Popocatepetl and Iztaccihuatl*

Lead-in

To begin this session, invite students to summarize the legends they have read in the unit.

Development

Get students to open their Readers. Invite them to observe the illustrations and describe the characters. Then, invite students to check the Picture Dictionary. Have students work in pairs, invite them to read and listen to the text.

Closure

Encourage students to mention their favorite part of the legend and explain why.

TRANSCRIPT

The Legend of Popocatepetl and Iztaccihuatl

Thousands of years ago, when the Aztec Empire dominated the Valley of Mexico, it was a common practice to subject neighboring towns, and to require a mandatory tax. It was then that the chief of the Tlaxcaltecas, bitter enemies of the Aztecs, **weary** of this terrible oppression, decided to **fight** for his people's freedom.

The chief had a daughter named *Iztaccihuatl* (*White woman*); the most beautiful of all the princesses, who had professed her love for young *Popocatepetl* (*Hill that smokes*), one of her father's **warriors** and the most handsome and brave man.

Both professed a deep love for each other, so before leaving for war, *Popocatepetl* asked the chief for the hand of Princess *Iztaccihuatl*.

The father happily agreed and said: "I promise to welcome you back with a big celebration to give you my daughter's hand if you return victorious from the battle".

The **courageous** warrior accepted, prepared everything and departed keeping in his heart the promise that the princess would be waiting for him.

She was waiting for him for so long, that her heart became full of pain while missing him. Soon afterward, a love rival of *Popocatepetl*, **jealous** of the love they professed to each other, told *Princess Iztaccihuatl*: "Your beloved died in combat".

When the woman heard the horrible news, her world collapsed. She couldn't imagine her life without *Popocatepetl* and she fell into the deepest sadness. She didn't question the news, but believed the information. As a result, she died of a broken heart, without even imagining that she had been told a lie.

Popocatepetl returned victorious to his people, hoping to find his sweet princess. As soon as he arrived, he received the terrible news of the death of *Iztaccihuatl*.

Devastated by the news, he walked and walked along the streets for days and nights, until he decided he had to do something to honor her love and to assure that the princess would not ever be forgotten.

He ordered a great tomb built under the sun, piling up ten hills together to form a huge mountain.

He carried the dead Princess in his arms, took her to the top and laid her on the great mountain. The young warrior lovingly kissed her cold lips, took a smoking **torch** and **knelt** in front of his beloved to watch over her eternal sleep.

From then on, they continue together, facing each other. Eventually the snow covered their bodies, forming two majestic volcanoes that would remain joined till the end of time. The legend goes on to say that when the warrior *Popocatepetl* remembers his beloved, his heart – that preserves the fire of eternal passion – shakes and his torch **smokes**.

That's why, even today, the *Popocatepetl* volcano continues spewing fumaroles.

READER Page 112

Lead-in

Activate students' previous knowledge by asking some questions about *The Legend of Popocatepetl and Iztaccihuatl*, e.g.: *What's the legend about? How many characters are there?*

Development

1. Write the name of the story element in the space provided within the star diagram.

Answers:

Who...? Characters Where/when...? Setting

Why...? Climax What...? Plot

How...? Ending.

2. Use the words in exercise 1 to complete the questions. Then, discuss with your partner.

Answers:

a. Where. b. Who c. What. d. How.

Legend	The legend of Popocatepetl and Iztaccihuatl	The legend of maize	(students' answer)
Main Character	Popocatepetl	Quetzalcoatl	
Setting	Aztec temple	Mountains	
Plot	Popocatepetl goes to war to deserve to marry Iztaccihuatl	Quetzalcoatl helps the Aztecs to obtain corn	
Differences	- There is a woman in the story, Iztaccihuatl. - Main characters are men	- There are no women in the story	
Similarities			

Closure

To finish the session, encourage students to make comparisons about this legend and the legends they have studied in the unit.

COMPLEMENTARY ACTIVITIES Page 131 Teacher's Guide

Lead-in

Play Hangman with the class. Choose a word from the unit and draw lines on the board to represent each of the letters that makes up the word. Ask a student to guess a letter, if they are correct, then write the letter in the corresponding space. If they are wrong, then draw another part of the Hangman drawing.

Development

1. Read the legend and label its parts: Characters, setting, plot, climax and ending.

Answers:

Characters: Xóchitl and Huitzilin, Tonatiuh.

Setting: A near mountain.

Plot: One day at the top of the mountain, they swore their love would last forever.

Climax: Xóchitl's heart was broken into pieces.

End: Suddenly a hummingbird buzzed around the beautiful flower and lovingly touched its center with its beak. It was Huitzilin that was reborn as a handsome hummingbird. The flower gently opened its 20 petals, filling the air with a mysterious and lovely scent.

Closure

Write questions in present and past simple in strips of white paper, for example: *What did you do yesterday? What do you usually do at weekends?* Etc. Put the questions in a bag and invite a student to pick up a question, read it and answer it.

CHECK YOUR PROGRESS 8 Page 132 Teacher's Guide

Learning outcomes:

- Explore children's legends.
- Read legends.
- Compare the components of written legends.

Check your student's progress evaluating their strengths and weaknesses. Get copies of the material on pages 132 and 133 of the Teacher's Guide, read the instructions and give students enough time to answer the test individually.

Answers

1. Characters: Pi and the Menehunes

Setting: Waimea

Plot: Pi asked the Menehunes to help him to make a dam and a watercourse.


Climax: The river turned by the dam to the watercourse.

End: Pi appreciated Menehune's work and offered them some food.

- a. Pi was an ordinary man living in Waimea, Kauai, who wanted to construct a mano, or dam, across the Waimea River and a watercourse near Kikiaola
 - b. Pi ordered all the Menehunes that were living near Puukapele to prepare stones for the dam and watercourse.
 - c. Yes.
 - d. When the work was finished Pi served out food for the Menehunes
- a. main.
 - b. climax.
 - c. narrator.
 - d. secondary
- Multiple answers may be provided.

COMPLEMENTARY ACTIVITIES

Name: _____ Class: _____

 Read the legend and label its parts: Characters, setting, plot, climax and ending.

The Legend of the Cempasuchil Flower

Once upon a time there were two young Aztecs, Xóchitl and Huitzilin, who were friends as children and lovers when they grew up. They used to go to the top of a near mountain where they offered flowers to the Sun god Tonatiuh, who seemed to appreciate their offering and would smile from the sky with his warm rays.

One day at the top of the mountain, they swore their love would last forever. However, war broke out and Huitzilin went off to fight. Soon the news came that death had separated the lovers and Xóchitl's heart was broken into pieces.

She decided to go to the top of the mountain and implore Tonatiuh, to join her with her love Huitzilin. The sun, moved by her prayers, threw a ray that gently touched the young girl's cheek. Instantly she turned into a beautiful flower of fiery colors as intense as the rays of the sun.

Suddenly a hummingbird buzzed around the beautiful flower and lovingly touched its center with its beak. It was Huitzilin that was reborn as a handsome hummingbird. The flower gently opened its 20 petals, filling the air with a mysterious and lovely scent.

Tonatiuh had granted them eternal togetherness as long as cempasúchil flowers and hummingbirds existed on earth.

Adapted from: Wycoff, J. (n.d). Day of the Dead #6: The Legend of the Cempasúchil Flower. Retrieved from <http://www.joycewycoff.com/2017/10/day-of-dead-6-legend-of-cempasuchil.html>

CHECK YOUR PROGRESS 8

Name: _____ Class: _____

- 1** Read the Legend and identify its structure. Circle in: red Characters, in green the setting, in yellow the plot, in blue the climax and in orange the ending. **(5 points)**

Pi's Watercourse

Pi was an ordinary man living in Waimea, Kauai, who wanted to construct a mano, or dam, across the Waimea River and a watercourse near Kikiaola. Having settled upon the best locations, he went up to the mountains and ordered all the Menehunes that were living near Puukapele to prepare stones for the dam and watercourse. Some Menehunes gather stones, and some others cut them.

At the end of the day, Pi went to the point where the dam was to be built, and waited. At the dead of night he heard the noise and hum of the voices of the Menehunes on their way to Kikiaola, each of whom was carrying a stone. The dam was duly constructed, every stone fitting in its proper place, and the watercourse, also laid around the bend of Kikiaola.

Before the break of day the work was completed, and the water of the Waimea River was turned by the dam into the watercourse on the flat lands of Waimea.

When the work was finished Pi served out food for the Menehunes. They were well supplied and satisfied, and at dawn returned to the mountains of Puukapele rejoicing, and the hum of their voices startled the birds of the pond of Kawainui, at Koolaupoko Oahu.

Adapted from: Thrum, G. (n.d.) Hawaiian Folk Tales. Retrieved from <http://www.gutenberg.org/files/18450/18450-h/18450-h.htm>

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

- a. Who was Pi? _____
- b. What did Pi order the Menehunes to do? _____
- c. Were they able to complete the work? _____
- d. What did Pi do with the Menehunes at the end? _____

3 Fill in the gaps with words from the box.

(4 points)

· climax · secondary · main · narrator

- a. The _____ character is the most important character in the story.
- b. The _____ is the most exciting part of the story.
- c. The _____ tells you the story from his/her point of view.
- d. The _____ character is not essential in the story, but it contributes in it.

4 Write 5 sentences comparing and contrasting the legends Pi's watercourse and Robin Hood.

(5 points)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Total score: / 18 points

UNIT 9

INSTRUCTIONS TO STAY HEALTHY

Environment

Academic and Educational

Communicative Activity

Interpretation and follow-up of instructions.

Social Practice of Language

Give and follow instructions about health care.

Learning Outcomes

- Explore instructions for health care.
 - Interpret instructions.
 - Write instructions with graphical support.
- Spiral Review of Learning Outcomes throughout Unit 8.*

Final Product

Poster with instructions for health care.

Reader

DOs and DON'Ts to stay safe

Allotted time

12 classes of 50 minutes.

Materials

Pictures or flashcards with instructions for health care.



Lead-in

Invite students to open their books on page 102 and read the title of the unit. Focus attention on the picture and ask *What's happening? Who are the people? What do you think the woman is saying to the girl? etc.*

Encourage students to suggest ideas about the topic of the unit. Ask *What do you think you are going to learn in this unit?* Elicit they are going to learn to give and follow instructions about health care.

Motivate students saying that at the end of the unit they are going to work on a product where they will make a poster about dental hygiene. Also, tell them they are going to read the text *DOs and DON'Ts to Stay Safe* in the Reader.

Lead-in

Invite students to go back to exercise 1, page 103, point to a picture and get students to mention the instruction related to it. Continue this way with the other two pictures. Elicit answers and write the ideas on the board.

Development

1. Match the words to the pictures.

Read the vocabulary aloud and invite students to connect the words to the corresponding illustrations with a line.

Answers:

- a. fire.
- b. water.
- c. fire extinguisher.
- d. danger.

2. Listen and check your answers in exercise 1.

Tell students they are going to listen to a recording to check their answers in the previous exercise.

TRANSCRIPT

- a. fire b. water c. fire extinguisher d. danger

EXTENSION TIP

Show flashcards with other symbols such as – *Slippery floor*, *High voltage*, *Hot surface*, etc. – Get students to say the instructions and write them on the board. Then, encourage students to compare the purpose of the graphic resources and symbols in the instructions.



Language watch

Affirmative and negative commands

1. Read these sentences. Pay attention to the words in bold.

Get students in pairs to read and compare the sentences. Then, discuss the sentences with the class.

2. Underline the correct options to complete the rules.

Invite students to read the sentences and infer the rules according to the examples in exercise 1.

3. Complete the sentences with appropriate affirmative or negative commands.

Challenge students to read and complete the sentences with the correct imperative forms. Invite volunteers to read their answers.

Answers:

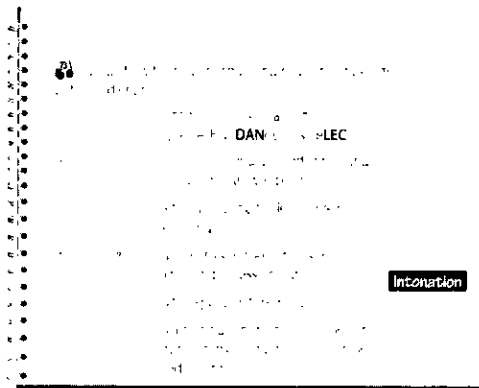
- a. Wash. b. Don't watch. c. Don't touch.

Development

Development

104

 Listen and tick (✓) the picture related to the instruction that you hear.



105

3. Listen and tick (✓) the picture related to the instruction that you hear.

Prior to the listening, focus attention on the pictures and encourage students to suggest the instruction that each illustration conveys. Then, invite students to listen to the recording and identify the picture that is connected with the listening. Play the recording twice. Check with the class.

Answers: a. ii. b. ii.

TRANSCRIPT

- a. Keep away from the kitchen! It's dangerous for children.
- b. Use the stairs in case of fire.



Language watch

Prosodic features of the speech

Explain to students that they are going to learn what prosodic features of the speech are. Tell them that these are aspects of speech that are very important to convey the messages speakers want to communicate. Tell them that, in the context of instructions about health care, these features transmit the special emphasis that is needed in each case.

1. Complete with the corresponding characteristics of the speech.

Listen and check. In pairs invite students to take turns to read the sentences aloud and complete them with the appropriate prosodic features in the colored boxes on the right. Monitor and assist if necessary. Tell the students they are going to listen to a recording to check their answers in the previous exercise. Play the recording through once. Play the recording a second time and make students repeat the sentences aloud.

Answers:

- a. Stress. b. Intonation.

TRANSCRIPT

- a. **Stress** is the emphasis on a particular syllable.
Example: **DAN**gerous – e**LEC**tric
- b. **Pitch** is the high, medium and low sounds of our voice as we speak.
- c. **Intonation** is the different pitch levels when speaking.
- d. **Volume** is used to show emotion such as a fear, happiness or anger.
- e. **Tempo** is the speed of the speech.
- f. **Pause** is a non-fluency feature. It is indicated by full stops, colons, semi-colons and commas.

EXTENSION TIP

Encourage students to listen to the sentences you are going to read. Invite them to underline where stress and pause and intonation occur.

- a. Pay attention, please. Don't run. Walk.
- b. To avoid electric fires, don't overload sockets! That's very dangerous!
- c. So, brush your teeth after every meal.

Answers: Students answer freely.

Closure

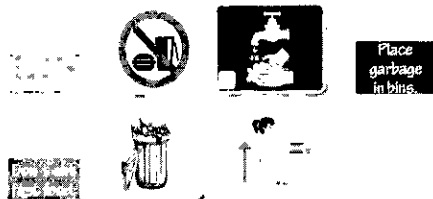
Organize students in pairs and invite them to look at the pictures in exercise 3 and make sentences, e.g.: **a. ii** Don't leave the water running, **b. ii** Keep

children away from the kitchen. **c. i** Don't go out of your house during an earthquake. Encourage them to read the sentences aloud.

Pages 106 - 107

Exercise 1

Listen and match the expressions with the pictures.



Listen and check your answers. Then, listen and repeat aloud.

Read and listen to the instructions. Pay attention to prosodic features.



Reflect! ✓ or ✗
I can interpret instructions.
If your answer is insufficient, check pages 103 - 106 with your teacher.

Lead-in

Tell students that there are words that imitate sounds. For example, a clock makes a tick tock noise. Tick and tock are examples of onomatopoeia.

Write these other examples of words with sounds on the board - *Bang, Ding-dong, Knock, Oink, Plop, Roar, Tweet*. Read them aloud and invite students to repeat the words. Then, encourage students to associate them to the source of the sound that the word describes, for example, *Oink* is related to the sound that pigs produce.

EXTENSION TIP

Get students in small groups. Hand out comic strips to students. Get students to identify and highlight onomatopoeia words. Consider placing four or five comic strips on one sheet of paper and photocopying so all students have the same worksheet. Monitor and check as a class.

Development

4. Listen and match the expressions with the pictures.

Play the recording and invite students to read and listen to the expressions. Encourage them to connect each word to the corresponding picture.

Answers:

- a. ii. b. iv. c. iii. d. i

TRANSCRIPT

Sit up straight!
Don't eat fast food.
Place garbage in bins.
Wash your hands before a meal.

5. Listen and check your answers. Then, listen and repeat aloud.

Tell students they are going to listen to a recording to check their answers in the previous exercise. Play the recording once. Play the recording once more and make students repeat the expressions aloud. Pay attention to pronunciation.

TRANSCRIPT

- a. Don't eat fast food.
b. Wash your hands before a meal.
c. Place garbage in bins.
d. Sit up straight!

6. Read and listen to the instructions. Pay attention to prosodic features.

Get students in pairs and ask them to take turns to read and listen to the instructions. Then, invite them to go back to the Language watch section on page 105 and read the information again. Tell them they are going to pay attention to stress, pitch, intonation, volume, tempo and pause as they listen to the expressions.

TRANSCRIPT

- a. Drink at least two glasses of water a day.
b. Don't play with matches. You may cause a fire.
c. Sneeze into your arm if you don't have a tissue.

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.

107

4.4. Classify the instructions in exercise 6 and complete the chart. Then, add two more sentences.

Do's	Don'ts



Collect all the expressions to give instructions about health care you have learned in the unit.

- Don't eat fast food.
Don't play with matches. You may cause a fire.
Sneeze into your arm if you don't have a tissue.

4.5. Unscramble the sentences to form instructions.

- Don't eat fast food.
Don't play with matches. You may cause a fire.
Sneeze into your arm if you don't have a tissue.

4.6. Listen and check your answers in exercise 9. Then, listen and repeat aloud.

107

7. Classify the instructions in exercise 6 and complete the chart. Then, add two more sentences.

Get students to read again the instructions in the previous exercise. Then, have them categorize those instructions into actions they have to do and actions they do not have to do. Finally, students copy the instructions in the correct column according to their category. Invite students to add two more sentences in the chart (one sentence for Do's and one for Don'ts).

Answers:

Do's: Drink at least two glasses of water a day. Sneeze into your arm if you don't have a tissue.

Don'ts: Don't play with matches. You may cause a fire.



BY-PRODUCT 1: a repertoire of expressions.

Collect all the expressions to give instructions about health care you have learned in the unit.

In order to complete their repertoire of expressions about health care, ask students to follow the instructions. Tell them that they will use this repertoire of expressions when they work on their final product on page 112.

Answers:

- a. ii.
- b. iv.
- c. iii.
- d. i.

9. Unscramble the sentences to form instructions.

Get students to rearrange the elements of the instructions and write them in the space provided. Encourage students to pay attention to spelling and punctuation.

Answers:

- a. Keep away of the kitchen.
- b. Use the stairs in case of fire.
- c. Don't play with matches
- d. Brush your teeth after every meal.

10. Listen and check your answers in exercise 9. Then, listen and repeat aloud.

Tell students they are going to listen to a recording to check their answers in the previous exercise. Play the recording once. Play the recording a second time and make students repeat the instructions aloud. Pay attention to pronunciation.

TRANSCRIPT

- a. Keep away of the kitchen.
- b. Use the stairs in case of fire.
- c. Don't play with matches.
- d. Brush your teeth after every meal.

Closure

Invite students to choose one instruction they have studied in this session or the previous ones and draw a picture. Then, get students to take turns to show their pictures to their classmates who must guess and say the instruction associated.

Look at the pictures and give appropriate instructions, orally.

Example: Don't get distracted when riding your bike.



Listen and follow the instructions you hear.

Lead-in

Play scrambled instructions with the class recycling the contents studied in the previous sessions. Split the class into groups of four or five students. Once you have written the scrambled expressions on the board, one team of students will have around one minute to come up with the answer while the rest of the class stay silent. Continue the process with the other teams while keeping track of the scores.


Development

11. Look at the pictures and give appropriate instructions, orally.

Get students in pairs. Focus attention on the pictures and invite students to discuss the situations. Then, challenge students to express instructions related to the situations. Monitor and check that students make correct affirmative and negative commands.

Possible answers:

- a. Do sports / Stay physically active.
- b. Look at both sides of the streets.
- c. Don't over/oad extensions
- d. Have a healthy breakfast.
- e. Take a shower every day.
- f. Don't push.

12.  Listen and follow the instructions you hear.

Tell students that they are going to listen to some instructions. Encourage students to follow the instructions they hear. Play the recording pausing after each instruction to give students enough time to perform what they hear.

TRANSCRIPT

- a. Sit up straight
- b. Don't eat fast.
- c. Brush your teeth.
- d. Sneeze into your arm.
- e. Wash your hair.
- f. Do exercise.
- g. Cover your mouth with your hand.
- h. Don't touch the socket.

EXTENSION TIP

Show flashcards with other symbols such as – *Slippery floor*, *High voltage*, *Hot surface*, etc. - Get students to say the instructions and write them on the board. Then, encourage students to compare the purpose of the graphic resources and symbols in the instructions.

TEACHING TIP

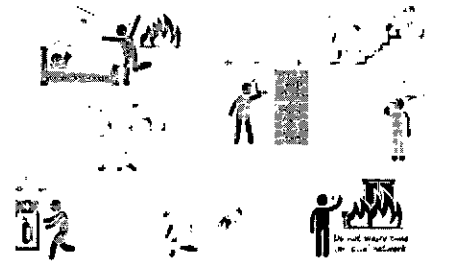
Remember to collect students' work throughout the development of the unit such as repertoire of words and expressions, purpose and addressee, instructions. In this way, you will have enough evidence of how your students are doing before they carry out the product and make the final product.

Unit 13 - Hygiene and Safety

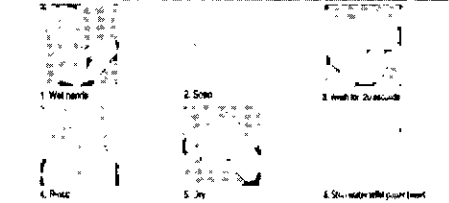
Label the instructions with the topics from the box.

- Hygiene
- Safety

In case of fire



Wash your hands



13. Label the instructions with the topics from the box.

Get students in pairs and invite them to explore the posters. Have students take turns to read the information they have. Encourage them to use a bilingual dictionary to check any unknown words. Then, invite students to classify the posters using the categories in the box. There is one word left.

Answers:

- a. Safety.
- b. Hygiene.

Closure

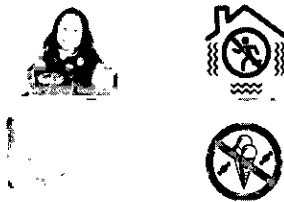
Copy the instructions to wash hands, in exercise 13, on separate strips of paper and place them on different parts of the board. Have students close their books and encourage them to put the instructions in the correct order. Students open their books again on page 109 and check their answers.

Using the expressions you collected in By-product 1, write a list of instructions related to health care.



Using the expressions of your repertoire in By-product 1, write a list of instructions related to health care.

Listen and number the pictures.



110

Lead-in

Show flashcards and encourage students to give affirmative and negative commands.

Development



BY-PRODUCT 2: a list of instructions.

Using the expressions of your repertoire in By-product 1, write a list of instructions related to health care.

Ask students to go back to their repertoire of expressions in By-product 1. Tell them that they need to write a list of instructions related to health care in which they use the expressions. Give them time to write their lists in the space provided. Check the activity individually.

15. Listen and number the pictures.

Tell students they will listen to more instructions related to health care. Explain the pictures are not in the correct order, so they need to listen and number them in the correct way.

Answers: a. 4 b. 3 c. 1 d. 2

TRANSCRIPT

1. Keep your nails short and clean.
2. Don't eat too many sweets.
3. Don't go out during an earthquake.
4. Eat fruits and vegetables.



Write some of the instructions you collected in By-product 2 and illustrate them with related drawings.

17 Read the text *DOs and DON'Ts to stay safe* on page 116 in the Reader. Complete the table with two instructions (Do/Don't) in each column.

At home	At school

Reflect ✓-X

I can explore instruction for health care

I can interpret instructions

I can write instructions with graphical support

If most of your answers are insufficient, check this page again with your teacher.

111



BY-PRODUCT 3: graphical support for instructions.

Write some of the instructions you collected in By-product 2 and illustrate them with related drawings.

Tell students that in this new By-product they will have to illustrate the instructions they had written in By-product 3. Give them time to do it and check the activity individually.

17 Read the text *DOs and DON'Ts to stay safe* on page 116 in the Reader. Complete the table with two instructions (Do/Don't) in each column.

You may start reading the text in the Reader at this point, or leave it for a separate session. In this case, use these questions as a pre-reading and engaging activity. Start a general conversation about the topic of the text and its relation with the content of the unit. See the teaching notes for the Reader on page 142.

Closure

Reflect!

Invite students to answer the self-evaluation chart. Remind students to bring the materials to make the product, for the following class.



Closure: Final Product

Materials

- colored cardboard paper
- glue
- scissors
- ruler
- markers
- colored paper

Cut out four strips of paper.

Write the instructions you chose on the strips of paper.

Stick the four pieces of paper on a colored cardboard paper.

In this unit, you are going to elaborate a poster with instructions for health care. In pairs, take turns to read and review the By-products you developed in the unit. Choose 4 instructions to make your product.

Discuss with your partner what other tips you know for health care.

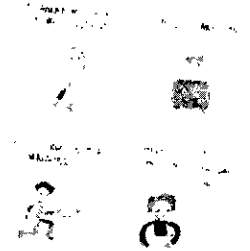
POSTER WITH INSTRUCTIONS FOR HEALTH CARE

Draw and color appropriate pictures for each instruction.

Take turns to read the instructions aloud.

Hang the poster in a visible place in the classroom.

POSTER WITH INSTRUCTIONS FOR HEALTH CARE



Unit reflection

I explored instructions for health care.	a. very well	b. well	c. not very well
What can I do to improve?			
I interpreted instructions.	a. very well	b. well	c. not very well
What can I do to improve?			
I wrote instructions with graphical support.	a. very well	b. well	c. 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

Encourage students to start the product. Tell them they are going to make a poster with instructions related to health care.

TEACHING TIP

Prepare a poster in advance and show it to students as a model of what they need to do.

Invite a volunteer to read the materials they need and the instructions of the first part of their task.

Development

1. Get students in pairs and invite them to check the instructions for health care in this unit. Ask them to choose 4 instructions from their By-products. Have students take turns to read the sentences aloud. Monitor and check pronunciation.

2. Encourage students to suggest further instructions to have a healthy life.

Discuss with the whole class What they and their families do to stay healthy *How often do you clean your teeth? How often do you eat vegetables/fruit? etc.*

Have the couples get together again and invite them to continue with the product. Invite volunteers to read the instructions of the second part of their task.

3. Get students to cut out four strips of paper for each instruction.
4. Then, invite students to write down one instruction on each piece of paper. Have them check both spelling and the correct use of capital letters.
5. Get students to place the instructions on the colored cardboard paper. Remind students that they must leave some space to the drawings.
6. Encourage students to take turns to draw and color their illustrations.

Suggested assessment instrument:

Descriptive Rubric. (See example on page 170)

Walk around the classroom to see what students have done up to now and check if they have followed the instructions correctly.

Let students make comments about what they have done so far. Then, invite them to check again the instructions they have written. Also, invite students to check that both the text and drawings relate to each other. Give them enough time to finish their task.

7. Encourage students to

- Encourage students to take turns to read the instructions in front of the class and show the illustrations to their classmates.
- Students, finally, exhibit their work in a visible place in the classroom.

Closure

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.

Invite them to read the statements and ask them to answer accordingly, also suggesting how they can improve their results regarding the specific learning objective.

TEACHING NOTES FOR READER AND EXTRA MATERIAL

READER Page 116



z DOs and DON'Ts to stay safe

Lead-in

To begin this session, invite students to mention all the instructions about health care that they can remember.

Development

Get students to open their Readers. Invite them to observe the illustrations and answer questions such as *What are the children doing? Is it safe or not?* Etc.

Have students work in groups of four. First, invite them to read and listen to the text in silence, and then they take turns to read the instructions aloud.

Remind students to check the Picture Dictionary, when they see highlighted words in the text. In case they have doubts about other words, encourage them to look up the meaning of the new vocabulary in a bilingual dictionary or infer the meaning according to the context.

Closure

Ask students to identify actions that they must do and actions they have to avoid. Challenge students to give reasons.

TRANSCRIPT

DOs and DON'Ts to stay safe

We must take care of ourselves every day. How can we do that? We can follow some simple tips. Let's see!

Do not touch electrical outlets with your fingers or anything else! Remember, water and electricity do not mix. Do not touch electrical appliances when your hands are wet because you can get an electric shock!

In the kitchen, do not turn on the gas on your own. Do not touch a hot stove, grill or heater.

Do not play with matches or candles because you may burn yourself or start a fire. Do not spill water or oil on the floor, you may slip and hurt yourself.

Be careful while using sharp things like a knife, scissors, nail clippers and others. You may cut yourself.

Tidy your room. Do not leave your books and toys on the ground. You may trip over them and get hurt.

Do not run up and down the stairs because you may slip and fall. Do not jump from a table, your bed or a cupboard. You may fall, hurt yourself and get bruises.

Put a rubber mat on the tub to avoid slipping.

Outside your home, do not jump from a high wall or tree. At the swimming pool, swim only when there is a lifeguard around or when your parents are with you.

Do not run on the path next to the pool as it can be slippery.

In the classroom, do not jump on the desk. Do not throw chalk pieces or markers at one another because you may hurt someone. Do not run or play on the stairs. Be careful while playing in the playground.

In the streets you must be alert. Always move on the footpath on the side of the road. Cross the road using a zebra crossing. Look right, look left. Look on both sides of the streets before crossing the road and if there are traffic lights, cross the road when there is a green signal for you.

Remember these simple tips and you will always stay safe!

Lead-in

To activate students' previous knowledge, start this second session of the reading by asking some questions about the text. Ask *What do you have to do to keep safe? What is it recommended in the text not to do?* Etc.

Development

1. Look at the pictures and complete with the correct instruction.

Answers:

- a. i b. iv c. ii d. iii

2. Look at the pictures and write the correct instructions.

Answers:

- a. Don't touch hot items in the kitchen.
b. Don't jump on the bed.

3. Write two instructions about health care and draw pictures. Then share your instructions with your partner.

Answers:

- a. Different answers may be provided.

Closure

To finish the session, encourage students to discuss in small groups about other safety instructions they usually follow at home or at school. Monitor and help when necessary.

COMPLEMENTARY ACTIVITIES Page 145 Teacher's Guide

Lead-in

To review commands, play Simon Says with students. Have everyone stand up and begin the game. Stand in front of the class. Say *Simon says sit up straight*. Students must do the action. Repeat this process choosing different affirmative or negative imperative forms such as: *Walk, Don't walk, Sing, Don't sing*, etc.

Development

1. Complete the instructions with affirmative or negative commands.

Answers:

- a. Don't drive.
b. Walk.
c. Don't touch.
d. Cover.
e. Don't climb.

2. Look at the pictures and write appropriate instructions for each of them.

Answers:

- a. Don't touch hot items.
b. Keep your nails short and clean.
c. Wear safety belt.
d. Don't eat sugar.

Closure

Show some pictures and invite students to identify and express words with sounds that represent them such as: Achoo, glug, zap, etc.

CHECK YOUR PROGRESS 9 Page 146 Teacher's Guide

Learning outcomes:

- Explore instructions for health care.
- Interpret instructions.
- Write instructions with graphical support.

Check your student's progress evaluating their strengths and weaknesses. Get copies of the material on pages 145 - 146, read the instructions and give students enough time to answer the test individually. Monitor and provide assistance if needed. Check as a class.

Answers:

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

Pictures:

Add a soap: Picture e

Rinse well under running water: Picture d

Dry hands with clean paper towels: Picture b

Wash well for at least 15 seconds: Picture c

Wet hands under water: Picture a

2. Read the instructive and answer. (6 points)

- a. At a 45-degree angle.
b. No, the inner and chewing surfaces must be brushed.
c. To remove bacteria and freshen breath.
d. Up-and-down strokes with the tip of the brush.
e. We must move the brush gently up and down in short strokes.
f. Yes, it does.

COMPLEMENTARY ACTIVITIES

Name: _____ Class: _____

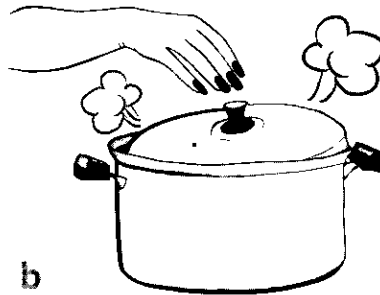
1 Complete the instructions with affirmative or negative commands.

- a. _____ your car so fast. It's dangerous.
- b. _____ carefully! The floor is wet.
- c. _____ that electric wire again.
- d. _____ your nose with a tissue when you sneeze.
- e. _____ trees near power lines.

2 Look at the pictures and write appropriate instructions for each of them.



a



b



c



d

CHECK YOUR PROGRESS 9

Name: _____ Class: _____

1 Number the instructions. Then, connect them to the corresponding picture.
(10 points)



a



b



c



d



e

How to Wash your Hands properly

Wet hands under water.

Wet hands under water.

Dry hands with clean paper towels.

1

Wet hands under water.

2 Read the instructive and answer the questions.

(6 points)

How to wash your teeth



1. Place the toothbrush at a 45-degree angle to the gums.
2. Gently move the brush up and down in short strokes.
3. Brush the outer surfaces, the inner surfaces and the chewing surfaces of the teeth.
4. Use the tip of the brush to clean the inside surfaces of the front teeth, using a gentle up-and-down stroke.
5. Brush your tongue to remove bacteria and freshen breath.

a. How should we place the toothbrush?

b. Must the outer surfaces of the teeth only be brushed?

c. Why must the tongue be brushed?

d. How should we brush the inside front teeth?

e. How should we move the toothbrush?

f. Does brushing the tongue helps to refresh breath?

Total score: . / 16 points

UNIT 10

CATCHY ADS!

Environment

Family and Community.

Communicative Activity

Exchanges associated to the media.

Social Practice of Language

Discuss and compare advertising messages.

Learning Outcomes

- Explore classified advertisements of products for children.
- Understand advertisements.
- Write information.

Spiral Review of Learning Outcomes throughout Unit 2.

Final Product

Classified advertisements.

Reader

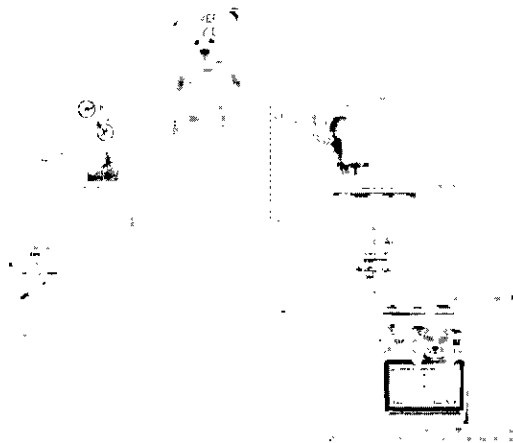
Helping dad.

Allotted time

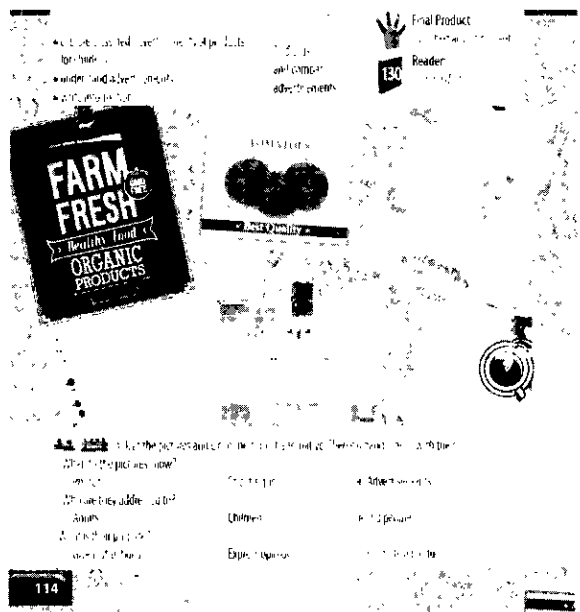
12 classes, 50 minutes each.

Materials

Magazines and newspapers with ads.



Pages 114 - 115



Lead-in

Invite students to open their books on page 114 and read the title of the unit. Focus attention on the illustrations and ask *What are those? What's their main objective? Where can you find them? etc.* Elicit answers.

Encourage students to brainstorm several ideas about the topic of the unit. Ask *What do you think you are going to learn in this unit?* - Elicit they are going to read and understand advertisements for children.

Motivate students saying they are going to work on a product at the end of the unit to make classified advertisement and read the story *Helping Dad* in the Reader.

EXTENSION TIP

Play the recording again, pausing after each word to give students time to repeat aloud.



Language watch

Advertisements

Read and explain the principal elements in an advert. Bring magazines and invite students to find ads and identify their components.

2. 👤 Look at the pictures and answer.

Get students in pairs and encourage them to take turns to read the adverts aloud. Then, students discuss and suggest answers to the question.

Answers:

Students answer freely.

1. 👤 Look at the pictures and answer.
Which product is the best and why? Write your answer.



2. 👤 Read the advertisements in exercise 2 again and discuss the elements they have.
3. 👤 Look at the advertisements in exercise 2 once more. Write some descriptions of the products in your notebook.
Example: CHOCKMILK is...

Reflect ✓ or X
Correct a lot of advertisements of our friends.
If your answer is insufficient, check pages 115 - 117 with your teacher.

3. 👤 Read the advertisements in exercise 2 again and discuss the elements they have.

Get students to read the adverts in exercise 2 again and identify the components they have and do not have. Check as a class.

Answers:

Headline: Both advertisements have one.

Sub-headings: Only Chockmilk has one.

Illustrations: Both advertisements have one.

Descriptions of

the product: Both advertisements have one.

Slogan: Only Lollipop has one.

EXTENSION TIP

Invite students to examine the similarities and differences in color, size and style of the font in the ads.

4. 👤 Look at the advertisements in exercise 2 once more. Write some descriptions of the products in your notebook.

Get students to have a look at the ads in exercise 2 again and circle the characteristics of both products. Then, students follow the example and write descriptions of the products in their notebook. Let students share and compare their answers with a partner. Invite volunteers to read their answers aloud.

Answers:

CHOCKMILK: Creamy, delicious, pure milk chocolate.

LOLLIPOP: New, amazing, fruity, three incredible flavors (orange, lemon and watermelon).

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.

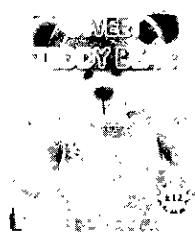
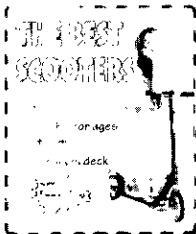
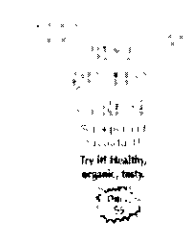
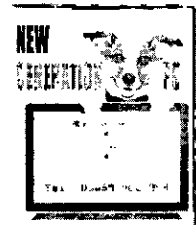
Closure

Divide the class into small groups and invite students to play *Unscramble Words*. Prepare a set of scrambled words related to characteristics written with large letters on strips of paper. Once you have placed one of the words on the board, the team of the first group of students will have one minute to come up with the answer while the other students stay in silence. Continue the process with the other teams while keeping track of the scores.

Development



... ..



Lead-in

Get students in small groups. Give each group an object and encourage students to describe them as much as possible. Ask them to write a list with the characteristics of the object. Monitor and help them with vocabulary.

Development



BY-PRODUCT 1: a repertoire of words and expressions.

After students have done this activity invite them to choose a topic, imagine a product and create a slogan for it. Ask them to do it in their notebooks. Tell students they will use this information to make the final product.

Answers:

- a. Technology. c. Sports and leisure.
- b. Food. d. Toy.

TRANSCRIPT

a. New generation PC

As your friends will love it!
 Fast, Modern, Compact
 Today special discount
 Tel: 01659 400 993

b. Best quality cereal

For a perfect breakfast!
 Try it!
 Healthy, Organic, Tasty
 Only \$5

c. The best scooters

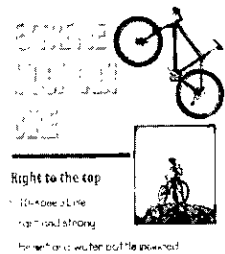
Just for your needs.
 Suitable for ages 5+ years
 Aluminum deck
 \$56
 www.outdoorproducts.com

d. Sweet teddy bear

Wonderful to cuddle and snuggle.
 For all ages
 Machine wash
 Cuddly soft plush
 £12
 email: great@toys.uk

Read the following advertisement and discuss the questions below. Then, write your answers in the space provided.

- 1. What product does the advertisement describe?
- 2. What is the main purpose of the advertisement?
- 3. Describe the main features of the product.
- 4. What other contact information is provided?
- 5. How much does it cost?
- 6. How is the store or online site described?



6. **Read the following advertisement and discuss the questions below. Then, write your answers in the space provided.**

Get students in pairs. Invite them to read the advert of the exercise and questions below. Encourage students to check the unknown words in a bilingual English dictionary. Then, students explore the advert again and write the answers to the questions. Invite volunteers to read aloud the questions and answers. Check with the class.

Answers:

- a. A mountain bike.
- b. It's fast and strong, it has 10 speeds, a helmet and a water bottle are included.
- c. No, there isn't.
- d. 01835 539128
- e. £68
- f. No, it isn't.



Language watch

Yes-No questions and Wh- questions

1. Read these questions and answers.

Tell the students that Wh- questions begin with words like: *What, where, when, how, how much /many*, etc. Yes-No questions begin with an auxiliary verb such as: *Is, are, has, have, do, does*, and so on.

2. Read the statements. While *Wh- questions* let us get information, *Yes-No questions* let us verify information through a *Yes* or a *No* as answers.

TEACHING TIP

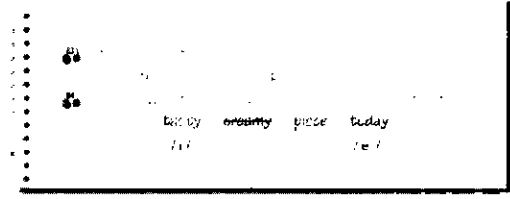
Write on the board some common abbreviations and symbols that indicate prices such as -- *Tel., email, www, Mon, Fri, US\$, £*, etc. (Telephone, email, web page, Monday, Friday, dollar, pound, respectively.). Encourage students to say what they mean. Optionally, invite students to explore other adverts in magazines, newspapers or on the internet and find other abbreviations.

Closure

Get students in small groups and invite them to go back to exercise 7. Encourage students to ask *Wh- questions* and *Yes-No questions* about the adverts in the exercise to get and verify information. Monitor and check each group.

EXTENSION TIP

Ask students to bring newspapers and magazines with different ads in advance. Invite four volunteers to choose an ad. Ask them to show the ads they chose to their partners. Write on the board: *In your opinion, which ad is more interesting? Which ad is uninteresting? In which ad is the picture replacing the written idea?* Then, repeat the activity with four students more.



- 1. Read the advertisements in exercise 8 and make predictions about the missing information. Discuss with the class.
- 2. Listen and complete the information.

FURIOUS SKATEBOARD

Modern, strong, light weight

10 speeds

Waterproof helmet included

Call: 01835 539128

Email: skateboardsales.com

JUST BICYCLE

The bike for the city!

Very comfortable seat

10 speeds

Waterproof helmet included

Visit us at www.justbicycles.co.uk

Reflect! ✓ or X
 Lear more about this advert -
 If your answer is insufficient, check pages 115 - 120 with your teacher.

Lead-in

Ask your students if they have watched TV, read a magazine or surf on the internet recently. Then, ask them if they have seen an interesting advertisement. Encourage them to describe the advertisements they have seen. Write some *Wh- questions* and *Yes-no questions* if necessary to help students.

Development



Language watch

Pronunciation

1. **Listen and repeat.**
Explain that in the English language there are combinations of vowels that are pronounced in the same way.

2. **Listen and write the words with the same vowel sounds together.**

Challenge students to find more examples like - Teach /i/ - Achieve /i/; Stay /ei/ - Game /ei/

Answers: /i/ Piece, /ei/ Tasty, Today

TRANSCRIPT

a. Please – Believe b. Play – Sales
tasty, creamy, piece, today

7. **Read the advertisements in exercise 8 and make predictions about the missing information. Discuss with your class.**

Focus attention on the advertisement and invite students to read it in pairs. Challenge students to suggest possible words that may complete the information of the advert.

Answers:

Students answer freely.

8. **Listen and complete the information.**

Play the recording twice and have students fill in the spaces with the information they hear. Encourage students to pay attention to the use of capital letter at the beginning of a sentence and punctuation in emails and webpages. Then, invite volunteers to read the adverts aloud to check their answers.

Show students ads from different countries. Encourage them to give their opinions about them. Ask them Are advertisements in our country different from these? You can also bring ads about a famous brand around the world and encourage students to compare and contrast them.

TRANSCRIPT

Furious skateboard

Excellent boards for cool skaters
- Big wheels to skate faster than ever
- Beautiful and varied designs
- Knee and elbow pads not included
Price: \$50
Please call free phone 0800 389 5952 or

Email: skateboard@sales.com

Just bicycle

The perfect bike for the city!
- Very comfortable seat
- 5 speeds
- Fantastic helmet included
Price: £73
Please call 01628 410344 or
Visit us at www.justbicycles.co.uk

Answers:

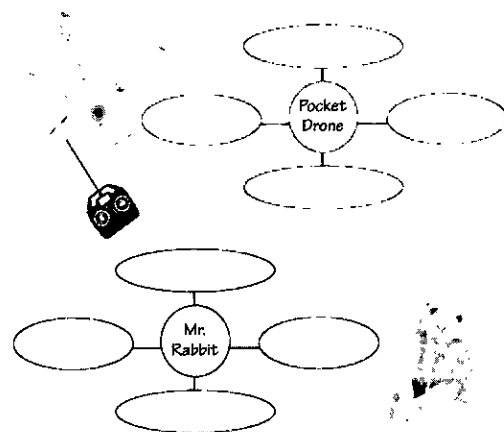
Furious skateboard
Excellent boards for cool skaters
Big wheels to skate faster than ever.
Beautiful and varied designs.
Knee and elbow pads not included
Price: \$50
Please call freephone: 0800 389 5952 or
Email: skateboard@sales.com

Just bicycle
The perfect bike for the city!
Very comfortable seat.
Five speeds.
Fantastic helmet included.
Price: £73.
Please call 01628 410344 or
Visit us at www.justbicycles.co.uk



Complete the diagrams with characteristics from the box.

- super-soft · compact · cute · portable · rechargeable battery
- synthetic feeling · remote control included · medium size



Listen and check your answers. Then, listen again and repeat aloud. Pay attention to pronunciation



BY-PRODUCT 2: a list of products and their characteristics.

Before students do this activity, help them with the vocabulary of the words in the box. You may share the following definitions with them:

super soft: extremely pleasing or agreeable to the senses.

compact: predominantly formed or filled.

cute: attractive or pretty especially in a childish, youthful, or delicate way.

portable: capable of being carried or moved about.

rechargeable battery: battery that can be recharged again.

synthetic feeling: a feeling of being artificial.

remote control included: the remote control is included in the packet of the product.

medium size: of medium measure.

Answers:

Drone: portable, rechargeable battery, remote control included.

Mr. Rabbit: super soft, cute, synthetic feeling, medium size.

10. Listen and check your answers. Then, listen again and repeat aloud. Pay attention to pronunciation.

Tell students they are going to listen to the recording to check their answers in exercise 10. Play the recording twice. Then, play the recording again and get students to repeat aloud.

TRANSCRIPT

Pocket drone: Compact, portable, rechargeable battery, remote control included.

Mr. Rabbit: Super-soft, cute, synthetic feeling, medium size.

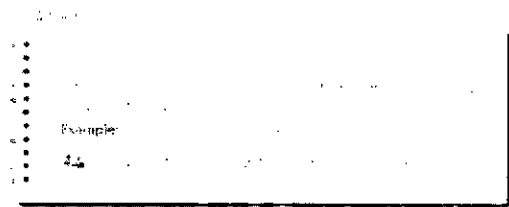
Closure

Books closed. Challenge students to remember and mention the characteristics of the products in exercise 13. Ask *What characteristics does the drone have? How about Mr. Rabbit?* Elicit answers.

TEACHING TIP

Remember to collect students' work throughout the development of the unit such as repertoire of words and expressions, lists of products and their characteristics and lists of slogans for a product.

In this way, you will have enough evidence of how your students are doing before they carry out the product and make the final product.



Write the components of this advertisement in the correct order. Pay attention to spelling and punctuation.

Enable link

Three wonderful colors: black, red and yellow

INK GLOBEBALL PEN

Thin and comfortable

Listen and check your answers.

Take turns to read the advertisement in exercise 12 aloud

Lead-in

Get students in groups of four. Tell them they are going to invent a slogan to sell a board game. Give them enough time to think and write the slogan. Then, one member of the team reads the slogan aloud and writes it on the board.

EXTENSION TIP

Slogans are used to catch people's attention on a product or service. As they are meant to be remembered, they need to be simple and short with no more than eight words. Some famous slogans are:

Just do it. (Nike)

Think different. (Apple)

The happiest place on earth. (Disneyland)

Share moments. Share life. (Kodak)

15 Read the text *Helping Dad* on page 130 in the Reader. Answer these questions.

Organize students in small groups and invite them to read the questions and discuss their answers. Monitor and help when necessary. Then, check with the class.

You may start reading the text in the Reader at this point, or leave it for a separate session. In this case, use these questions as a pre-reading and engaging activity. Start a general conversation about the topic of the text and its relation with the content of the unit. See the teaching notes for the Reader on page 157.

Closure

Invite students to make a summary of what they learned in the unit. Encourage them to participate and write their ideas on the board.

TEACHING TIP

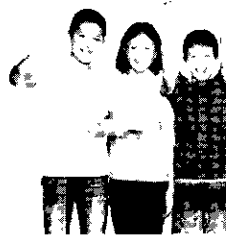
Remind students to bring the materials to make the product, for the following class.

Closure: Final product



Materials

- copybook
- dictionary
- construction paper
- colored markers and pencils



Determine the font, colors and images you want to use.

- 1. Work in groups. Collect and review the By-products you developed in the unit. Check them again with your teacher.
- 2. As a group, choose one of the products in By-product 2. Design an advertisement to promote it. Include some of the expressions and descriptions in your repertoire in By-product 1 and your slogans in By-product 3.
- 3. Suggest a headline and a sub-headline for the product.

- 1. Write, on the sheet of cardboard, the graphic and textual components of your advertisement in the correct order.
- 2. Remember to include a price, a contact telephone number, an email and/or a web page.
- 3. Share your ad with your classmates and take turns to read it aloud.
- 4. Display the advertisement in a visible place in the classroom.

Unit reflection

I explored classified advertisements of products for children.

a. very well b. well c. not very well

What can I do to improve?

I understood advertisements.

a. very well b. well c. not very well

What can I do to improve?

I wrote information.

a. very well b. well c. not very well

What can I do to improve?

If most of your answers are insufficient, check pages 114 to 125 with your teacher.

Lead-in

Encourage students to start the product. Tell them they are going to make advertisements to promote three new products. Challenge them to imagine and suggest new products that they would like to sell. Elicit ideas and write the names of the products on the board.

TEACHING TIP

Prepare the product in advanced and show it to students as a model of what they need to do.

Invite a volunteer to read the materials they need and the instructions of the first part of the product.

Development

1. Organize students in groups of three. Encourage them share their opinions about the products they created in exercise 5 and 10.

2. Encourage students to share the slogan and characteristics of their product and ask their partners' opinion.
3. Then, challenge them to think about a headline, and sub-headline for the product, for the product.
4. Students also decide the style and size of the font they are going to use, as well as, the colors and the type of illustrations they are going to include. Assist them with the necessary vocabulary.

The members of each group mention the name of their product, its purpose and characteristics. Then, invite them to say the slogan they have created for the product.

Display pictures of various products on the board, read some slogans and encourage students to identify the corresponding products.

Have the members of each group get together again and invite them to continue with the product. Invite volunteers to read the instructions of the second part of the product.

Instructions

5. First, invite students to take the sheet of cardboard and write the headline, sub-headline and slogan they have created in the previous session. Then, ask students to write some characteristics and draw some illustrations.
6. Finally, remind students to add a price, a phone number and any other extra information such as an email and/or a web page. Help students with spelling and punctuation.

Walk around the classroom to see what students have done up to now and check if they have followed the instructions correctly. Invite some groups to show their partners about their products and their characteristics. Write some questions on the board to help them: *What's the name of your product? What characteristics does it have? Is there an e-mail address? How much does it cost?*

Page 125

Let students make comments about what they have done so far. Then, invite them to check again the sentences they have written and add other extra ideas, paying attention to spelling and punctuation. Give them some minutes to finish their product.

Instructions

7. Invite students to show their products to the class and read the advertisements aloud.
8. Then, make students display their ads in the classroom.

Suggested assessment instrument:

Descriptive Rubric. (See example on page 105)

Closure

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.

Invite them to read the statements and ask them to answer accordingly, also suggesting how they can improve their results regarding the specific learning objective.

TEACHING NOTES FOR READER AND EXTRA MATERIAL

READER Page 130

130 89 A z Helping Dad

Lead in

Hand out sheets of white cardboard to students. Invite them to make ads about objects they would like to sell. Encourage some students to present their ads to their partners.

Development

Invite students to open their Reader and tell them that they are going to read the story *Helping Dad*. Encourage them to look at the pictures and make predictions about the story. Ask *Who are the characters? What is their relationship? What do you think they are talking about?* Then, get students to read and listen to the text in silence and check the Picture Dictionary, too. After that, invite volunteers to read the text aloud. Check pronunciation if necessary. Write the unknown words on the board and have students look up the meaning of the new vocabulary in a bilingual dictionary.

TRANSCRIPT

Helping dad

Jack and Harry are father and son. They live together and they get on really well. They are a happy family, but one day, Harry notices his dad looks a little upset. He is calculating how much money they need to pay the bills. Harry gets worried too, so he decides to help. He remembers he has a videogame console that he never uses. He also remembers he has a bicycle that is too small for him. He thinks that, if he sells those things, he could have some extra money to help his dad.

He decides to make some adverts to take to school. He thinks it will be easy to find someone who needs a bike or wants a videogame console. He just needs good adverts; something that catches people's attention. So he takes some paper, colored pens and markers, and he starts to draw. He thinks of all the information he has to include: Title, characteristics and condition of the products, price, phone number, and e-mail address. He finally makes two adverts; one for the bike and the other for the console. Finally, he places them on the school noticeboard with the help of some pins. He is very satisfied with the results. At the end of the school day, two kids have asked him about the bike and three about the videogame console! They all say they are going to talk to their parents to see if they can buy the things. Harry feels cheerful and he decides to tell his dad about it. Harry gets home and tells his dad the good news. His dad is really surprised and grateful to know about what Harry has done for him, but he says that it is not necessary; they don't have money problems anymore.

Closure

Divide the class in groups of four students. Encourage them to retell the story in their own words. Invite two groups to say the story to the rest of the class.

TEACHING TIP

Remind students to bring the ads they made for the following class.

Lead-in

Invite students to use the ads they make during the last lesson to create a story about selling an object because they have to do something (e.g. I want sell chocolate cookies to buy a new bike, I want to sell my old skateboard to save money and buy a new one, etc.). Encourage them to use the story *Helping dad* as an example.

Development

1. Circle the correct option.

Answers:

- a. i.
- b. i.
- c. i.
- d. ii.

2. Answer these questions.

Answers:

- a. Yes, he does.
- b. Because his father doesn't have enough money to pay the bills.
- c. He decides to make some ads to promote and sell his videogame console and bicycle.
- d. No, he hasn't.
- e. No, it wasn't.

3. Read the definitions and match them with the words in the box.

Answers:

- a. satisfied.
- b. worried.
- c. grateful.

4. Think of something you have but you don't use, and make your own advertisement to sell it. Take Harry's advertisement as a reference.

Answers:

Different answers might be possible.

Closure

Ask your students *What do you think about Harry's idea to solve the problem? When did you last help a member of your family? Who did you help?*

Lead in

Revise adjectives by showing flashcards of various products and challenging students to describe them orally.

Development

1. **Look and read the ads. What do they have in common? What are their differences? Complete the diagram and comment with your partner.**

Answers:

Different answers will be provided.

Closure

Play *Hangman* with the class. Choose a word – *fruity, tasty, comfortable, compact, etc.* – and draw lines on the board to represent each of the letters that makes up the word. Ask a student to guess a letter, if they are correct then write the letter in the corresponding space. If they are wrong then draw another part of the Hangman drawing. Keep asking students to guess letters until they know the word or the Hangman drawing is completed.

Learning outcomes:

- Explore classified advertisements of products for children.
- Understand advertisements.
- Write information..

Check your student's progress evaluating their strengths and weaknesses. Got copies of the material on pages 162-163, read the instructions and give students enough time to answer the test individually. Monitor and provide assistance if needed. Check as a class.

Answers:

1.	Differences	Similarities	Differences
	<ul style="list-style-type: none"> • For boys and girls up to 12. • 5 days • From 9 A.M. to 13 P.M. 	<ul style="list-style-type: none"> • Summer camp • Boy and girls. • Start at 9 A.M. • Arts and Crafts • Clay and pottery. 	<ul style="list-style-type: none"> • For girls and boys up to 13. • 10 days • From 9 A.M. to 15 P.M.

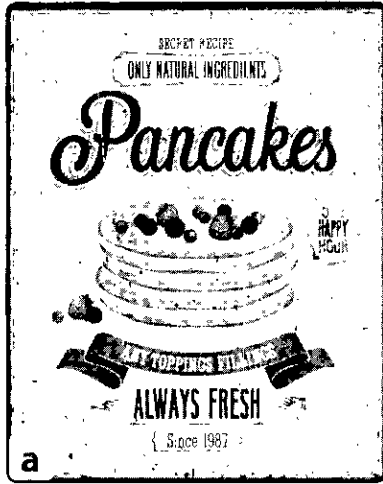
2. Possible answers

- The celebration is in a hotel!
- it is St. Annes Probus Club's 40th anniversary.
- Member can go with their wives, partners or friends.
- There will be birthday cake for over 100 people.
- There will be two entertainment acts.
- Every couple will receive one souvenir book(s).
- The celebration will take place night.
- The ticket price is £25 per couple.

COMPLEMENTARY ACTIVITIES

Name: _____ Class: _____

1 Look and read the ads. What do they have in common? What are their differences? Complete the diagram and comment with your partner.

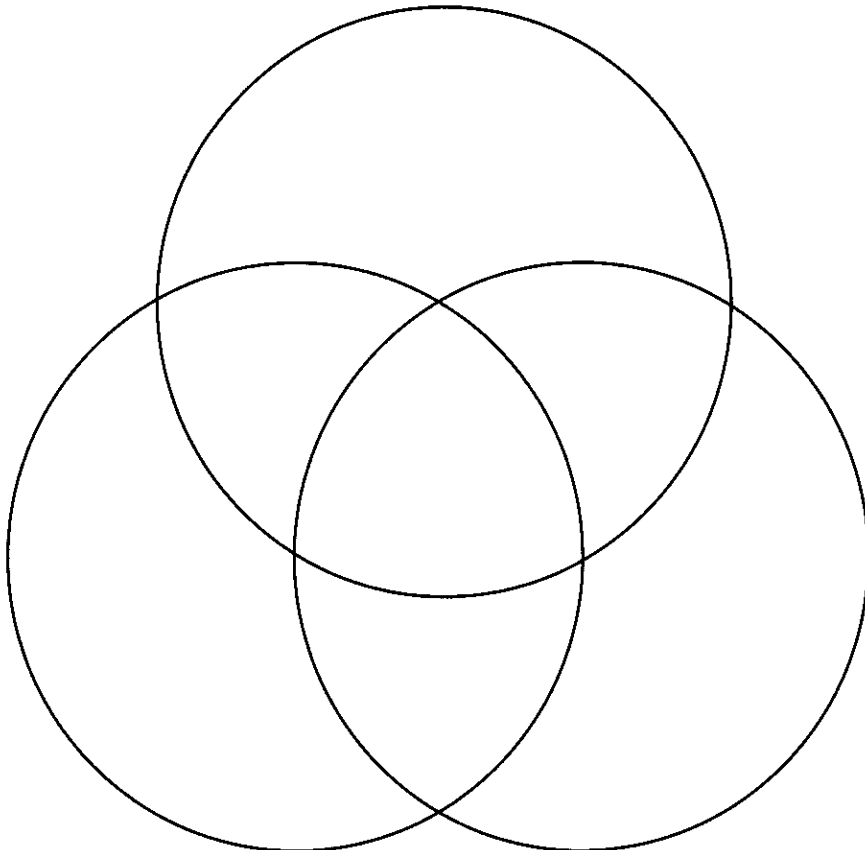


a

VEGAN
MENU
FRESH COOKED



c



CHECK YOUR PROGRESS 10

1 Look at the pictures, compare and contrast.

(6 points)

KIDS SUMMER CAMP

Register Now

Activities

- Art & Craft
- Abacus
- Dance
- Strategy Games & Puzzles
- Adventure
- Clay & Pottery
- Action
- Fun & Games
- Yoga
- Music

Your best 5 days of summer
From 9:00 am to 13:00
Boys and girls up to 12 years

THE BEST 10 DAYS OF YOUR LIFE

Drawing SUMMER Camp

Activities

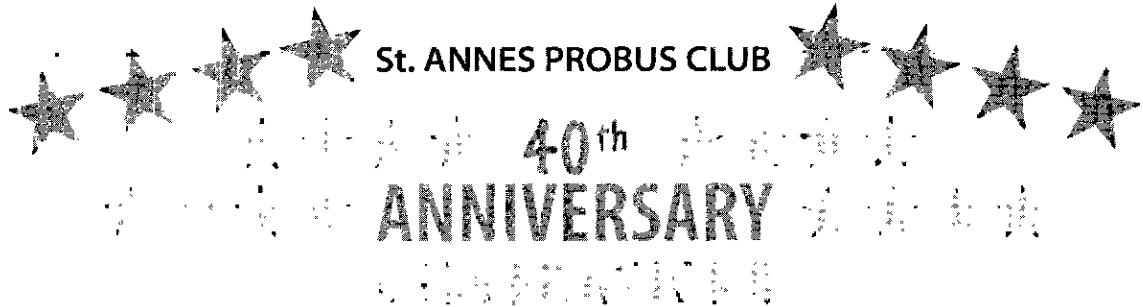
- Art And Kraft
- Drawing
- Painting
- Clay And Pottery

Similarities

Differences

2 Circle the correct alternative.

(8 points)



We would like as many members as possible, together with their wives, partners & friends to join us for a special evening to remember!

- COFFEE DRINK
- ENTERTAINMENT by local clubs and societies

TICKETS £25.

TO BE HELD AT THE
BEDFORD HOTEL
ST. ANNES

FEBRUARY 2002

- The celebration is in **a hotel / a club**.
- It is St. **Annes Probus Club's / Bedford Hotel's** 40th anniversary.
- Member **can't / can** go with their wives, partners or friends.
- There will be birthday cake for **over / less than** 100 people.
- There will be **no / two** entertainment acts.
- Every couple will receive one /two souvenir book(s).
- The celebration will take place in **the afternoon /at night**.
- The ticket price is £25 **per couple/per person**.

Total score: ____ / 14 points

ASSESSMENT INSTRUMENTS

Assessment Observation Checklist (Unit 1)

Instruction: Evaluate students from 1-5 (1 = Deficient; 2 = Needs improvement; 3 = Good; 4 = Very good; 5 = Excellent).

Student's name:

Date:

Evaluation Criteria	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Vocabulary						
Spelling						
Punctuation						
Pronunciation						
Word stress and rhythm						
Concern expressions						
Reaction to concerns						
Empathy and solidarity expressions						
Material's						
Punctuality						
Follow-up of instructions						
Teamwork						
Total score	/60 points	/60 points	/60 points	/60 points	/60 points	/60 points

Assessment Descriptive Rubric (Unit 2)

Student's name:

Date:

CRITERIA	Always	Often	Sometimes	Rarely	Never
Identifies the components of adverts.					
Identifies function, purpose and addressee.					
Identifies words that are similar to Spanish.					
Understands abbreviations and symbols that represent prices.					
Writes information to complete adverts.					
Writes prices, characteristics, phone numbers, emails and webpages.					
Pays attention to spelling and punctuation.					
Pays attention to pronunciation.					
Uses a bilingual English dictionary to check the meaning of unknown words.					
















Assessment Self-evaluation Checklist (Unit 3)

Instructions: Color the faces that best represent you according to the following statements.

Student's name:

Date:

Criteria

I can identify the components of a letter.			
I can identify when a letter is about experiences or about other subjects.			
I can associate emotions with events described in letters.			
I use appropriate linking words when I write a letter.			
I pay attention to the correct use of punctuation.			

Assessment Rubric (Unit 4)

Criteria

Content	1	2	3	Score
Offering help	Never offers help adequately.	Sometimes offers help adequately.	Always offers help adequately.	
Requesting help	Never requests help adequately.	Sometimes requests help adequately.	Always requests help adequately.	
Reacting to offers and requests politely	Responds inadequately.	Sometimes responds politely.	Always responds	
Pronunciation	It is not understandable.	It is partially understandable.	It is fully understandable.	
Intonation	Never uses an appropriate intonation.	Sometimes uses an appropriate intonation.	Always uses an appropriate intonation.	
			Total score	/15

Assessment Evaluation and Co-evaluation Checklist (Unit 5)

Instructions: Evaluate your partner from 1-5 (1 = never; 2 = rarely; 3 = sometimes; 4 = almost always; 5 = always).

Student's name:

Date:

Teacher who evaluates

Evaluation Criteria	My partner's name:	Evaluation (by the teacher)
Contributes with ideas.		
Follows instructions.		
Respects the opinion of others.		
Helps when needed.		
Takes an active part in the product.		
Listens carefully to others' ideas.		
Finishes his/her tasks on time.		
Score	/35 points	/35 points

Assessment Rubric (Unit 6)

Student's name:

Date:

Criteria	1	2	3	Score
Creating riddles	Creates riddles with difficulty.	Creates riddles with some difficulty.	Creates riddles with no difficulty.	
Following the rules of riddles	Never follows the rules of the game.	Partially follows the rules of the game.	Always follows the rules of the game.	
Word order in a sentence	Identifies the order of the elements in a sentence with difficulty.	Identifies the order of the elements in a sentence with some difficulty.	Identifies the order of the elements in a sentence with no difficulty.	
Vocabulary	Uses a poor amount of vocabulary.	Uses an adequate amount of vocabulary.	Incorporates new vocabulary appropriately.	
Pronunciation	It is not understandable.	It is partially understandable.	It is fully understandable.	
Intonation	Never uses an appropriate intonation.	Often uses an appropriate intonation.	Always uses an appropriate intonation.	
Fluency	Frequently hesitates and makes pauses.	Expresses with acceptable tempo, but sometimes hesitates.	Expresses himself/herself fluently and spontaneously.	
			Total score	/21

Assessment Self-evaluation and Peer-evaluation Checklist (Unit 7)

Instructions: Evaluate your classmates and yourself from 1-5 (1 = never; 2 = rarely; 3 = sometimes; 4 = often. 5 = almost always; 6 = always).

Student's name:

Date:

Group members' names

Evaluation Criteria	Classmate 1:	Classmate 2:	Classmate 3:	Classmate 4:	Myself:
Contributed with ideas.					
Listened carefully to others' ideas.					
Respected the opinion of others.					
Took an active part in the group.					
Followed instructions.					
Treated others respectfully.					
Finished tasks on time.					
Promoted teamwork.					
Score	/30 points	/30 points	/30 points	/30 points	/30 points

Assessment Descriptive Rubric (Unit 8)

Student's name:

Date:

Criteria	Poor	Regular	Good	Very good	Excellent
Gives instructions about health care.					
Writes instructions with graphical support.					
Writes affirmative and negative commands.					
Identifies the prosodic features of the speech.					
Classifies instructions according to actions.					
Organizes instructions in a logical sequence.					
Achieves different strategies to check doubts about spelling.					
Adjusts textual components to define the instructions.					

Assessment Self-evaluation Checklist (Unit 9)

Tick (✓) the pictures that best represent you according to the following statements.

Student's name:

Date:

Criteria



I can ask questions to obtain information.

I can answer questions about a specific topic.

I can distinguish between Open-ended and Closed ended questions.

I can use the correct question intonation.

I can select information that answers questions.

I can identify the keywords in statements.

I can use a bilingual dictionary to check unfamiliar words.

I can identify the components of a text.

I can identify the textual structure of a text.

I can understand the function of different question words.

Assessment Checklist (Unit 10)

Teacher's name:

Date:

Student's name:

N°	Contents to evaluate	Yes	No	Observation
1.	Identifies the relationship between visual and written information.			
2.	Identifies the textual organization.			
3.	Detects the graphic connectors and determines the information that they link.			
4.	Understands the general sense from the visual and graphical information.			
5.	Writes descriptions.			
6.	Checks spelling and punctuation.			
7.	Connects words and statements with linking words.			
8.	Organizes words in a statement.			
9.	Organizes statements in a paragraph.			
10.	Selects a graph to present information.			
11.	Adds graphic resources according to descriptions.			

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Websites:

- In the following sites, you will find the bases for the current national curriculum:
- http://www.aprendizajesclave.sep.gob.mx/descargables/LENGUA_EXTRANJERA_INGLES.pdf
- https://www.uv.mx/cpue/colped/N_29/el_fen%C3%B3meno_del_biling%C3%BCismo.htm
- <http://www.cambridgeenglish.org/exams-and-tests/key-for-schools/>
- http://ec.europa.eu/dgs/education_culture/repository/languages/policy/language-policy/documents/young_en.pdf
- https://www.teachingenglish.org.uk/sites/teacheng/files/D120%20Survey%20of%20Teachers%20to%20YLS_FINAL_Med_res_online.pdf
- <https://k12.thoughtfullearning.com/FAQ/what-are-21st-century-skills>
- <http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>
- <http://www.cambridgeenglish.org>
- <https://rm.coe.int/168045b15e>

These websites will provide you with a variety of teaching resources:

- <http://learnenglishkids.britishcouncil.org/en/>
- <http://www.readingrockets.org/>
- <http://www.onestopenglish.com/>
- <http://www.teachingenglish.org.uk/teaching-kids>

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Ediciones Castillo

Dirección editorial: Tania Carreño
Gerencia de Primaria: Jannet Vázquez
Gerencia de Diseño: Cynthia Valdespino
Coordinación de Diseño: Rafael Tapia
Producción: Carlos Olivera

Ediciones Calicanto

Dirección editorial: Jorge Alejandro Muñoz Rau
Edición: María José Caamaño Romero
Diseño de la serie: María Jesús Moreno Guldman
Diseño de portada: María Jesús Moreno Guldman
Coordinadora de Diseño: Cristina Sepúlveda Aravena
Diagramación: Marcela Silva Pedreros, Marcela Ojeda Ampuero
Fotografía: Banco de imágenes Ediciones Calicanto pp. 42, 55, 56, 86, 88, 145, 146.
123RF Stock Photos pp. 27, 28, 29, 42, 43, 55, 73, 86, 101, 117, 118, 119, 132, 145, 146.
Producción de audios: Rodrigo González Díaz
Gerencia de producción: Cecilia Muñoz Rau

Texto: Lina Alvarado Jantus

Hands On! 4 Teacher's Guide

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Edición y Diseño: Ediciones Calicanto S. de R. L. de C. V.

Primera edición: julio 2019
Primera reimpresión: septiembre 2020

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Ediciones Castillo forma parte de Macmillan Education Company

Insurgentes Sur 1457, piso 25,
Insurgentes Mixcoac, Benito Juárez,
C. P. 03920, Ciudad de México, México.
Teléfono: 55 5482 2200
Lada sin costo: 800 536 1777
www.edicionescastillo.com

ISBN: 978-607-540-547-6

Miembro de la Cámara Nacional de la Industria Editorial Mexicana. Registro núm. 3304

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

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

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

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

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infocastillo@macmillaneducation.com
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