

CAMBRIDGE

Odyssey

Primary

Teacher's
Guide

4

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Ciclo 2

Lengua extranjera. Inglés

Teacher's Guide

Estimado(a) maestro(a)

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

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

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

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Teacher's Guide

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Odyssey Teacher's Guide

Primary Level 4

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Odyssey

According to the dictionary, an *Odyssey* is an exciting journey. Inspired by this definition, the authors, editors, designers, and artists that participated in putting together this English course have worked together to create engaging yet challenging activities aimed at triggering students' imagination and to promoting learning in different ways. In our new *Odyssey* series, we give students the opportunity to be amazed by the wonders of our world on a daily basis!

Skills

The world is changing fast, and we need to help our students prepare to face the challenges of the 21st century and support them in building the skills that will help them succeed. Nowadays, there is an increasing emphasis on what students can do with information rather than on what they can memorize. The ability to work well with others, especially with others who might be very different from ourselves, has also become more important. Based on recent research conducted by Cambridge University Press and related to competencies, we have developed a pedagogical framework that addresses eight main areas of competency divided into two major strands: Thinking and Learning Skills and Social Skills.

1. Creativity & innovation	2. Critical Thinking, Problem-solving, Decision-making	3. Information and Communication Technology Literacy	4. Learning to Learn, Self-efficacy, Study skills
Participating in creative activities	Understanding links between ideas	Using digital and online tools	Practical skills for participating in learning
Creating new content – from own ideas or other resources	Evaluating texts, ideas and arguments	Following safe online practices – to protect yourself and your school	Showing a positive mindset for learning (English)
Discovering & expressing own personal identity and feelings through creative activities	Synthesizing ideas and information	Behaving appropriately to others online	Reflecting on and evaluating own learning success
	Identifying and prioritizing problems to be addressed		Identifying and articulating learning goals
	Evaluating options		Identifying and using effective learning techniques
	Asking effective questions		Seeking help from other people or resources
			Making notes, storing & retrieving information
			Preparing for and taking exams

Presentation

Social Skill

5. Communication	6. Collaboration	7. Emotional Skills	8. Social Responsibilities and Global competencies
Using appropriate language/register for context	Taking turns in shared activities	Identifying and talking about own emotions	Understanding personal responsibilities as part of a group and in society – including citizenship
Managing conversations	Listening to and respecting others' contributions	Managing own emotions	Behaving consistently with personal and social responsibilities
Overcoming own language gaps	Sharing ideas	Empathy & relationship skills: recognizing & responding appropriately to other children's emotional state	Showing leadership skills
Participating with appropriate confidence & clarity	Taking personal responsibility for own contributions to a group task		Understanding and describing own culture
Supporting others to communicate successfully	Managing the sharing of tasks in a project		Understanding and discussing global issues - environmental, political, financial and social
	Evaluating and responding constructively to others' contributions or activities.		Understanding & managing career development options and techniques

Each time a student performs an activity, they build on their previous knowledge, abilities, and skills. This is a spontaneous process, which can make it difficult to separate these features into different categories. Nevertheless, when students are exposed to different learning opportunities, it is important to focus on the development of one or more skills.

Involving students in language social practices that demand communicative interactions in diverse social environments promotes:

- Use of real-life English
- The ability to keep on learning
- Emotional self-control
- Integration of basic knowledge
- Integration of behaviors that favor collaborative work
- Respect towards others
- Appreciation of foreign languages and cultures

The topic and purpose of each unit in *Odyssey* is defined by a different Social Practice and each unit pursues the fulfillment of a set of Learning Outcomes. Please see the Scope and Sequence for a more detailed description of this.

Collaborative Work

Odyssey aims to promote actual collaborative learning. Each time students work together to develop a product, they integrate what they learned in the previous lessons and get the opportunity to work together as a team. By working collaboratively, they can share their strengths with others and develop their own weaker skills. They can also develop their interpersonal abilities as they learn to deal with conflict. We are convinced that by learning to work in a collaborative way helps students to participate actively in different tasks, and working as part of a team is both challenging and motivating for students, and encourages them to acquire new knowledge and skills by facing and solving problems together. At the end of each unit, students will find a Collaborative Guide that will help them reflect on the true meaning of working in teams.

Evaluation

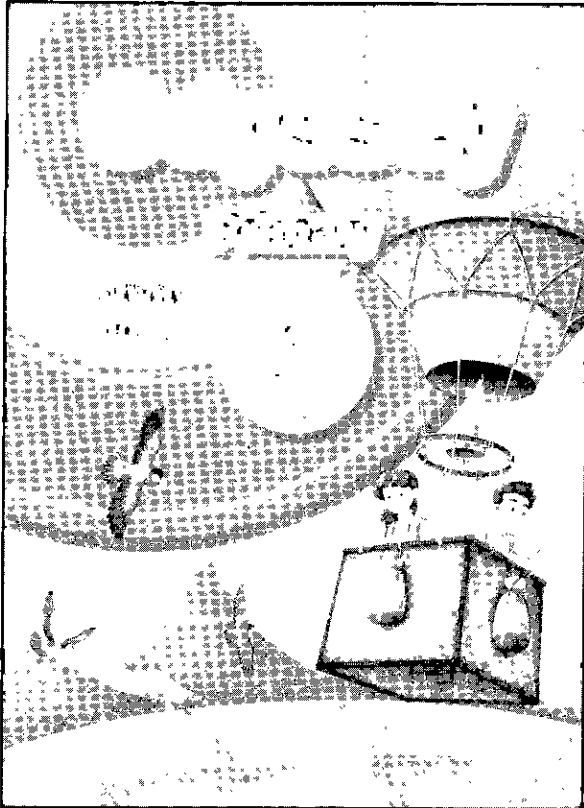
Recent pedagogical research has shown the importance of placing the student at the center of the learning process. Students should be active participants in their own learning which includes self and peer evaluation. Every lesson in *Odyssey* gives the students an opportunity to reflect on and evaluate what they have just learned and achieved. This also helps teachers to keep track of what needs to be reinforced in class as well as which students might need additional help.

When designing the activities for the *Odyssey* series, we always kept the students firmly in mind. We believe that students should:

- actively participate in the learning process.
- take part in real life-like communicative activities.
- develop their own ideas about the relationship between the language and its communicative functions.
- make decisions, accept responsibilities, and have an opinion about the activities related to the use and analysis of the language.
- analyze communicative practices around them to understand, explain, question, adapt, and correct them depending on the social sphere.
- be exposed to new communicative situations.
- work in groups, to learn about collaboration, negotiation, etc.
- develop products where they use their prior knowledge, experiences, and interests.
- be challenged by realistic life-like tasks.

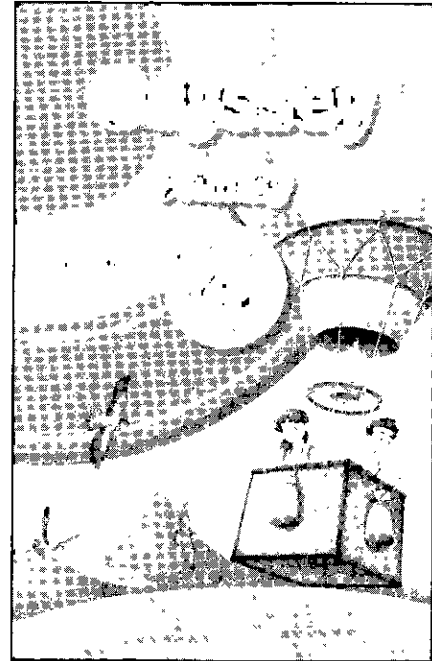
Remember that as a teacher you use language to transmit ideas. Build rapport with your students by listening to them and by communicating in an accessible way while using appropriate body language. Address your students by their names; this will make it easier for you to know where they stand so that you are able to best assist them and encourage them during the school year so that they improve their English. The following guide includes examples of how you can work with the different activities and readings you will find in *Odyssey* 4. Feel free to adapt the activities to best suit your needs and those of your students. Keep in mind that "every head is a world" and taking this into consideration when planning your lessons might make a big difference in the way your students reach their language achievements.

Components



Reader

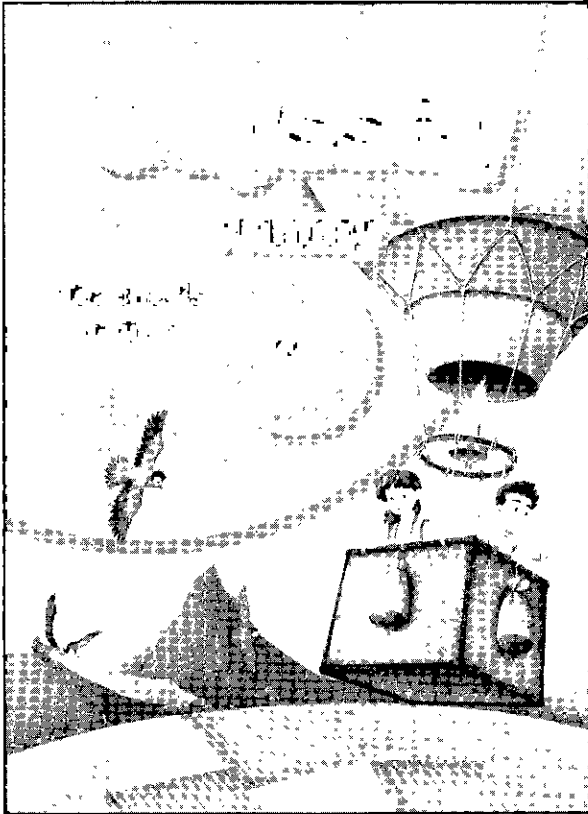
The Reader is comprised of ten reading selections, both narrative and informative and a Reading Quiz at the end of each unit. Each Reader unit corresponds with a unit in the Activity Book.



Activity Book

The Activity Book contains ten interesting units with motivating developmentally appropriate activities. Each unit comprises four lessons, a Review game or activity, a Social Skills task, and a Product. At the end of the books, students can find a Picture Dictionary to facilitate understanding and use of the language.

Just as an extra tool to engage students into working on researching abilities as well as on critical thinking skills, we have included some ICT addresses in either the body of the unit or the Review section. Also, we suggest using whenever possible these links to offer variety in activities and tasks. The use of the suggested links is not mandatory, therefore if Internet is not available, there is no consequence or loss on the learning process of the language.



Teacher's Guide

The Teacher's Guide includes reduced Activity Book pages and provides step-by-step lesson plans. The first page of each unit provides Reading Strategies to work with the unit reading selection. The second page maps the related materials, mentions the Social Practice, and lists the Learning Outcomes that will be covered in each unit. Additionally, the Teacher's Edition contains the Audio Script, and the Class CD track list and Visual Resources index.




Class CD

The Class CD provides the audio selections that students need to develop the listening activities. You can also find a set of Visual Resources that can be photocopied, displayed on a computer screen, or projected on the board. In the Teacher's Guide you will find instructions on when and how to use these resources.

Unit Walkthrough

18

Look at the picture and tell your group what story it can tell. Share your ideas with your class.



Now, listen to the story that goes with the picture in Activity 1. Did you imagine something similar? How did it make you feel? How was the narrator feeling?


Work with a partner. Listen to the story again. Then answer the questions to classify the things that happen in the story.

How does the story start?
What happens in the middle of the story?
How does the story end?

18

Literary Environment
Explores and helps to help imagine from a picture

Work in pairs. Look at the picture and tell how it makes you feel. Then, listen to and read the story. How does looking at the picture, reading and listening to the story make you feel?



One of the things I saw while walking through the fields was a very small, dark, round object that looked like a wheel or a ball. I was walking towards it when I saw it. It was very dark and I was a little bit scared. I was walking towards it when I saw it. It was very dark and I was a little bit scared. I was walking towards it when I saw it. It was very dark and I was a little bit scared.

It was a very dark, round object that looked like a wheel or a ball. I was walking towards it when I saw it. It was very dark and I was a little bit scared. I was walking towards it when I saw it. It was very dark and I was a little bit scared.

With your partner, organize the things that happen in this story in your notebooks. You can use a chart like the one below.

Beginning	I was walking home. I saw a big black dog.
Middle	I saw a house.
End	

Work in groups. Bring a picture from home. Share it with your classmates. In your notebooks, make a chart like the one in Activity 5 and write down sentences to talk about what happens in the picture.

In your Reader's Book, enjoy reading pages 18 to 20. Then, answer questions on page 29 of the end of the story.

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Lessons

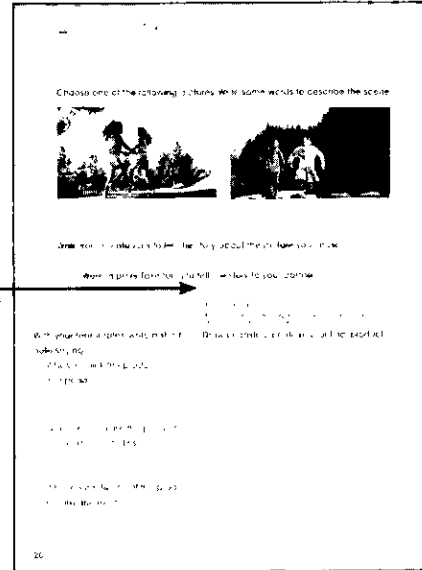
There are four two-page lessons in each unit. Each page contains a complete didactic sequence formed by three activities with enough material to be taught in one class. Each lesson pursues the achievement of one Learning Outcome by involving students in engaging yet challenging activities.

At the end, each lesson gives students an opportunity to assess what they learned using different evaluation strategies.

The Learning Environment and the Social Practice that frame each unit are clearly indicated under the the corresponding title. Also, every achievement, has been included at the right corner of each lesson.

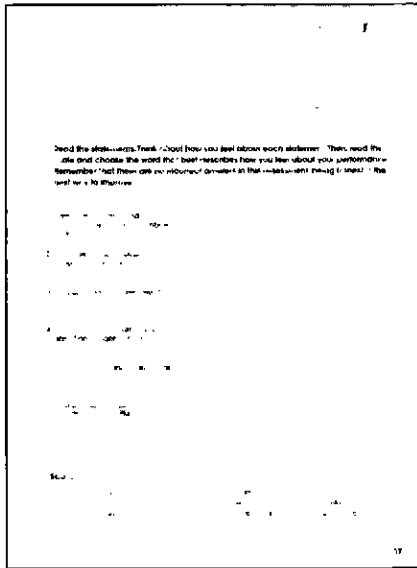
Review

Relevant activities linked to students' interests and everyday life allow them to use the language learned in previous lessons.



ICTs

In every unit whether in the body of the unit or as a closing item to keep you updated in the unit's topic and help you improve your technological skills.



Product

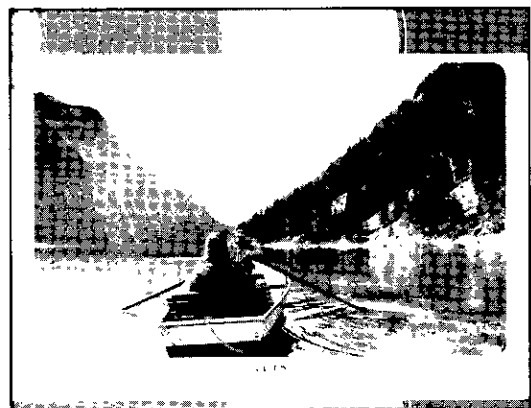
Throughout the unit, students work together in a collaborative way encouraging authentic communication and building evidences that serve the purpose of scaffolding tools and engage students to produce a final evidence called product where they can use everything they've learned so far and see how they've progressed as they increase language and life skills.

Evaluation tools

A variety of evaluation instruments that help students become independent learners and to better understand their own learning process.

Visual Resources (Class CD)

Visual Resources contained in the Class CD can be used as additional practice to reinforce the unit activities. They can be projected on the board, displayed on a computer screen, or printed out. The Teacher's Guide gives clear instructions on how to take advantage of these resources.



Scope and Sequence

Unit 1

Unit 2

Unit 3

Familiar and Community Environment

Unit 1

Don't Worry!
pp. 16-27

Don't worry, just do it!
pp. 6-16
Track 27

Learning Outcome

- Explores dialogs that express concerns.

Social Practice

Exchanges Concerns in a Dialog.

Literary and Ludic Environment

Unit 2

Tell Me a Story
pp. 28-39

Lucy, the sky and the sea
pp. 18-28
Track 28

Learning Outcome

- Explores and listens to tales imagined from a picture.

Social Practice

Tells a story using pictures.

Academic and Educational Environment

Unit 3

Taking Care of Myself
pp. 40-51

Sparkling Smile!
pp. 30-41
Track 29

Learning Outcome

- Explores instructions for health care.

Social Practice

Gives and follows instructions about health care.

Familiar and Community Environment

Unit 4

Understanding Ads
pp. 52-63

Smart Shopping
pp. 42-53
Track 30

Learning Outcome

- Explores classified ads of children's products.

Social Practice

Comments on and compares advertising messages.

Literary and Ludic Environment

Unit 5

Guessing Games
pp. 64-75

A day in the life of an entomologist
pp. 54-65
Track 31

Learning Outcome

- Explores and listens to descriptions.

Social Practice

Describe daily activities so that others can guess them.

Learning Outcome

- Examines ways to express concerns in dialogs.

Learning Outcome

- Expresses and responds to concerns in short dialogs.

Learning Outcome

- Expresses and responds to concerns in short dialogues.

A Helping Box!

Learning Outcome

- Proposes stories with the use of pictures.

Learning Outcome

- Tells stories using pictures.

Learning Outcome

- Tells stories using pictures.

Story with Pictures.

Learning Outcome

- Interprets instructions.

Learning Outcome

- Writes instructions with graphic support.

Learning Outcome

- Writes instructions with graphic support.

Make a Poster.

Learning Outcome

- Understands classified ads.

Learning Outcome

- Writes information.

Learning Outcome

- Writes information.

Classified Ads.

Learning Outcome

- Interprets descriptions.

Learning Outcome

- Writes descriptions.

Learning Outcome

- Describes activities in a game.

Play A Guessing Game!

Scope and Sequence

Unit

Reading

Lesson

Unit 6

Asking the right questions
pp. 74-85

One Boy and his Computer
pp. 66-77
Track 32

Learning Outcome

- Defines aspects of a topic of interest.

Social Practice

Asks and answers questions to obtain information on a specific topic.

Unit 7

Letters to a Friend
pp. 88-99

Pen pals
pp. 78-89
Track 33

Learning Outcome

- Explores letters with personal experiences.

Social Practice

Shares and compares personal experiences.

Unit 8

Amazing Legends
pp. 100-111

Sir Percival and the Shepherd
Boots
pp. 90-101
Track 34

Learning Outcome

- Explores children's legends.

Social Practice

Reads short legends from different cultures to compare similarities and differences.

Unit 9

Asking for Help
pp. 112-123

Peter's Birthday
pp. 102-113
Track 35

Learning Outcome

- Explores dialogs in which expressions to offer and ask for help are used.

Social Practice

Interpret and use expressions to offer and get help.

Unit 10

Mexican Food
pp. 124-135

Food from the past
pp. 114-125
Track 36

Learning Outcome

- Explores illustrated texts about ingredients of Mexican cuisine.

Social Practice

Interpret and compare information in a graphic.

Learning Outcome

- Asks questions to obtain information.

Learning Outcome

- Chooses information that answers questions about a topic.

Learning Outcome

- Chooses information that answers questions about a topic.

Questionnaire to Obtain Information.

Learning Outcome

- Interprets personal experiences in letters.

Learning Outcome

- Writes and answers to letters with personal experiences.

Learning Outcome

- Writes and answers to letters with personal experiences.

Letter About Personal Experiences.

Learning Outcome

- Participates in the reading of legends.

Learning Outcome

- Participates in the reading of legends.

Learning Outcome

- Compares the components of the writing of legends.

Illustrated Diary.

Learning Outcome

- Explores dialogs in which expressions to offer and ask for help are used.

Learning Outcome

- Examines ways to offer and ask for help.

Learning Outcome

- Examines ways to offer and ask for help.

A mailbox with expressions to ask for and give help.

Learning Outcome

- Interprets the information written in illustrated texts.

Learning Outcome

- Writes sentences that describe information for infographics.

Learning Outcome

- Write sentences that describe information for infographics.

Infographic about a Mexican Dish.

UNIT

1

Don't Worry!

Unit Contents

Familiar and Community Environment

Social Practice:

Exchanges concerns in a dialog.

Learning Outcomes:

1. Explores dialogs that express concerns.
2. Examines ways to express concerns in dialogs.
3. Expresses and answers to concerns in short dialogs.

Activate Prior Knowledge

1. What are worries?
2. What are you worried or concerned about?
3. How do you show empathy?



Tech Resources

Read for Empathy Guide Website: <https://irp-cdn.multiscreensite.com/b2f3fbc2/files/uploaded/Read%20for%20Empathy%20-%20May%202018.pdf>



Odyssey Resources

Reader: pages 6-16

Class CD: tracks 2, 3

Picture Dictionary: Activity Book. page 108

As mentioned in preliminary pages, the following ideas to guide students on how to work on the different activities and tasks as well as with the correlated reading text and which comprise each lesson in the unit, could be seen as simple instructions to follow. However, our intention was to keep each guiding suggestion easy, practical, short and simple for every teacher to understand, follow and reach the aim of the lesson plan as well as the learning outcome. We also have included an additional activity at some stages in the unit to suggest other options to enrich and give variety to the lessons. Please feel free to follow the instruction guidelines as they are, enrich them with your own ideas or add new ones. Enjoy!

Reader: *Don't Worry! Just do It!*

UNIT 1

Don't Worry! Just do It!

 27

Children worry about all sorts of things. You shouldn't worry! But you should talk about the things that worry you. You should ask the people you trust for advice. When you do that your worries will nearly always disappear!

UNIT 1 Don't Worry! Just do It!

What sort of things do children worry about? Many children, especially girls, worry about their clothes. They don't want to look different from the other girls they know. You often hear girls ask their moms "Do I look O.K.? Will the other girls laugh at me?"

If clothes worry you speak to your mom about it. She will probably say "Do you like it? Then don't worry about what other people are going to say. Just wear it!"



clothes (n): things you wear to cover your body and keep you warm.

UNIT 1 Don't Worry! Just do It! 7

R pp. 6-16

In this unit students will learn how to express worries and concerns and how to offer support and show empathy when someone else expresses their own concerns. This unit's Facts will allow students to read about things they might find concerning so that they can think about solutions to deal with those concerns. You will be able to ask questions and invite students to share their opinion about what they read. You will also find two questions that students will be able to answer in two different moments after the reading. These questions will allow the student to analyze and deepen their understanding of what you've read.

Reading is an essential part of learning any language and it is also a sequential skill. This means that each new skill helps the student master the skills he or she previously learned. Reading develops the mind and expands vocabulary. It also provides students with examples of grammar, spelling, vocabulary and the use of the English language, which will help them express themselves better. Invite your students to find joy of reading. Throughout the unit you will find opportunities to direct your students to their Reader's book. You may choose to read at that moment or do so when it is most appropriate and beneficial for your class and your students.

Lesson 1

Learning Outcome: Explores dialogs that express concerns.



Listen to and read the conversation. Underline the words or expressions that say what the concern is. Is there a problem? How do you know? Exchange ideas with your group. 2

You may begin by sharing with your students a simple concern you might have, e.g. I am worried because I forgot my lunch at home. Then, you could invite them to tell you ideas about what to do or you can share your own solutions, e.g. Maybe I can buy some lunch here at school. Next, you can begin working with the book. Read the instructions along with students. Tell them you will listen to a recording and ask them to listen and read along. Play track 02 as many times as you consider necessary. You can then ask students to complete the activity. Assist them if necessary, e.g. What is a concern? (something that worries someone). Find the concern, underline it. Elicit answers and see if everyone agrees. Then, ask the questions and invite volunteers to share their opinions with the rest of the class. Encourage students to speak in English.

AK: *Answers may vary: Underline: I am worried/ about endangered species in Mexico. I'm concerned too / climate change and some careless activities have put some of them in danger.*



Listen to and read the conversation in Activity 1 again and answer the questions. In pairs, share your answers. 2

You can read the instructions aloud and then invite volunteers to read the questions. Clarify any doubts. Then, play track 02 as many times as you consider necessary and ask students to answer the questions. Then, you can form pairs and encourage students to talk about their answers. Invite them to tell their partners how they chose their answers to the questions. Remind them to speak in English. Monitor. Elicit answers by asking the questions and inviting students to participate.

AK: *Answers may vary. 1. worry/ concern/problem, 2. face, voice, words/ 3. animals / 4. Students' own answers.*

002

CONTINUE



Listen to and read the conversation. Underline the words or expressions that say what the concern is. Is there a problem? How do you know? Exchange ideas with your group.

Miss Laura: Hi, Tom. Is something wrong?

Tom: Yes, I am worried. I just read an article about endangered species in Mexico. It looks like we have a serious problem.

Miss Laura: Yes, you're right. I'm concerned too. Mexico is home to many plants and animals, but climate change and some careless activities have put some of them in danger.

Tom: What can we do to help, Miss Laura?

Miss Laura: You can talk to your friends and family about this problem. The best way to help endangered species is to understand how important they are. You can also reduce the use of water and place decals on your windows to protect birds from collisions.

Tom: Do you think that is enough? The problem is huge.

Miss Laura: Small things can make a difference if everybody participates, Tom.

Tom: Yes, you're right, Miss Laura. Thanks, I feel better now.



Listen to and read the conversation in Activity 1 again and answer the questions. In pairs, share your answers.

- 1. What words show worry or concern?
How can you tell someone is concerned?
- 2. What is the problem in this conversation?
Does this problem worry you? Why?

In pairs, discuss the concerns. Do you think other people worry about the same things? Why? Tell your partner other solutions to these concerns.

Useful Information

To make students be aware of the extinction of a whole species can help the students think of how to protect them. Even if it seems like a small thing to do, children can make a difference in the future.



In pairs, discuss the concerns. Do you think other people worry about the same things? Why? Tell your partner other solutions to these concerns.

Students should work with a partner. You can elicit the concerns they listened to and read about in activity 1. Then, read the questions along with students making sure they understand them. Ask students to talk with their partner and share their ideas. Encourage them to speak in English. Monitor and provide any needed assistance. You can invite volunteers to share their ideas with the rest of the class.

4

Read the concerns different children have. Underline the concerns in each dialog. Then, tell a partner about the concerns you found.

You may begin by pointing at the picture and inviting students to describe what they see. You can have volunteers take turns to read the dialogs aloud or they can read them silently. Encourage students to identify the concerns expressed in each dialog and underline them. Next, you can ask students to share the concerns they underlined with a partner. Encourage them to speak in English. You may also invite students to explain the concerns the children in each dialog have or you can ask them to read what they underlined and see if everyone agrees. You may assist them, e.g. *Sara is worried about an exam. Alex is worried because he isn't very tall.* Next, ask them to think of something that worries or concerns them and complete the sentence. Monitor and provide any needed assistance.

5

Work with a partner. Exchange your ideas about the problems in this lesson with your partner. Do you worry about similar things? What do you worry about?

Form pairs. Encourage students to exchange their ideas with their partners. If necessary, elicit the problems mentioned in this lesson once again. Ask them to listen to what their partner says. Invite them to think and say if they worry about similar things. You can have volunteers share their concerns and/or similarities and/or differences with the rest of the class.

6

Work in groups. Read the conversations in this lesson and identify the words and expressions that you can use to express worries or concerns, the ones you can use to ask about worries and concerns and the ones you can use to offer solutions to a problem. Make a list in your notebooks with these words and expressions.

Subproduct

Have students work in groups. Direct their attention to the conversations in the lesson. You can reread them as a class if you consider it appropriate. Ask them to take out their notebooks and write down the words and expressions they can use to express concerns, ask about them and offer solutions to a problem. You can share some examples to help them, e.g. *Is something wrong? (asking). I am worried (expressing). You can... (offer solutions).*

Familiar and Community Environment
Explores dialogs that express concerns.

Read the concerns different children have. Underline the concerns in each dialog. Then, tell a partner about the concerns you found.

1 Jimmy: Hi, Sara. Are you okay? You look worried.
Sara: I am worried about tomorrow's test. I don't want to fail.
Jimmy: Oh Sara, I'm sure you'll do good. You studied a lot. Maybe I can help you review the exam topics.
Sara: Thank you Jimmy. I'd love that.



2 Alex: Hi George. Can I talk to you about a big problem?
George: Of course. What's wrong?
Alex: I feel so bad because everyone is growing except me.
George: What do you mean?
Alex: Well, look at you and all our classmates. After the holidays everyone is so much taller and I am not.
George: You shouldn't feel bad Alex. My dad told me that it is normal to grow at different times.
Alex: Thanks.

Work with a partner. Exchange your ideas about the problems in this lesson with your partner. Do you worry about similar things? What do you worry about?

Work in groups. Read the conversations in this lesson and identify the words and expressions that you can use to express worries or concerns, the ones you can use to ask about worries and concerns and the ones you can use to offer solutions to a problem. Make a list in your notebooks with these words and expressions. Include what you use them for.

In your Reader's book, enjoy reading pages 6 to 1. Then, answer question 1 on page 17 at the end of the text.

9

Additional Activity

You can ask students if they are worried about something at that moment and invite them to share that worry. Remind the rest of the class to be respectful. Then, you can all try to offer solutions to help your students(s) that expressed their concerns feel better or find a solution.

Enjoy Reading!

At this moment you could ask students to use their Reader's book and read pages 6-1. Then, have them answer question 1 and invite volunteers to share their answers with the rest of the class.

Lesson 2

Learning Outcome: Examines ways to express concerns in dialogs.

1 Read the conversation. In the parentheses, write C if it is a concern, S if it is a solution or E if it is a way to show empathy. Share your answers with your class.

Call students' attention to the activity. You may ask students to read silently and individually or you may ask volunteers to take turns to read the dialog aloud. You could ask some comprehension questions if you see too many students struggling to understand the dialog, e.g.

Ask: How many people are talking (two); what are their names? (Daniel and Andrea); what are they talking about? (Andrea's grandma.

You could have students work in pairs or groups and practice reading the dialog aloud. You may even invite volunteers to read aloud for the rest of the class.

Next, ask students to find where the parentheses are. Tell them they have to read the sentence that is right before the parentheses and decide if it is a concern (and write letter C), a solution (write letter S) or a way to show empathy (write letter E). Remind them that empathy is the ability to understand and share the feelings of another person. You may answer the first one as an example along with students. Monitor and provide any needed assistance. Elicit answers from volunteers and encourage everyone to participate, you can ask some questions to prompt short discussions about the answers, e.g. How do we know this is a concern? What lets us know that X shows empathy? Why is this a solution? etc. Check and correct as needed.

AK: E;C;E;C;E;S;E

2 Read the dialog again. Use your own words to express Andrea's concerns and Daniel's solutions. Take turns to read your dialog with a partner.

You may begin by asking: In what other ways can you express concerns, empathy and solutions? You can have volunteers explain in their own words what the dialog in Activity 1 is about.

Invite a volunteer to read the instructions aloud. Direct students' attention to the dialog and make sure everyone understands what needs to be done. Ask students to complete the activity. If you consider that your students are having a very hard time completing this activity, you can form pairs and ask students to work together to complete this activity. Monitor and provide any needed assistance. Then, form pairs and ask students to take turns to read each other's dialogs aloud. You may invite volunteers to read their dialogs for the rest of the class.

Activity 2

1 Read the conversation. In the parentheses, write C if it is a concern, S if it is a solution or E if it is a way to show empathy. Share your answers with your class.

Daniel: Hi, Andrea. You look worried. Is something wrong? ()
Andrea: Hello, Daniel. Well... my aunt called and my grandma is sick ()
Daniel: I understand ()
Andrea: She lives in another state. I want to visit her, but I can't () It makes me sad.
Daniel: Yes, that is a big problem! ()
Andrea: I don't know what to do to feel better.
Daniel: Is there any way for you to visit her?
Andrea: I don't think so. My parents are working and I can't go by myself.
Daniel: I have an idea. Why don't you write her a letter? ()
Andrea: Isn't it easier to call?
Daniel: Yes, but if you send her a letter you can also send her something else, a get well card or something similar. It can help you. ()
Andrea: Thank you. Let's make a get well card!

2 Read the dialog again. Use your own words to express Andrea's concerns and Daniel's solutions. Take turns to read your dialog with a partner.

Daniel: Hi Andrea. You look worried.
Andrea: Hello Daniel.
Daniel:
Andrea: I don't know what to do.
Daniel:
Andrea: Thank you.

3 Work in pairs. Share with your partner how you think Andrea feels. Tell your partner ideas to help Andrea. Do you think you can say the same things using different words? Can you give an example?

Additional Activity

In small teams students talk about a school or family issue that worries them. Ask them to take turns to expose their concern to their teammates so that they can offer ideas or solutions to their concern. You may invite volunteers to share what they've discussed with the rest of the class. You could also share a concern you might have had in the past and the solution someone gave you to deal with that concern.

3 Work in pairs. Share with your partner how you think Andrea feels. Tell your partner ideas to help Andrea. Do you think you can say the same things using different words? Can you give an example?

Form pairs. Read the instructions aloud along with students. Make sure they understand them. Ask them to talk with their partner. Remind them to speak in English. You could invite volunteers to share their ideas with the rest of the class. Ask pairs at random to answer the final two questions: Do you think you can say the same things using different words? Can you give an example? and see what they come up with. If necessary, remind them that in the previous activity they used their own words to express the same things as in the dialog in Activity 1.

4 Read the questions below. Circle the ones that can be used to ask about someone's worries or concerns. Take turns to ask some questions to a partner.

You may begin by eliciting from students any questions they remember. Then, call students' attention to the activity. Ask a volunteer to read the instructions aloud. Make sure everyone understands them. You could have volunteers read the questions aloud or you can ask students to complete the activity individually. Elicit the questions they circled. Correct and clarify as needed. Then, form pairs and ask students to take turns to ask about their partner's worries. Remind them to speak in English. Monitor.

AK: Circle: *Is something wrong? Are you ok? What's wrong? Can I help you? Is there anything I can do to help?*

5 Read dialogs and answer the question. Then, choose one dialog and rewrite it in your notebook using your own words.

You may invite volunteers to take turns to read the dialogs aloud. Then, read the question aloud and make sure everyone understands it. Encourage volunteers to answer the question in their books. Form pairs and ask students to share their answers and then, have as many students as possible participate in sharing their answer. See if everyone agrees. Clarify as needed.

AK: *Answers will vary. e.g. don't/thanks anyway (to reject) / Yes, please (to accept).*

6 Work in groups. Read the conversations in this lesson and identify the questions you can ask to ask about worries or concerns. Write them in your notebooks. Share with your groups something that worries you and write a dialog in your notebook.

Subproduct

You could ask a volunteer to read the instructions aloud or read them along with students. Make sure everyone understands what needs to be done. If necessary, assist students in identifying the questions they need to locate to complete this activity. Ask them to write the questions in their notebooks. Invite them to share their worries, in English with the members of their groups. Tell them to write a dialog about their worry in their notebook. They can use any dialog they've seen so far as a model. Monitor and provide any needed assistance.

Read the questions below. Circle the ones that can be used to ask about someone's worries or concerns. Take turns to ask some questions to a partner.

Read the dialogs and answer the question. Then, choose one dialog and rewrite it in your notebook using your own words.

What lets you know which person accepts the help and which one rejects it? Write it down and tell a partner.

Dialog 1

A: Is something wrong?
 B: My dog got lost last night.
 A: Can I help you?
 B: I don't think so. I'll probably put up some signs. Thanks anyway.
 A: You can count on me.

Dialog 2

A: Are you ok?
 B: No, I am worried.
 A: What's wrong?
 B: It's my mom's birthday next week and I don't have a present and I don't have any money.
 A: Is there anything I can do to help?
 B: Do you know how to get free birthday gifts for moms?
 A: I know some arts and crafts that can help you. If you want.
 B: Yes, please. Thank you.
 A: You are welcome.

Work in groups. Read the conversations in this lesson and identify the questions you can ask to ask about worries or concerns. Write them in your notebooks. Share with your groups something that worries you and write a dialog in your notebook.

Go to page 17. Read the instructions and mark the first two statements according to your performance.

Useful Information

Eliciting a response or idea from students is a way to involve them in a lesson rather than just giving them the information. By not giving students every answer, you are making them actively participate in your class.

Additional Activity

Ask students to cut two strips of paper. They are going to fold them in halves. They take one strip and write a concern then, on the other one, they write a way to help or a solution. They exchange their strips with other student and they have to complete them with the missing part: concern or action. Tell them to give them back to the owner. Ask each student to read one of the strips.

Assess your progress!

Have students go to page 17 on their books. Call students' attention to the assessment. Read the instructions aloud and make sure students understand what they need to do. Read the first two statements aloud and ask students to read along. Encourage them to be honest and mark according to how they feel they have progressed. Provide any needed assistance.

Lesson 3

Learning Outcome: Expresses and responds to concerns in short dialogs.



Match the columns to build an idea. Say if it expresses empathy, a worry or a solution.

You may direct students' attention to the picture and ask them to describe what they see. Call students' attention to the activity. Ask a volunteer to read the instructions aloud. You could also have volunteers read the sentence halves aloud. Have students complete the activity. To check, have volunteers write complete sentences on the board. Correct as needed. Finally, invite volunteers to tell you what each sentence expresses. See if everyone agrees.

AK: 1d; 2b; 3e; 4c; 5a; 6f.



Underline the best response to each concern. Tell a partner what you underlined.

Tell students you are going to express a concern and they have to tell you what you can do about it. e.g.: *I am worried about the use of so much plastic* (answers vary but an example can be: *You can use the same bottle several times.*)

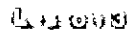
Have a volunteer to read the instructions. Make sure it is clear by answering the first sentence as a model then, they can continue by themselves. Monitor and help with any vocabulary problems. Form pairs and ask them to compare their answers. Then you can ask volunteers to read aloud and share the answers.

AK: 1-a; 2-a; 3-b; 4-b.



Work with a partner. Read the sentences and give solutions to the problems in Activity 2.

Arrange the class in pairs. Refer students to Activity 2 and ask them to copy the sentences in their notebooks and skip a line. Model an example on the board: *I am worried about trash in my neighborhood.* Tell them to think of a possible solution for each one. Ask them to try to propose things that are different from the ones they read. Complete your previous example on the board: *I am worried about trash in my neighborhood. Why don't we donate a wastebasket.* Allow them enough time to think, exchange ideas and write. Encourage them to share their ideas with the class.



Match the columns to build an idea. Say if it expresses empathy, a worry or a solution

- | | |
|--------------|--|
| I am worried | o help disabled people in our community. |
| I'm afraid | o I use too much water |
| Bullying | o to plant some trees |
| I'd like | o about my grades |
| Why don't we | o Is a big problem in my school. |
| I feel | o sad about the endangered jaguars |



Underline the best response to each concern. Tell a partner what you underlined.

- | | | |
|---|---|--|
| I am worried about deforestation | You can plant new trees | You can reduce your water use |
| I am concerned about my grades | You can ask the teacher for help. | You can read a book |
| I think bullying is a big problem | Why don't we organize a trash collection event? | Why don't we organize a campaign to raise awareness? |
| Why don't we organize a trash collection event? | I can't stop thinking about how there aren't enough ramps for disabled kids at our school | Count me in to sign a petition to request their installation |
| I can't stop thinking about how there aren't enough ramps for disabled kids at our school | Count me in for a fundraising event | |

Work with a partner. Read the sentences and give solutions to the problems in Activity 2.

12

Additional Activity

Get six cardboards to the class. Each cardboard is going to have the complete sentences from Activity 2. Stick them on the board. Each team is going to write their solution for that concern. If the solution is repeated, asked them not to write it. Have the class read the concerns and the solutions aloud.



Read the dialogs, number the posters and answer the question.

Call students' attention to the poster. Ask them to describe what they can see.

Ask a volunteer to read the instructions. Students read the dialogs and choose the correct poster. Monitor and provide any needed assistance. Then, read the question aloud and encourage all students to participate. They can offer a solution to any of the two problems. Accept all possible solutions.

AK: 1-bottom poster, 2-top poster



Work with a partner. Complete using your own words and act out the dialog.

Ask a volunteer to read the instructions. Ask two students to read A and B in the way it is presented. You may invite volunteers to say what they think they can express in this dialog (worries/concerns).

You could allow students to choose their partner or pair them up in a way that will be most beneficial to you and their performance. Tell them they are going to complete with the concerns and actions they want but they must be logical and plausible. Refer them to the conversations in Activity 4 for a model but they cannot use those concerns. Monitor while they are working and provide any vocabulary word they need. Allow enough time and invite volunteers to act out their conversation for the class.

AK: Answers will vary.



Work in groups. Read the conversations in this lesson and identify the ways in which you can express worries or concerns. Use the words, expressions and questions you wrote in your notebooks to write a dialog where you express your worries or concerns. You can use any of the dialogs you've seen so far as a model. Share your dialog with your group.

Subproduct

Read the instructions along with students make sure everyone understands them. Go over the conversations in the lesson. You could guide this or you can ask students to look at the conversations at their own pace. Ask them to identify the ways in which they can express worries or concerns. Then, encourage them to write dialogs about their own worries or concerns. They can use any dialog they've seen so far as a model. Monitor and provide any needed assistance. Remind them that all their work needs to be put away safely because they will continue to use it.

Read the dialogs, number the posters and answer the question.

1 A: What's wrong?
B: I'm worried about the creek!
A: What is the problem?
B: My neighbor told me that Xochimilco is very polluted. Axolotls can't live in those waters.
A: Why don't we do something about it?
B: Yes! We can have a fundraising event to help.
A: Good idea.

2 A: Hello, you look worried. Are you okay?
B: No, Anna has been bothering me all week.
A: I know! She can be very mean! She bothers me too. What can we do?
B: We can organize some conferences to stop bullying at school.
A: Great idea!

What other solutions can you offer to these problems? Share your ideas with your group.

Work with a partner. Complete using your own words and act out the dialogs.

A: Hi! You look _____ Are you okay?
B: Well, not really _____ about _____
A: _____ Why don't we _____?
B: Yes! We can _____
A: Great idea! I can help you _____

Work in groups. Read the conversations in this lesson and identify the ways in which you can express worries or concerns. Use the words, expressions and questions you wrote in your notebooks to write a dialog where you express your worries or concerns. You can use any of the dialogs you've seen so far as a model. Share your dialog with your group.

In your Reader's Book, enjoy reading pages 12 to 16. Then, answer question 2 on page 12 at the end of the text.

13

Additional Activity

Bring a poster like the ones in Activity 4, tell students to observe it and describe what they see. Ask them to have a similar conversation to the ones in the same activity using the images to develop it. Allow enough time for them to think of what they are going to write. Monitor the exercise and provide any vocabulary they require. Ask them to act out their conversation in front of the class.

Enjoy Reading!

At this moment you could ask students to use their Reader's book and read pages 12-16. Then, have them answer question 2 and invite volunteers to share their answers with the rest of the class.

Lesson 4

Learning Outcome: Expresses and responds to concerns in short dialogues.

- 1** Write down three concerns or worries you have.

Have students to look at the picture and describe it. Ask a volunteer to read the instructions. Make sure everyone knows what needs to be done. Ask students to complete the activity. Monitor and provide any needed help.

AK: *Answers will vary*

- 2** Work with a partner. Invite your partner to share his or her concerns from activity 1 by asking questions. Express sympathy and offer solutions. Then, exchange roles.


Go over the instructions along with students. Elicit from volunteers the questions they've learned so far. Write them all on the board. Tell them they can look at the board if they need to. Form pairs. Encourage students to take turns to ask questions and share their concerns. If there are pairs that want to share their concerns and questions for the rest of the class, allow them to do so. Remind everyone that they must be respectful. Do not allow students to mock others because of their worries or concerns.

- 3** Get together with another pair and discuss what you can do if you can't offer help or a solution to a friend's worry or concern.

Have each pair get together with another pair. Go over the instructions along with students. Explain to students that they have to think about what happens when you cannot help a friend. What do you tell him or her? What can you do? Encourage them to speak only in English. Invite volunteers to share their ideas with the rest of the class.

Lesson 4

Write down three concerns or worries you have.



Work with a partner. Invite your partner to share his or her concerns from activity 1 by asking questions. Express sympathy and offer solutions. Then, exchange roles.

Get together with another pair and discuss what you would do if you couldn't offer help or a solution to a friend's worry or concern.

14

Additional Activity

Arrange the class in a circle. Say: stand up if you are concerned about the next Math test, and you give other general concerns. Change the orders from "stand up" to "sit down" or "clap your hands, etc. They are going to have a lot of fun while reviewing.

4



Listen and read the dialog. What are the underlined words used for? Discuss as a class.

3

Call students' attention to the activity. Ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Play Track 3 as many times as you consider necessary. Encourage students to think about the use of the underlined expressions (*er / how should I put it*). Discuss them as a class. You can begin the conversation and encourage them to share their own ideas, e.g. *When I am talking and I...er...don't know what word to use I...er...can use this expression*. Explain that these expressions also exist in their mother tongue. They are used to give a person a little more time to think about what you want to say. Sometimes, they can even help you put your ideas in order, e.g. *how should I put it*. Next, play Track 3 again as many times as you consider necessary and ask students to circle the words and expressions that are used to express concerns.

5

Listen to and read the dialog again. Circle the words and expressions that are used to ask about or express concerns. share with a partner. Did you circle the same words and expressions? How did you choose?

Form pairs. Ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Students complete the activity. Monitor and provide any needed assistance. Encourage students to tell their partner how they knew what words to circle. You may invite volunteers to share if he/she and his/her partner circled the same words or not or you could have volunteers take turns to dictate to their partner while he or she writes on the board.

6

Work in groups. Take out your lists with words, expressions, questions and your dialog expressing a concern. Think of other things that worry or concern you and work together to write two or more dialogs to express these worries or concerns. Write all your dialogs on separate sheets of paper. Cut the sheets of paper into strips so that you have one sentence of the dialog per strip of paper. Keep these strips in a safe place for future use.

Subproduct



Listen and read the dialog. What are the underlined expressions used for? Discuss as a class.

Nancy: Hi Sid. You look worried. What's wrong?

Sid: Hi Nancy. I feel terrible. I think I made a mistake.

Nancy: What happened?

Sid: I was at my grandparents house and I found a box I was trying to open it and I...er...broke it.

Nancy: Oh...see. Well, that's bad.

Sid: Well, that's not the worst part. I...er...how should I put it...lied about it.

Nancy: You lied? Why would you lie?

Sid: My grandpa was very angry when he saw the box and when he asked me about it I told him my brother did it.

Nancy: Oh...

Sid: Now I am worried about what will happen when he finds out the truth.

Nancy: I understand your concern. Well, I think the only thing you can do is tell the truth.

Sid: Yeah, I know.

Listen to and read the dialog again. Circle the words and expressions that are used to ask about or express concerns. Share with a partner. Did you circle the same words and expressions? How did you choose?

Work in groups. Take out your lists with words, expressions, questions and your dialog expressing a concern. Think of other things that worry or concern you and work together to write two or more dialogs to express these worries or concerns. Write all your dialogs on separate sheets of paper. Cut the sheets of paper into strips so that you have one sentence of the dialog per strip of paper. Keep these strips in a safe place for future use.

Go to page 17. Read the instructions and mark statements 3 to 6 according to your performance.

15

Read the instructions along with students and clarify any doubts. Students work in groups. Encourage them to use the separate sheets of paper to write down their dialogs so that they can easily cut them into paper strips. Assist them with vocabulary if needed. You could ask students to bring a box or bag before this lesson so that they can use it to put their strips of paper away. Ask them to cut their dialogs into strips of paper. Monitor and provide any needed help.

Assess your progress!



Have students go to page 17 on their books. Call students' attention to the assessment. Read the instructions aloud and make sure students understand what they need to do. Read statements 3 to 6 aloud and ask students to read along. Encourage them to be honest and mark according to how they feel they have progressed. Remind them that there are no incorrect or correct answers. Provide any needed assistance.

Interview two friends. Ask them about their concerns and propose some solutions to the problem.

As students grow they might begin to worry about different things. It is important that students understand that it is good and healthy to share your concerns and that there is almost always someone who can help you or at least suggest what you can do to get help. You can ask students to get the list of questions they made during this unit and then choose two classmates to interview. Encourage them to use questions to find out what worries their classmates, invite them to propose solutions. Ask students to write down questions to state their classmates' concerns and what they suggested. Monitor and provide any needed assistance. You may invite volunteers to share their notes with the rest of the class.

Unit 1 Product

A Box of Concerns

Before students need to present the product, you should ask them to bring a box or bag to class to finish it. Students should use their lists with words and expressions and questions to express concerns and their strips of paper of dialogs expressing concerns. They can write extra dialogs and cut them into strips of paper before they present their product if they want to. When presenting the product, you can have each teammate take out strips of paper from the box and have them act out a conversation about a worry or concern with the parts of the dialogs they drew out of the box. Students can also offer solutions or express empathy that is not written in their strip of paper if it is appropriate.

Once students have presented their product, direct students' attention to the product section in their books. Read the instructions and questions along with students and make sure everyone understands what they need to do. Ask students to answer the questions. You may invite volunteers to share their answers with the rest of the class.

If students have the necessary equipment available, you can encourage them to access the link in their book to learn more about worries and concerns.

UNIT 1 PRODUCT

Interview two friends. Ask them about their concerns and propose some solutions to the problem.

Are you worried about...
 I...
 Yes, that's a big problem.
 Why don't you...
 I can help you.

<http://www.cvii.com/HealthTopics/HealthTopicDetailsKid.aspx?i=135&np=287&i=2274> to learn more about worries and concerns

With your teammates, write a short note saying: **Draw or paste a photo of your final product**

Why you think this product is important

When you can use this product in your daily activities

What characteristic of this product you like the most

16

Draw or paste a photo of your final product. Congratulations, you finished Unit 1 successfully!

Ask students to draw or paste a photo of their final product on the space provided to end the unit. Congratulate them on their achievements.

Alternative Product

As an alternative product, you could prepare strips of paper with questions to ask about concerns and put those in a separate box and do the same with simple solutions to some problems or concerns, you may also just write the beginning of a suggestion and leave a section blank. Put these suggestions/solutions in another box. Then, have students take out a certain number of strips of paper from each box and have students put together a short dialog with the strips of paper they have. Ask them to practice saying the dialog and then invite them to act it out for the rest of the class.

Observation Guide

The evaluation tool will allow you and your students to constantly assess their progress in order to improve. Assessments help you identify problem areas so that you can plan solutions on how to fix these problems. Throughout the unit there are two sections in which you will be directed to the Evaluation Tool. Make sure you follow the instructions and complete the Evaluation Tool. It is an amazing addition to anyone's English language learning.

EVALUATION TOOL

Read the statements. Think about your performance and choose the column that represents how often you are able to do what is expressed. Write ideas to improve your work.

recognize when a subject or concern over-exposed in a dialog

ask questions to determine reasons for worries or concerns

offer suggestions to respond to culture

worry about things that worry me

ADDRESS WORRIES

respond to the worries and concerns of others showing empathy and solidarity

17

UNIT

2

Tell Me a Story

Unit Contents

Literary and Ludic Environment

Social Practice:

Tells a story using pictures.

Learning Outcomes:

- Explores and listens to tales imagined from a picture.
- Proposes stories with the use of pictures.
- Tells stories using pictures.

Activate Prior Knowledge

1. Do old photographs of yourself remind you of funny stories?
2. Do photographs help you imagine stories told by other people?
3. Do you know how children's stories often begin?

Tech Resources

<https://www.teachingenglish.org.uk/article/storytelling>

<http://www.teachingenglish.org.uk/blogs/rama-meganathan/telling-a-story>

<http://www.teachingenglish.org.uk/blogs/mario-rinoluceri/interrupting-story-teller>

This website has tips and suggestions on how to keep children safe online. It includes free resources for teachers.

Odyssey Resources

Reader: "Lucy, the Sky, and the Sea" pages 18-28

Class CD: Track 4-6

Picture Dictionary: Activity Book, page 109

As mentioned in preliminary pages, the following ideas to guide students on how to work on the different activities and tasks as well as with the correlated reading text and which comprise each lesson in the unit, could be seen as simple instructions to follow. However, our intention was to keep each guiding suggestion easy, practical, short and simple for every teacher to understand, follow and reach the aim of the lesson plan as well as the learning outcome. We also have included an additional activity at some stages in the unit to suggest other options to enrich and give variety to the lessons. Please feel free to follow the instruction guidelines as they are, enrich them with your own ideas or add new ones. Enjoy!

Reading Strategies

Reader: *Lucy, the Sky, and the Sea*

UNIT 2

Sparkling Smile!

28

Janet loved reading. She went to the school library every week to choose a new book to read. She especially liked books that had nice pictures. That is why she chose *Lucy, the Sky and the Sea*.



Lucy's uncle gave her a new kite for her birthday. As he gave it to Lucy he said: 'This is a very special kite. Lucy. It's a magic kite.' Lucy laughed. 'You are funny, she said to her uncle. 'I don't believe in magic kites!' He said 'Wait and see'.

kite (n) a frame covered with cloth or plastic and joined to a long string that you fly in the air when the weather is windy.

That evening Janet opened the book in her bedroom and started to read.

UNIT 2 *Lucy, the Sky and the Sea* 19

R pp. 18-28

In this unit, students will use their imagination to narrate a story using pictures. Create a pleasant and enabling environment that inspires and encourages your students to express their ideas to create a story from pictures.

You may model the creation of unique stories by telling your students a story you have imagined from a picture, and encouraging them to ask questions. Ask: *Is there any bed time story that you loved when you were younger? What do you think this story is about?*

Practice **prediction** as a reading by calling students' attention to the pages and asking questions, e.g. *Where is she? What is she doing? Is she happy or sad? Why?*

You should also encourage students to describe as much as they can before you read. This is a great way to build vocabulary.

Foster the creativity of your students by praising their creative answers and writing them on the board. Check the Glossary section with your students if they require the meaning of any of the words. There are two questions that

students will be able to answer in two different moments after the reading. These questions will allow the student to analyze and deepen their understanding of what you've read.

Reading is an essential part of learning any language and it is also a sequential skill. This means that each new skill helps the student master the skills he or she previously learned. Reading develops the mind and expands vocabulary. It also provides students with examples of grammar, spelling, vocabulary and the use of the English language, which will help them express themselves better. Invite your students to find joy of reading. Throughout the unit you will find opportunities to direct your students to their Reader's book. You may choose to read at that moment or do so when it is most appropriate and beneficial for your class and your students.

Lesson 1

Learning Outcome: Explores and listens to tales imagined from a picture.

- 1 **Look at the picture and tell your group what story it can tell. Share your ideas with your class.**

You may begin the lesson by asking students to tell you if they like to read and what types of stories they like to read. Ask them if they like to read stories with pictures or without pictures and why. Next, call students' attention to the picture and encourage them to describe what they see. Help them with any unknown vocabulary. Form groups and have students come up with ideas of the type of story the picture can tell. Invite some volunteers to share their ideas with the rest of the class.

AK: *Answers will vary.*

- 2 **Now, listen to the story that goes with the picture in Activity 1. Did you imagine something similar? How did it make you feel? How was the narrator feeling?** 4

Tell students you will now listen to the story that goes with that picture. Ask them to pay attention. Play Track 4 as many times as you consider necessary. Then, ask the questions and discuss them as a class. Invite several volunteers to share if they did imagine something similar, how they felt and encourage everyone to think about how the narrator was feeling and how they can tell.


- 3 **Work with a partner. Listen to the story again. Then answer the questions to classify the things that happen in the story.** 4

Before playing Track 16 again, ask students to try to retell what happened in the beginning, middle, and end of the story. Then play Track 5 and have students answer the questions in pairs. Walk around the class and monitor students while they are listening to check if there is a particular question that students are struggling with. Then invite volunteers to share their answers and see if everyone agrees. Correct as needed.

AK: 1. *Last summer I went to the beach;* 2. *They pretended to be pirates;* 3. *Answers may vary. e.g. They enjoyed being together. / They said goodbye/ The summer ended.*

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Look at the picture and tell your group what story it can tell. Share your ideas with your class.



Now, listen to the story that goes with the picture in Activity 1. Did you imagine something similar? How did it make you feel? How was the narrator feeling?

Work with a partner. Listen to the story again. Then answer the questions to classify the things that happen in the story.

How does the story start?
What happens in the middle of the story?
How does the story end?

Teaching Tips

Before listening activities, it is helpful to prepare students by having a short discussion about the topic. This will prepare students for the language they will hear by giving them context and make them more likely to understand.

Lesson 2

Learning Outcome: Proposes stories with the use of pictures



Work in pairs. Look at the picture say what kind of story you think it portrays.

Call students' attention to the picture and encourage them to describe what they see. Tell them that the story you are going to read about is related to this picture. Form pairs. Ask partners to discuss what the picture makes them think of and predict what they think the story in Activity 2 will be about. Tell students to write their ideas in their notebooks so they can check if they were correct later.

AK: Answers will vary.



Read the story and put the events in order. Share with a partner.

Before students read the story, write the words *Beginning*, *Middle*, and *End* on the board. Tell them that the events in a story usually happen in a specific order – there is a chain of events. Have focus on this chain of events when they read the story individually. When they read the story the first time, remind them not to worry about any words they don't understand as they will have other opportunities to reread the story and figure out these meanings. Have students number the sentences in the correct order. Then ask them to compare their answers with a partner and explain where they found the information in the text.

AK: 1. Henry and Sophie were walking in the forest.; 2. Sophie asked Henry to take her up to the sky.; 3. Sophie jumped up and down in emotion.; 4. Henry and Sophie flew away into the air.; 5. Sophie hugged Henry tightly.



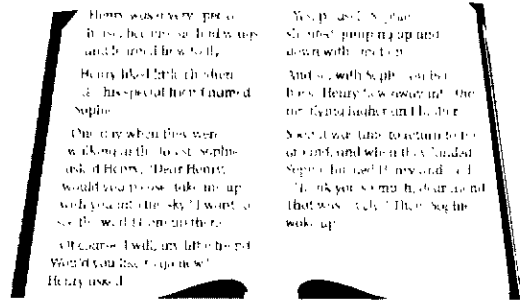
Work in pairs. Discuss the following with your partner. How does this story start? How does it end? Was this story a dream? What kind of dreams do you have? Do you ever dream about flying? What kind of images or pictures do you remember from your dreams?

Students may continue working with the same partner. Ask students to tell you how the story ends (she wakes up). Explain the meaning of dream, tell them that this is something that happens while you sleep. You may share a dream of your own to exemplify. Go over the questions along with students and make sure they understand them. Invite students to talk about their dreams. Have volunteers

Lesson 2

Work in pairs. Look at the picture say what kind of story you think it shows.

Read the story and put the events in order. Discuss your ideas with a partner.



Sophie woke up

Sophie asked Henry to take her up to the sky.

Henry and Sophie were walking in the forest

Sophie jumped up and down in emotion

Henry and Sophie flew away into the air


Work in pairs. Discuss the following with your partner. How does this story start? How does it end? Was this story a dream? What kind of dreams do you have? Do you ever dream about flying? What kind of images or pictures do you remember from your dreams?

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share their dreams and the pictures or images that their dreams create with the rest of the class.


Additional Activity

If there is time, have students find the time phrases in Activity 2. Tell students to write them down in their notebooks so they can use them in their own stories. Time phrases from the story can include *One day...*, *And so...*, and *Soon...* This can be a working list that students can add to throughout the unit

4  **Read the story and put the pictures in order. Then, underline the sentences that let you know where the story begins, circle the ones that are the middle part of the story and cross out how the story ends. Compare your answers with a partner.**


Call students' attention to the activity. Tell them to predict what they think the story will be about in their notebooks. Then have them read the story individually and number the pictures in the correct order. Ask them to compare their answers with a partner before you ask volunteers to give you the answers. Then, encourage students to identify and underline the sentences that let them know where the story begins, circle the ones where the middle is and cross out the ones that tell how it ends. Ask students to compare their work with a partner. Have volunteers write the sentences on the board and see if everyone agrees.


AK: 1. photo of the class in the forest; 2. photo of the class looking at a flower; 3. photo of the class taking notes on clipboards. / Beginning Last week, Miss Jones (...), Middle- We sat down (...), End-We had to make notes (...).

5  **Write a different ending to the story in Activity 4. In groups, take turns to read your ending aloud.**

Direct students to the story in Activity 4 and ask them to think about another way they could end the story. Ask them to consider what else the students could do in the forest, and what else they could see. Ask: *Do they get a surprise?* You could also share an example of your own, but be clear that if you do, they cannot use your example as their answer, e.g. We ate sandwiches and drank juice in the middle of the forest. Set a time limit. Then, form groups and encourage students to take turns to read their ending aloud with their group. Monitor. You can also invite volunteers to read their new endings aloud for the rest of the class.

AK: Answers will vary.


6  **Work in groups. Talk about the stories you've listened to and read so far. Think about the ways these stories begin and end. In your notebooks, make a list with the sentences that you think can be used to start a story. Then, make another list with sentences you can use to end a story. Finally, talk about the things that let you know that you are reading the**


4  **Read the story and put the pictures in order. Then, underline the sentences that let you know where the story begins, circle the ones that are the middle part of the story and cross out how the story ends. Compare your answers with a partner.**


Last week, Miss Jones took the class to the National Park for some field work exploration.

We sat down in the middle of the forest. I found a tree that was about 100 feet tall. It was a big tree and I loved it. I took a picture of it and showed it to the class. It was really interesting.

We had to make notes on the different kind of flowers we saw. Some were very small and some were very big. It was a lovely day and we were able to spend it with our friends.




5  **Write a different ending to the story in Activity 4. In groups, take turns to read your ending aloud.**

6  **Work in groups. Talk about the stories you've listened to and read so far. Think about the ways these stories begin and end. In your notebooks, make 3 lists: one with sentences to start a story, another list with sentences that tell you what happens in the middle of the story and a last list, with sentences or expressions that end a story. Save your work for the following session.**

Go to page 27 at the end of this unit and check what you know. Answer numbers 1, 2 and 3.

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middle part of a story. Make a list with words or expressions that you can use in the middle of a story.  **Subproduct**

Form groups. Go over the instructions along with students. Clarify any doubts. Ask students to write the list of sentences in their notebooks. Monitor and provide any needed assistance. Remind them that they can look at what you've been practicing for help if needed.

AK: Answers will vary.

Assess your progress!

Have students go to page 27 on their books. Call students' attention to the assessment. Read the instructions aloud and make sure students understand what they need to do. This evaluation is a also a coevaluation so students should work in pairs. Read the first three statements aloud and ask students to read along. You can have students talk with their partner about their progress before they answer. Encourage them to be honest and mark according to how they feel they have progressed. Provide any needed assistance.

Lesson 3

Learning Outcome: Tells stories using pictures

- 1 **Look at the picture and make predictions. Then, listen to the story and circle the option that could have also happened in the story you heard.** 6

Call students' attention to the picture and encourage them to describe what they see. Invite them to make predictions about what story could be told from that picture. Write their predictions on the board. Tell them you will now listen to the story to check their predictions. Play Track 6 as many times as you consider necessary. Next, have volunteers read the options aloud. Encourage students to individually choose the option they think could have happened in the story you just heard. Elicit the answer from different volunteers to see if everyone agrees, if they don't, encourage students to say why they chose their option. Explain and correct as needed.

AK: b

- 2 **Work in pairs. Look at the pictures and describe them. Does something similar happen in the story you heard? Listen to the story again. Come up with a title for it. Share it with the rest of the class.**

Ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Form pairs and have students look at the pictures. Have students complete the activity. Monitor. Elicit the titles from each pair. You may write them on the board if you want. You may invite volunteers to say why they chose their title.

- 3 **Work in pairs. Discuss the questions.**

Students will continue working in pairs. You can change the pairs if you consider it necessary. Read the questions aloud along with students. Make sure everyone understands them. Have students discuss the questions. Monitor and provide any needed assistance. Invite volunteers to share their experiences with the rest of the class.

Lesson 3

Look at the picture and make predictions. Then, listen to the story and circle another possible event that can happen in the story you heard.

They took a boat and went to sea.
They had to sleep in the car because it started raining a lot.
An eagle took John away.



- * **Work in pairs. Look at the pictures and describe them. Does something similar happen in the story you heard? Listen to the story again. Come up with a title for it. Share it with the rest of the class.**



- * **Work in pairs. Discuss the questions.**

Do you ever go camping?
Who do you go camping with?
Do you ever go on vacation with an uncle?
What do you do on vacation with your family?

4

Work in groups. Look at the pictures, share ideas and write your own story.

Form groups. You can begin by directing students attention to the pictures and inviting them to describe what they see. Ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. You can also read the beginning of the story aloud. Ask students to look at the pictures and invent their story. Tell them to write it using their own words. Remind them to speak in English. Monitor and provide any needed assistance. You can tell them that they can first decide what each picture represents in their stories and then write down the story or they can choose their own strategy.

AK: *Students' own answers.*

5

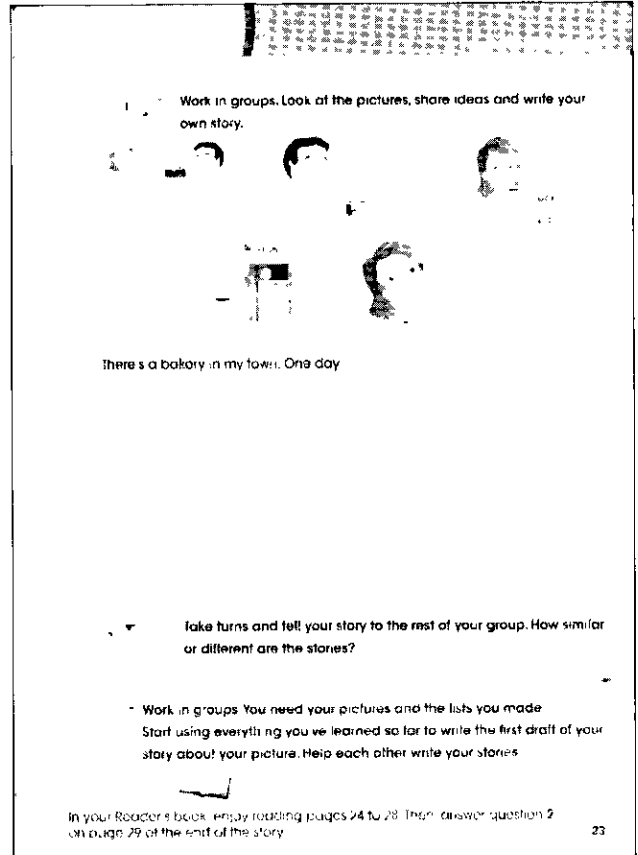
Take turns and tell your story to the rest of your group. How similar or different are the stories?

Students continue working in groups and read their story aloud to the rest of the class. You can ask a volunteer from each group to read the story aloud or you can ask each member of the group to participate reading their story aloud. The rest of the class should pay attention. You could ask them to take some notes so that, once everyone has read their stories, you can determine how similar or different the stories are.

6

Work in groups. You need your pictures and the lists you made. Start using everything you've learned so far to write the first draft of your story about your picture. Help each other write your stories.

Form groups. Tell students that they will now put what they've learned so far into practice and that they have to write the first draft of their story. Explain to students that a first draft is a text that you write for the very first time. They will be able to edit it, make it longer or shorter and correct grammar, spelling and vocabulary if needed later on. Remind them that they are telling a story based on the picture they brought. Ask students to write sentences to create their first draft in their notebooks. Monitor and provide any needed assistance. Remind students that they will need these materials for future use.



Enjoy Reading!

At this moment you could ask students to use their Reader's book and read pages 24-28. Then, have them answer question 2 at the end of the story and invite volunteers to share their answers with the rest of the class.

Lesson 4

Learning Outcome: Tells stories using pictures.

- 1 **Look at the pictures. Read the descriptions. Decide what picture matches what description. How do you know? Discuss as a class.**

Call students' attention to the pictures and encourage them to describe what they see. Read the instructions along with students. Have volunteers read the descriptions aloud. Ask students to take some minutes to read and analyze the descriptions to match the pictures. Elicit and check. Correct as needed. Encourage students to tell you how they figured out the answers by answering the question "How do you know?"

AK: a is bottom picture; b is top picture

- 2 **Read the descriptions in Activity 1 again. Underline all the words that can be used to describe something or someone. Share with a partner.**

Ask a volunteer to read the instructions aloud. Remind or elicit from students describing words, e.g. colors, size, shape, etc. Have students complete the activity individually. Then, you can form pairs and encourage students to share their answers. Remind them to speak in English. Monitor and provide any needed assistance. To check, have volunteers take turns to write a word on the board to make a list.

AK: sunny, happy, very affectionate, very caring, young, foggy, sad, terrible, cold, loyal, wet, dark

- 3 **Work in pairs. Choose one of the descriptions and pictures from activity 1. Think of a story that you can tell using the picture and the description and write it down.**


Form pairs. Ask students to agree on the picture and description they will use to complete this activity. Give them enough time to come up with ideas for their story. Provide any needed help. Then, invite volunteers to read their story aloud for the rest of the class.

AK Answers will vary.

Look at the pictures. Read the descriptions. Decide what picture matches what description. How do you know? Discuss as a class.

It's was a sunny and happy day, it was warm and everyone was having fun. Toby was a very affectionate dog and John was a very caring young man.

One foggy afternoon John was feeling very sad. He decided to take a walk down the road. The weather was terrible. It was very cold. Toby was a loyal dog walked next to John down the wet dark road.



* Read the descriptions in Activity 1 again. Underline all the words that can be used to describe something or someone. Share with a partner.

Work in pairs. Choose one of the descriptions and pictures from Activity 1. Think of a story that you can tell using the picture and the description and write it down.

24



Work in groups. Look at the pictures and complete.

You may begin by calling students' attention to the three pictures. Go over the words along with students. Make sure everyone understands them. Then ask them to complete the sentences using the correct form of the phrases. Remind them that to tell a good story, they need to use different tenses, as stories in one tense can seem boring. Ask them if they can recognize the tenses in the sentences and provide support if needed.

AK: He is eating healthy.. His dream is to win the competition.: He trains hard to follow his dream.



Work in groups. Think of a possible story about the boy in Activity 5 and answer the questions.

Divide students into groups. Have them look at the pictures and sentences in Activity 4 again and read the instruction for Activity 5 together. Tell students that they can brainstorm their ideas in their notebooks before deciding the answers to the questions as a group. Monitor students as they work and offer help to students that struggle. Invite a few volunteers to share their answers with the class.

AK: Answers will vary.

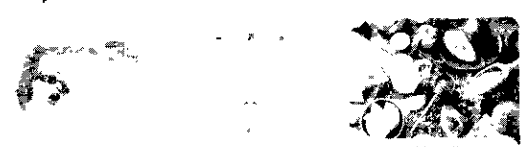


Work in groups. You need your pictures and the first draft of your stories. Use what you've practiced on this lesson to add more descriptions to your story. Write the final draft of your story. Remember to write a title. Then, take turns to read your story aloud to your classmate. Listen to any comments he or she might have so that you can improve your work.



Call students' attention to the activity. Have a volunteer read the instructions aloud. Make sure everyone brought their materials. Form groups. Ask students to write the final draft for their story. Remind them to write a title for the story. Provide any needed assistance and set a time limit. Once students reach the time limit, ask them to take turns to tell their story to a person from their group. Monitor. You may invite students to read their story aloud for the rest of the class. Remind others to be respectful.

Work in groups. Look at the pictures and complete.



He is _____
 He dreams of _____
 He _____ to follow his dream.

Work in groups. Think of a possible story about the boy in Activity 4 and answer the questions.

Who is he?
 What happened before he won the trophy?
 What happened during the competition?
 What happened after he won the trophy?

Work in groups. You need your pictures and the first draft of your stories. Use what you've practiced on this lesson to add more descriptions to your story. Write the final draft of your story. Remember to write a title. Then take turns to read your story aloud to your classmate. Listen to any comments he or she might have so that you can improve your work.

Go to page 27 of the book to read and write what you know. Answer numbers 4, 5 and 6.

Additional Activity

When students share their stories with the class, have those listening write down language they liked from the stories. Then as a class, make a poster using the language students have written down so that they can use this language in the future.

Assess your progress! ✓

Have students go to page 27 on their books. Call students' attention to the assessment. Read the instructions aloud and make sure students understand what they need to do. This evaluation is also a coevaluation so students should work in pairs. Read the last three statements aloud and ask students to read along. You can have students talk with their partner about their progress before they answer. Encourage them to be honest and mark according to how they feel they have progressed. Provide any needed assistance.

Review

- 1 **Choose one of the following pictures. Write some words to describe the scene.**

Call students' attention to the picture. You may ask them to describe them. Ask students to choose one of the pictures to work with during the review. Have them write some words to describe the scene they chose.

- 2 **Write some sentences to tell the story about the picture you chose.**

Continue the review by having students write some sentences to tell the story about their chosen picture. Remind them to use everything they learned during this unit. Monitor and provide any needed assistance.

- 3 **Work in pairs. Take turns to tell the story to your partner.**

Next, form pairs. Ask students to take turns to retell their story to their partner. Monitor. You may invite volunteers to share their stories with the rest of the class.

Product


Story with Pictures

Your students have already prepared their story. Ask them to put text and image together however they choose, perhaps cardstock. Students will take turns to narrate their story while showing their picture. Compliment their work. You can put up the stories on the classroom walls so that everyone can go look at the pictures and read the stories.

Once students have presented their product, direct students' attention to this section on their books. Read the instructions and questions along with students and make sure everyone understands what they need to do. Ask students to answer the questions. You may invite volunteers to share their answers with the rest of the class.

STORY WITH PICTURES

Choose one of the following pictures. Write some words to describe the scene.



Write some sentences to tell the story about the picture you chose.

Work in pairs. Take turns to tell the story to your partner.

With your teammates, write a short note saying

- Why you think this product is important.
- When you can use this product in your daily activities.
- What characteristic of this product you like the most.

Draw or paste a photo of your final product.

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Draw or paste a photo of your final product. Congratulations, you finished Unit 1 successfully!

Ask students to draw or paste a photo of their final product on the space provided to end the unit. Congratulate them on their achievements.

Alternative Product

As an alternative product, you could also ask students to prepare a series of photographs to build a story of events. Have them work with all these pictures during the lessons so that they are ready to present their story with several pictures to the class.

Self and peer evaluation card

The evaluation tool will allow you and your students to constantly assess their progress in order to improve. Assessments help you identify problem areas so that you can plan solutions on how to fix these problems.

Throughout the unit there are two sections in which you will be directed to the Evaluation Tool. Make sure you follow the instructions and complete the Evaluation Tool. It is an amazing addition to anyone's English language learning.

Evaluation Tool

No. _____

Work with a partner. Read the statements. Talk with your partner about how you feel about it. Mark according to your performance and then mark according to what your partner shares with you. Together come up with some ideas about how you can improve. (✓)

change pictures & using pictures

express emotions created by a story

list what happens in the story in the correct order

change a title for stories

add details to a story

read a story aloud

Understanding 4 points
vocabulary 3 points
grammar 2 points
reading 1 point

Ideas to improve:

27

UNIT

3

Taking Care of Myself

Unit Contents

Academic and Educational Environment

Social Practice:

Gives and follows instructions about health care.

Learning Outcomes:

- Explores health care instructions.
- Interprets instructions.
- Writes instructions with graphic support.

Activate Prior Knowledge

1. What are instructions?
2. Why is important to follow them?
3. What is a healthy lifestyle?
4. How do you take care of your health?



Tech Resources

<http://learnenglishkids.britishcouncil.org/en/songs/brush-bus> (song to learn how to look after your teeth. Comes with free activities to do in class)

http://www.bbc.co.uk/learning/schoolradio/subjects/earlylearning/nurserysongs/A-E/brush_your_teeth (nursery rhymes and song: *Brush your teeth*)



Odyssey Resources

Reader: pages 30-41

Class CD: tracks 07-08


Picture Dictionary: *Activity Book*, page 110

As mentioned in preliminary pages, the following ideas to guide students on how to work on the different activities and tasks as well as with the correlated reading text and which comprise each lesson in the unit, could be seen as simple instructions to follow. However, our intention was to keep each guiding suggestion easy, practical, short and simple for every teacher to understand, follow and reach the aim of the lesson plan as well as the learning outcome. We also have included an additional activity at some stages in the unit to suggest other options to enrich and give variety to the lessons. Please feel free to follow the instruction guidelines as they are, enrich them with your own ideas or add new ones. Enjoy!

Reader: *Sparkling smile!*


UNIT 3

Sparkling Smile! 29



Germs are tiny organisms that live all over the world in many different places. They come in all kinds of shapes including spheres, ovals, pills and spirals. They are so small that we need a microscope to see them.

30 UNIT 3 Sparkling Smile!



Some germs are an important part of the Earth's ecosystem and are good for humans, plants, and animals. Unfortunately, some germs can make us sick. Scientists have discovered ways to fight them. Good hygiene can help to protect us from bad germs. Simple things like washing your hands and brushing your teeth can keep germs away.

hygiene (n) the way people keep themselves and the environment clean to prevent diseases

keep away (v) to avoid someone or something.

UNIT 3 Sparkling Smile! 31

 pp. 30-41

Reading is an essential part of learning any language and it is also a sequential skill. This means that each new skill helps the student master the skills he or she previously learned. Reading develops the mind and expands vocabulary. It also provides students with examples of grammar, spelling, vocabulary and the use of the English language, which will help them express themselves better. Invite your students to find joy of reading. Throughout

the unit you will find opportunities to direct your students to their Reader's book. You may choose to read at that moment or do so when it is most appropriate and beneficial for your class and your students. This unit's Fact will teach students about the importance of taking care of our teeth. They will also be exposed to instructions which will also help them reinforce what they will be practicing in the unit.

Lesson 1

Learning Outcome: Explores instructions for health care.

1 Listen Look at the pictures. What are they about? Then, listen and look. 07

Begin by calling students' attention to the pictures in Activity 1 and encourage them to describe what is happening in the pictures by asking some questions: *Where is the person? (in a bathroom), What is he washing? (hands), What is he using to wash his hands? (soap and water).*

Encourage students to tell you what the instructions are about (how to wash your hands). Tell students they will listen to some instructions on how to wash our hands. Play Track **07**. Have students follow along as they hear the instructions and point at the corresponding picture.

Play the track again. Pause the recording after each instruction and ask students to mime the action heard. Repeat for all the instructions. Help students by miming to guide them. You may play the recording as many times as you consider necessary.

2 Listen Listen again and number the steps in order. Take turns to read the instructions aloud to a partner. 07

Call students' attention to the sentences. Have volunteers read them aloud. Invite students to tell you what the sentences are about (how to wash your hands). Encourage students to think about what the order of the instructions might be.

Explain that they will listen to the recording again and number the steps in order, checking if their predictions were correct. Play the recording as many times as necessary for students to complete the activity. You may pause when needed. Form pairs and ask students to compare their answers. Tell them to take turns to read the instructions aloud. Have volunteers write the answers (just the numbers) on the board. Then, practice reading the instructions by asking students to read out the instructions in order. Say *first* and elicit the instruction. Repeat with the other sentences (second, third, etc.)

AK: a-2; b-4; c-1; d-5; e-3

3 Listen Listen again and number the steps in order. Take turns to read the instructions aloud to a partner. 07

Read the instructions along with students. Form groups. Encourage students to share their opinion with their classmates. Then, elicit ideas from each group. See if everyone agrees.

UNIT 3

Lesson 1

1 Listen Look at the pictures. What are they about? Then, listen and look.

2 Listen Listen again and number the steps in order. Take turns to read the instructions aloud to a partner.

Apply soap

Rinse your hands well under clean running water.

Wet your hands with clean running water and turn off the tap.

Dry your hands using a clean towel.


Scrub your hands together, don't forget to scrub the backs between your fingers, your thumbs, and your finger tips.

In groups discuss where you would hear these steps and if the pictures make it easier for you to understand them.

28


Useful Information

Following instructions is a part of our everyday life. It requires the child to pay close attention to spoken language, to sequence the information heard and to seek clarification if they struggle with understanding. It is important for children to be able to follow instructions appropriately so that they can function in different contexts, for example, home, school, visiting a friend's house, etc. If a child struggles with following instructions this may have an impact on their ability to complete tasks effectively.

4  **Look at the sign. Answer the question. Share your answer in groups.**


Call students' attention to the sign and encourage them to tell you what the sign tells them to do. Form groups and ask students to share their answers with their group. Encourage them to explain their teammates how they figured out their answer. Remind students to speak in English. Monitor. Invite volunteers to explain how they know.

AK: *Wash your hands.*

5  **Look at the steps in Activity 2. Circle the words that tell you what to do. In groups, discuss your answers and share your ideas.**

Read the instructions along with students. Exemplify some imperative verbs, e.g. Sometimes when we talk we want to give instructions. When we give instructions we use verbs that we write or say in a certain way for example stand up (have students stand up), sit down (have students sit down). Then, direct students' attention to activity 2 and have them identify the imperative verbs. Then, form groups and ask students to share and discuss their answers with their group. Monitor. To check, elicit answers from volunteers and write them on the board.


AK: *apply; rinse, wet, dry, scrub / Answers will vary.*

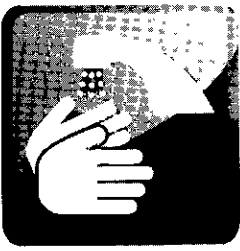
6  **- Work in groups. The words you circled in the previous activity are examples of words that are used when someone tells you how to do something. In your notebooks, write down as many words as you can that allow you to tell someone how to do something. Make sure you include the ones you've identified here.**

Have a volunteer read the instructions aloud. Make sure everyone understands them. Form groups and ask them to complete the activity. You could guide this activity having students think of words we commonly use to give instructions, it doesn't matter if they say them in their mother tongue, you say them in English (in the infinitive) and write them on the board. Then, have students determine the imperative form of those verbs and make a list in their notebooks. Remind them to include the ones they identified in Activity 2.


Subproduct

Academic and Educational Environment
 Explore health care instructions.

4  Look at the sign. Answer the question. Share your answer in groups.



• What does this sign tell you?

5  Look at the steps in Activity 2. Circle the words that tell you what to do. In groups, discuss your answers and share your ideas. Write them on the lines below. Can you use these words in other situations? Which ones?

Work in groups. The words you circled in the previous activity are examples of words that are used when someone tells you how to do something. In your notebooks, write down as many words as you can that allow you to tell someone how to do something. Make sure you include the ones you've identified here.

In your Reader's book, enjoy reading pages 33 to 35. Then, answer question 1 on page 41 at the end of the fact.

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Additional Activity

Get students to practice the instructions in pairs. One mimes the action, the other has to say the instruction. Then, swap roles. Encourage them to say the instruction in order first, then in random order.

Enjoy Reading!

At this moment you could ask students to use their Reader's book and read pages 30-35. Then, have them answer question 1 at the end of the fact and invite volunteers to share their answers with the rest of the class.

Learning Outcome: Interprets instructions.

- 1** Read the steps. Classify the things that you should do and the things that you shouldn't when washing vegetables. Share with a partner.

You may begin by eliciting the fruits and vegetables students like to eat. You could ask them if they or the adults around them do anything before they eat them. Then, direct their attention to the activity. You can have them read silently and individually or have volunteers take turns to read aloud. Clarify any doubts. Next, direct their attention to the section where they will classify the steps. Encourage them to tell you how someone can know what to do and what not to do, e.g. you don't do the things that say don't or no. You may need to explain that never is a word that we use to express no and perhaps share a comparative example. e.g. I always brush my teeth. // never brush my teeth. Point at the check mark side and elicit a thing they have to do and ask them to write it there. Do the same with a thing they shouldn't. Have students complete the exercise. Monitor and provide any needed assistance. Then, form pairs and ask students to share their answers with a partner. You could encourage them to share anything they might know about washing fruits and vegetables. Remind them to speak in English. Elicit answers and check.

AK: Do: wash, rinse, add, soak and dry. Don't: wash berries, never.

- 2** Work with a partner. Match the steps to the pictures. Then practice saying the steps. Do we get the same result when we don't follow instructions in order? Exchange ideas.

Call student's attention to the pictures. Encourage students to describe what they see. Tell them that the pictures describe the steps you've just read. Form pairs and ask students to match the steps to the pictures. You could guide the activity by reading each step aloud and asking them to match them or you can ask them to just work with their partners. Elicit the number of steps in the order in which they put them next to the pictures to check. Then, reread the question in the instructions aloud and encourage students to exchange ideas with their partners. Next, invite volunteers to share their ideas with the rest of the class.

Lesson 2

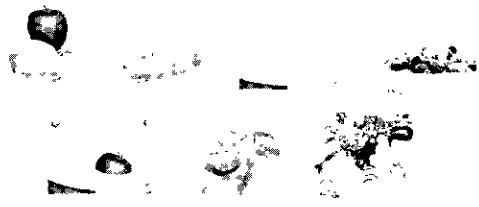
1 Read the steps. Classify the things that you should do and the things that you shouldn't when washing vegetables. Share with a partner.

Wash fruit and vegetables right before you eat them.

- ✓ Rinse vegetables under clean running water and brush them softly.
- ✓ Add a tablespoon of baking soda to a liter of water. Mix well.
- ✓ Soak the fruit and vegetables in the water for ten minutes.
- ✓ Dry the fruit and vegetables with a clean towel.
- ✓ Don't wash berries if you are not going to eat them. They go bad quickly.
- ✓ Never put clean fruits and vegetables next to raw eggs, meat, poultry or seafood because they might have bacteria.

X

Work with a partner. Match the steps to the pictures. Do we get the same result when we don't follow instructions in order? Exchange ideas.



3 Discuss and answer the following questions.

- ✓ Why should people follow these steps?
- ✓ Who should follow these steps?
- ✓ Where are people when they follow these steps?
- ✓ How do you know if there is something you should not do?

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- 3** Discuss and answer the following questions.

Form pairs. You can go over the questions along with students and clarify any doubts. Have students complete the activity. To check, ask the questions and elicit answers, see if everyone agrees.

4 **Listen to and read the following texts. Which shows instructions? Who are they for? How can you know? 08**

You may begin by telling students that there are many different types of texts and one of those texts are instructions. Tell students they will now listen to two different types of texts. They should pay attention to determine which are instructions and which aren't. Play Track 08 as many times as you consider necessary. You can ask students to circle, mark or highlight the text that shows instructions. Next, invite students to share how someone can know if a text shows instructions or something else. Ask students to tell you who the instructions are for, e.g. are these instructions for an adult? (no) How can you know? (because it tells you to ask an adult to help you cut), remind students that there are some things that they should ask an adult to help them with in order to stay safe.

AK: B.

5 **Work in pairs. Make a list of situations to take care of your health or to stay safe in which you might need to follow instructions.**

Ask a volunteer to read the instructions aloud. Form pairs. You can ask students to complete the activity individually. Elicit some examples before they begin, e.g. In what situations do you take care of your health? (when I get sick and go to the doctor) In what situations do you have to stay safe? (when the stove is on) or share some examples, e.g. I take care of my health when I wash my hands. I stay safe when I stay away from fire. etc. Monitor and provide any needed assistance. If needed, work on completing this activity along with students. Encourage students to speak in English, but if they can only come up with ideas in their mother tongue help them write those in English. Elicit ideas from volunteers and make a list on the board.

6 **Work in groups. Use your lists from Activity 5. Determine which situations in your lists need instructions in order to take care of your health. Imagine that you were going to write some instructions to tell someone how to do something in that situation, who would you write the instructions for? why? Make notes in your notebooks.**

Subproduct

5 **Listen to and read the following texts. Which shows instructions? Who are they for? How can you know?**

<p>1. Are you sick that it's easy to follow instructions, but sometimes it's very simple. Some instructions can be difficult. For example, for some classes we need to read to understand them. While in some cases we don't need to understand the matter, there are other cases. When a classmate or teacher is writing, they expect you to follow instructions in order to stay safe. Check your work to see if you are following the instructions. It's a good idea to ask for help if you are not sure. If you don't get it, you can ask your teacher and wait to experiment. Be sure to always listen to the instructions and</p>	<p>2. You don't know that you don't know. It's a good idea to ask for help if you are not sure. If you don't get it, you can ask your teacher and wait to experiment. Be sure to always listen to the instructions and</p>
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Work in pairs. Make a list of situations to take care of your health or to stay safe in which you might need to follow instructions.

Work in groups. Use your lists from Activity 5. Determine which situations in your lists need instructions in order to take care of your health. Imagine that you were going to write some instructions to tell someone how to do something in that situation, who would you write the instructions for? Why? Make notes in your notebooks.

Assess your progress!

Go to page 37. Read the instructions and mark the first 3 statements according to your performance.

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Form groups. Read the instructions along with students. Make sure everyone understands what needs to be done. Have students complete the activity with their groups. Remind them to include the situation, who they want to write the instructions for and why. Monitor and provide any needed assistance.

Assess your progress!

Have students go to page 37 on their books. Call students' attention to the assessment. Read the instructions aloud and make sure students understand what they need to do. Go over the scale and make sure everyone understands it. Reassure students that there are no correct or incorrect answers in this assessment. Read the first three statements aloud and ask students to read along. Have students mark them according to their achievements. Encourage them to be honest and mark according to how they feel they have progressed. Provide any needed assistance.

Lesson 3

Learning Outcome: Writes instructions with graphic support.

1 Read the article and draw the missing pictures. Share with a partner.

Elicit from students the things they do to take care of their health. Write them on the board. Tell them you will now read an article that talks about taking care of your health. You can ask them to read silently and individually or have volunteers take turns to read aloud. Encourage students to see if the text mentions the ideas they shared and you wrote on the board. Ask them to tell you if they do any of the things mentioned in the text. Explain that they have to draw the two missing pictures according to the information in the text. Monitor closely while students are on task and aid as necessary. Encourage students to share their drawings with a partner and explain their drawings. Monitor and remind students to speak in English. You can invite volunteers to share their drawings and explain them to the rest of the class.

AK: Answers will vary.

2 Choose the option that best describes the article. How did you choose?

Go over the instructions and options along with students. Ask them to read the text again and choose the option they consider the most appropriate. Elicit the answer and check. If incorrect, elicit the answer from someone else. Invite students to explain why they choose their option.

AK: b.

3 Talk with a partner and tell him/her the hygiene habits you practice.

Form pairs. Elicit one or two example of hygiene habits, e.g. washing your hands. Then, ask them to share with their partners the habits they practice. Monitor. Invite volunteers to report what their partner told them.

ACTIVITY 3

Read the article and draw the missing pictures. Share with a partner.

You're healthy so you support it. You should take care of yourself and have a healthy lifestyle. These steps will help you:

- 1. Eat the same food that children eat. Don't eat a lot of junk food like candy, soft drinks, and junk food.
- 2. Drink water, not milk, tea, or sugary drinks.
- 3. Sleep between nine and ten hours every night.
- 4. Have fun and spend time with your family and friends.
- 5. Spend a lot of the TV time on computer. Don't play video games. Take breaks every 15 minutes. Take a daily shower, and wear clean clothes.

Choose the option that best describes the article. How did you choose?

- a. Steps to Stay Clean
- b. Steps for a Healthy Lifestyle
- c. Steps to Eat Healthy

4. Talk with partner and tell him/her the hygiene habits you practice.

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Useful Information

You can help your students develop healthy habits early in life that will bring lifelong benefits. As a teacher, you can encourage your kids to evaluate the food they eat during breaks or at lunchtime and physical activity habits. Encourage them to talk to their parents about the importance of maintaining a healthy lifestyle.

4 - - **Unscramble and rewrite the instructions to create steps. Then, answer the question. Share in groups.**

Call students' attention to the activity. Read the instructions along with students. Make sure everyone understands them. Ask students to complete the activity. Monitor. Ask students to work on unscrambling the sentences and writing the steps in order you can offer different strategies such as first unscrambling and then ordering in the lines or just ask them to come up with their own. Monitor. Read the question aloud and clarify any doubts. Ask students to answer it. Then, you can form groups and ask students to compare their steps and answers. Check by having volunteers write the steps on the board. Correct as needed. Invite students to share their answer to the question too.

5 - - **Work in pairs. Take turns to act out and guess good hygiene habits.**

You can prepare a list of good hygiene habits before this lesson and write it on the board. Make sure everyone understands all the habits. Form pairs and have students take turns to act out the habits. Monitor. Invite volunteers to act out for the rest of the class to guess.

6 - - **Work in groups. Using your notes about who you would write instructions for and about situations to take care of your health, discuss and determine what the purpose of these instructions would be. Make notes in your notebooks.**

Form groups. Ask students to take out their previous notes. Remind them that they need all this information to be able to make their poster with instructions about a health topic. Encourage students to determine the purpose of their instructions, e.g. take care of my health. Ask them to make notes in their notebooks. Monitor and provide any needed help.

Unscramble and rewrite the instructions to create steps. Then, answer the question. Share in groups.

- your and Rise toothpaste add toothbrush
- sour upper and teeth Brush lower
- small movements Make circular
- Brush parts of your teeth the top and bottom
- forget to your Don't tongue brush

Why would you follow these instructions?

Work in pairs. Take turns to act out and guess good hygiene habits

Work in groups. Using your notes about who you would write instructions for, about situations to take care of your health, discuss and determine what the purpose of these instructions would be. Make notes in your notebooks.

In your Reader's book enjoy reading pages 42 to 46. Then answer question 2 on page 41 at the end of the fact

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Enjoy Reading!

At this moment you could ask students to use their Reader's book and read pages 36-41. Then, have them answer question 2 at the end of the fact and invite volunteers to share their answers with the rest of the class.


Lesson 4

Learning Outcome: Writes instructions with graphic support.

1  **Look at the pictures. Write the instructions. If necessary ask your teacher for help.**


You can begin by reviewing parts of the body, e.g. hair, teeth, nose and actions, e.g. cover. Continue by eliciting from students what they do to take care of their health. Next, have a volunteer read the instructions aloud. Call students' attention to the pictures and have students say what they see. Assist as needed. Then, ask them to write the instruction that corresponds to each picture. Write one with them as an example, e.g. brush your teeth/ cover your nose when you sneeze. Ask students to complete the activity. Monitor and assist as needed.

AK: *take a shower; brush your teeth; brush your hair; wash your hands; put on clean clothes; cover your nose when you sneeze.*

2  **Work in pairs. Compare your instructions with your partner. See how different or similar the instructions are and ask your partner to share why he or she wrote those instructions.**


Form pairs. Ask students to share the instructions they wrote in the previous activity. See if they agree with their partner and encourage them to mention why they chose to write the instruction they wrote. Encourage them to talk about the similarities and differences between their instructions. Elicit instructions from volunteers and write them on the board. See if everyone agrees.

AK: *Students' own answers.*


3  **Continue working with your partner. Determine the topic of the instructions. Come up with a title for them and write it on the poster.**


Students should continue working with the same partner as in the previous activity. Ask them to come up with a title for the instructions and write it down. Elicit titles from volunteers and see if they came up with similar ideas.

Activity 1

 Look at the pictures. Write the instructions. If necessary ask your teacher for help.



 Work in pairs. Compare your instructions with your partner. See how different or similar the instructions are and ask your partner to share why he or she wrote those instructions.

 Continue working with your partner. Determine the topic of the instructions. Come up with a title for them and write it on the poster.

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Additional Activity

Before the lesson, ask students to bring a toothbrush to school. Put them in groups of three or four, and ask them to follow the steps in Activity 1 to brush their teeth (they don't need water or toothpaste - they just need to pretend to be brushing their teeth). Get students to provide each other's feedback and share any toothbrushing tips they might know.

4 Write the steps in the correct order. Then, compare in groups.

Call students' attention to the activity. Ask a volunteer to read the instructions aloud. Have students complete the activity individually. Monitor. Then, you can form groups and ask students to compare their answers. Encourage them to say why they chose to order the instructions the way they did. To check, have different students write the instructions on the board. Correct as needed.

AK: Use your arm to cover your nose and mouth when you sneeze. Avoid covering your nose with your hands. Use a clean tissue. Wipe your nose. Put the used tissue in the trash can. Wash your hands.

5 Make a poster with the instructions you ordered in activity 4. Draw one or more pictures to illustrate the instructions. Share in groups.

You may call students attention to the images in activity 1 and tell them that now they have to design a poster that includes drawings with the instructions they just ordered. Ask students to complete the activity. Remind them to include at least one picture. Monitor and provide any needed assistance. You can form groups and ask students to share their posters with their group. Then, have volunteers share them with the rest of the class.

AK: Answers will vary.

6 - Work in groups. Using your notes about who you would write instructions for and what for, about situations to take care of your health, write instructions in your notebooks. Make sure you order them in a logical sequence. Remember that instructions can tell us what to do or what not to do.

Form groups. Read the instructions aloud along with students. Ask students to take out all their notes and write their instructions. Tell them to design the poster for their instructions. They can look at the instructions and images in this lesson for inspiration. Remind them that they have to make a poster to present their instructions. Ask them to check grammar, spelling and punctuation in their instructions. Tell them they should illustrate their poster. Monitor and provide any needed assistance.

Write the steps in the correct order. Then, compare in groups.

- Wash your hands
- Use a clean tissue.
- Avoid covering your nose with your hands.
- Use your arm to cover your nose and mouth when you sneeze.
- Wipe your nose
- Put the used tissue in the trash can.

Make a poster with the instructions you ordered in activity 4.
Draw one or more pictures to illustrate the instructions. Share in groups.

Work in groups. Using your notes about who you would write instructions for and what for, about situations to take care of your health, write instructions in your notebooks. Make sure you order them in a logical sequence. Remember that instructions can tell us what to do or what not to do.

Go to page 37. Read the instructions and mark statements 4, 5 and 6 according to your performance.

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Assess your progress!

Have students go to page 37 on their books. Call students' attention to the assessment. Read the instructions aloud and make sure students understand what they need to do. Go over the scale and make sure everyone understands it. Reassure students that there are no correct or incorrect answers in this assessment. Read the last three statements aloud and ask students to read along. Have students mark them according to their achievements. Encourage them to be honest and mark according to how they feel they have progressed. Provide any needed assistance.

Review

Go back to the instructions to stay healthy that you learned in this unit and select the ones that you would like to share with your family. Write the instructions in a card, make a drawing to illustrate the card and take it home with you. Encourage your family members or your friends to practice healthy habits, like eating lots of vegetables.

Direct their attention to the picture in the Review Section. Ask: *Where are the girls? What are they doing? Why do you think they are doing this?* Elicit some answers and provide the vocabulary needed.

Explain to students that they will check all the instructions learned in this unit and select the ones that they would like to share with their family. Provide a color card with some space for the instructions and a drawing. Tell them to write the instructions on the card and draw a picture to support the information. Provide all the necessary materials (color pens, crayons, pencils, etc.) and monitor closely while they work. Be prepared to help.

Then, invite them to take the cards home and encourage their family members or friends to practice the instructions for a healthy lifestyle written on the card.

REVIEW SECTION

Go back to the instructions to stay healthy that you learned in this unit and select the ones that you would like to share with your family. Write the instructions on a card, make a drawing to illustrate the card and take it home with you. Encourage your family members or your friends to practice healthy habits, like eating lots of vegetables.



File: /www.csh.com/HealthSteps/HealthStepsDetailsKids.aspx?bookid=295&id=1448

File: /www.csh.com/HealthSteps/HealthStepsDetailsKids.aspx?bookid=295&id=1448
Learn more about ways to take care of your health.

With your teammates, write a short note saying

Why you think this product is important

When you can use this product in your daily activities

What character(s) of this product you like the most

Draw or paste a photo of your final product

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Product

Poster about health care

Students will present their poster with instructions to take care of their health. You can have each group come to the front and show their poster. Ask them to read the instructions aloud. After everyone has presented their poster, put them up on visible places either in the classroom or at school so that others can look at them.

Once students have presented their product, direct students' attention to this section on their books. Read the instructions and questions along with students and make sure everyone understands what they need to do. Ask students to answer the questions. You may invite volunteers to share their answers with the rest of the class.

If students have the necessary equipment available, you can encourage them to access the links in their book to learn more about ways to take care of their health.

Draw or paste a photo of your final product. Congratulations, you finished Unit 3 successfully!

Ask students to draw or paste a photo of their final product on the space provided to end the unit. Congratulate them on their achievements.

Alternative Product

As an alternative product, you could also ask students to use their instructions to create a memory game. They can use white cards to write one instruction per card, then they should illustrate that instruction in a separate card. Next, they can shuffle the cards and work taking turns to match the instruction to the picture.

Descriptive evaluation scale

The evaluation tool will allow you and your students to constantly assess their progress in order to improve. Assessments help you identify problem areas so that you can plan solutions on how to fix these problems.

Throughout the unit there are two sections in which you will be directed to the Evaluation Tool. Make sure you follow the instructions and complete the Evaluation Tool. It is an amazing addition to anyone's English language learning.

Evaluation Tool

Read the statements. Think about how you feel about each statement. Then, read the scale and choose the word that best describes how you feel about your performance. Remember that there are no incorrect answers in this assessment; being honest is the best way to improve.

1. I am able to understand the purpose of pictures and any basic instructions.
2. I can do a few simple steps to answers that begin and then.
3. I am able to follow instructions in English.
4. I am able to write simple answers based on images or pictures.
5. I am able to understand instructions in a sentence.
6. I am able to answer questions or include in a simple English instructions.

Scale

1. I am not able to understand or answer any of the questions. I am unable to understand or answer any of the questions. I am unable to understand or answer any of the questions. I am unable to understand or answer any of the questions.

2. I am not able to understand or answer any of the questions. I am unable to understand or answer any of the questions. I am unable to understand or answer any of the questions. I am unable to understand or answer any of the questions.

3. I am not able to understand or answer any of the questions. I am unable to understand or answer any of the questions. I am unable to understand or answer any of the questions. I am unable to understand or answer any of the questions.

4. I am not able to understand or answer any of the questions. I am unable to understand or answer any of the questions. I am unable to understand or answer any of the questions. I am unable to understand or answer any of the questions.

5. I am not able to understand or answer any of the questions. I am unable to understand or answer any of the questions. I am unable to understand or answer any of the questions. I am unable to understand or answer any of the questions.

6. I am not able to understand or answer any of the questions. I am unable to understand or answer any of the questions. I am unable to understand or answer any of the questions. I am unable to understand or answer any of the questions.

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UNIT 4

Understanding ads

Unit Contents

Familiar and Community Environment

Social Practice:

Comments on and compares advertising messages.

Learning Outcomes:

- Explores classified ads of children's products..
- Understands classified ads.
- Writes information.



Activate Prior Knowledge

1. What are advertisements?
2. What can be advertised?
3. What information is usually included?
4. Are they effective? Do they persuade people to buy products?



Tech Resources

<https://money.howstuffworks.com/personal-finance/budgeting/5-tips-for-teaching-kids-how-to-shop-for-groceries.htm>



Odyssey Resources

Reader: pages 42-53

Class CD: Track 8 and 9

Picture Dictionary: *Activity Book*, page 111

As mentioned in preliminary pages, the following ideas to guide students on how to work on the different activities and tasks as well as with the correlated reading text and which comprise each lesson in the unit, could be seen as simple instructions to follow. However, our intention was to keep each guiding suggestion easy, practical, short and simple for every teacher to understand, follow and reach the aim of the lesson plan as well as the learning outcome. We also have included an additional activity at some stages in the unit to suggest other options to enrich and give variety to the lessons. Please feel free to follow the instruction guidelines as they are, enrich them with your own ideas or add new ones. Enjoy!

Reader: Smart Shopping

UNIT 4

Smart Shopping

30

What do you think of this ad? Do you believe what it says? Can a pair of tennis shoes make you popular?

persuasive
(adj) making you believe a particular thing.

The purpose of publicity is to sell products and some advertisements can be really persuasive.

As customers, we have to be smart and learn how to read advertisements. There are smart ways to get better products for our money. Keep reading and learn some useful tips.

TIGER SPORT

The tennis shoes that make you popular.

We see dozens of ads every day. Advertisers use different techniques to sell products and services to people. Look at the examples on the following pages.

42 UNIT 4 Smart Shopping

UNIT 4 Smart Shopping 43

pp. 42-53

Students should analyze and contextualize ways to spread information about products in their own culture. Activate students' previous knowledge about advertising through the discussion and comparison of mass-media ads. Show your students some cut-outs from magazines, depending on their community's habits. You can even use weekly supermarket flyers with deals or fashion ads in magazines. This unit's fact will allow students to further familiarize themselves with the structures of ads. They will learn interesting information about them that might help expand their knowledge and assist them in the creation of the product.

Remember that reading is an essential part of learning any language and it is also a sequential skill; each new skill helps the student master the skills he or she previously learned. Reading develops the mind and expands vocabulary. It also provides students with examples of grammar, spelling, vocabulary and the use of the English language, which will help them express themselves better. Invite your students to find joy of reading. Throughout the unit you will find opportunities to direct your students to their Reader's book. You may choose to read at that moment or do so when it is most appropriate and beneficial for your class and your students. You can also choose to focus your efforts in whatever you consider might benefit your students the most.

Lesson 1

Learning Outcome: Explores classified ads of children's products.



Choose and write the correct item for each ad below. Tell a partner how you chose the item.

Write *advertisement* on the board. Put students into pairs and get them to brainstorm its meaning and purpose. Ask them: *What is it? Where do you usually see advertisements? What information do they include? What's their purpose?* Allow them to discuss and then invite pairs to share their ideas. Encourage the rest of the group to participate if they have different answers.

Call students' attention to the activity. Point to the ads and invite students to describe what they see. Explain that they need to read the two advertisements and identify what the content of each ad is. Give students a few minutes to answer. Then, elicit the answer from different volunteers and see if everyone agrees. Next, ask "How did you find out the answer?" and invite students to share how they knew how to complete the activity. Accept all ideas.

AK: *first ad -skateboard; second ad-ball*



Look at the advertisements and answer the questions in your notebook. In groups, share and explain your answers.

Read out the questions and clarify any difficult vocabulary. Tell students to reread the advertisements and answer the questions individually. Then, form groups and ask students to share their answers. Encourage them to explain to the members of their group how or where they found their answers. Monitor. Elicit answers from volunteers. Encourage the rest of the group to confirm or correct the answers. Write the answers on the board if necessary.

AK: *1-a ball and a skateboard; 2-the skateboard ad; 3-the ball ad; 4-the skateboard ad.*




In pairs, discuss if you see similar ads and share where. Tell your partner about other ads and what they are about.

Form pairs. Read the instructions along with students. Ask students to talk about the ads they usually see, what they are about and where they see them. Encourage them to speak in English. Monitor. Invite volunteers to share what they've discussed with the rest of the class.


Lesson 1

Choose and write the correct item for each ad below. Tell a partner how you chose the item.


teddy bear




ball



skateboard




school supplies



USED FOR

SALE!

- * 2 years old
- * new wheels and tires
- * good condition
- * some scratches on the top



Call 55 5501 9800 1076

WORLD CUP

SALE!

- * Visit **TOP SCORE** to get footballs from the last World Cup on sale!
- * **2 for 1 only this weekend!**
- * Don't lose your chance to own this special item!
- * **Must-have** for all football fans!

Look at the advertisements and answer the questions. In groups, share and explain your answers.

- What items do they advertise?
- Which one offers only one item?
- Which one sells something new?
- Which one tells you the price?

• In pairs, discuss if you see similar ads and share where. Tell your partner about other ads and what they are about.

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Useful Information

An advertisement is an arrangement of pictures or words put in a public place, for example, a newspaper or on the Internet, that is intended to persuade people to buy something. It is also presented as a short film on television or short article on the radio with the same intended purpose. *Ad* is short of advertisement. The British pronunciation is /əd'vɜ:(r)ɪsmənt/, with the stress on the second syllable, and the American pronunciation is /ædvɜ: 'taɪzmənt/, with the stress on the third syllable.




Look at the images (1-3) and match them with the advertisements (a-c) in Activity 5. Are pictures necessary for ads? Why? Discuss with your class.

Focus students' attention on the pictures and ask them to describe what they see. Elicit answers from different students. Explain that they have to read the advertisements in Activity 5 and match them with the images 1-3. Tell them not to worry about the gaps -they will complete these later. Check the answers with the whole class. Then, ask the questions aloud and encourage students to share their opinions. Act as a moderator.

AK: *Left to right: 1-b, 2-a, 3-c*



Listen to these advertisements and fill the gaps. Choose one to buy and tell a partner why you want to buy it.  **09**

Direct students' attention to the gaps now. Put them in pairs and get them to predict the missing words. Ask: *What could go after "excellent" or "new"? What type of word do you need? What about before "edition"?* etc. Allow them to discuss their ideas and monitor while they do this -*Are they able to predict the correct language?*

Tell them they will listen to the three advertisements and check if their predictions were correct. If not, ask them to write the correct word(s). Play Track 09 and let students complete the task. Monitor discreetly, without distracting students and check their answers. You can play the recording as many times as you consider necessary. Then, form pairs and encourage students to choose one item they'd like to buy and to tell their partner which one it is and why they'd like to buy it. Monitor. Invite volunteers to share the product they'd like to buy and why with the rest of the class.

AK: *TRX Bike: condition, tires, helmet, 444; English Encyclopedia: 2018, twelve, 6609; Back-to-School Package: package, crayons, erasers, quality.*







Work in groups. Look at the ads in the lesson and find all the words you think are useful when making, reading or understanding an ad. Write them down in your notebooks.


Subproduct

Form groups. Read the instructions along with students. Encourage volunteers to share some of the words they consider important from this lesson, you can ask questions, e.g. *What words do you need to write an ad? What words help you understand an ad? What words let you read an ad correctly?* Have students work with their groups and make a list of useful words for writing ads. They will eventually need them for this unit's product: Classified Ads.

Familiar and Community Environment
Explores classified ads of children's products

 Look at the images (1-3) and match them with the advertisements (a-c) in Activity 5. Are pictures necessary for ads? Why? Discuss with your class.

 Listen to these advertisements and fill the gaps. Choose one to buy and tell a partner why you want to buy it.

<p>TRX Bike</p> <p>Excellent Bike with red stripes New Includes a safety Call: 343-4555</p>	<p>English Encyclopedia</p> <p>Excellent Edition Volume</p> <p>Call: 660-9000</p>
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Back-to-School Package

Everything you need in one
Includes
Notebooks, pens, pencils, erasers, glue
and everything you need to go back to school
Oh, the best
Email: backtoschool@backtoschool.com

Work in groups. Look at the ads in the lesson and find all the words you think are useful when making, reading or understanding an ad. Write them down in your notebooks.

In your Reader's book, try reading pages 42 to 47. Then, answer question 1 on page 23 at the end of the fact!

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Enjoy Reading!

At this moment you could ask students to use their Reader's book and read pages 42-47. Then, have them answer question 1 at the end of the fact and invite volunteers to share their answers with the rest of the class.

Lesson 2

Learning Outcome: Understands classified ads.

- 1 **Look at the advertisement for cereals. Which one do you prefer? Why? Discuss with your partner.**

Direct students to the ads. Point to the pictures and elicit what they see. Ask: *Do you like cereal? Do you eat cereal for breakfast?* Explain that they need to read the advertisements and discuss with a partner which one they prefer and why. Encourage students to give reasons for their answers. Walk around the classroom and listen as they discuss. Invite some pairs to share their ideas.

AK: Answers will vary.

- 2 **Look at the words in the ads above. Underline all the words that are similar to the ones in your mother tongue. Share your answers in groups..**

Ask students to reread the advertisements in Activity 1 and underline the words they find that are similar to their mother tongue. Monitor and provide any needed assistance. Form groups and ask students to compare their answers. Remind them to speak in English. After some minutes, elicit words from students and write them on the board, encourage students to tell you the words, in their mother tongue, that are similar to the ones they underlined. Identifying cognates is a great tool for comprehension, students benefit from the ability to use cognates in a language as a tool for understanding another language.

- 3 **Look at the advertisement of a cereal bar. Put all the sentences and phrases in order. Circle the information in the advertisement that you think should be in big letters. Then, in pairs organize the information in your notebooks.**

Direct students to Activity 3. Read out the sentences and phrases from the advertisement and clarify difficult language. Explain that the sentences are not in order so they need to arrange them. Tell students to put a number in the boxes provided. Tell students to circle the information in the ad that they think should be in big letters. Ask *What information is very important? Why?* Next, form pairs and ask students to compare their answers. Encourage them to discuss why they ordered the information as they did and ask them to come to an agreement. Have them order the information in their notebooks. Invite volunteers to share their answers. You can even have some students write the sentences in order on the board.

4 **Look at the words in the ads above. Underline all the words that are similar to the ones in your mother tongue. Share your answers in groups.**

5 **Look at the advertisement of a cereal bar. Put all the sentences and phrases in order. Circle the information in the advertisement that you think should be in big letters. Then, in pairs organize the information in your notebooks**

Healthy and delicious!	20g
Only today 10 bars for \$200!	SuperSport Bar
High in protein - ideal for athletes	Contains calcium, magnesium and vitamins

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AK: Suggested Answers: 1-SuperSport Bar; 2-Healthy and delicious; 3-High in protein-ideal for athletes; 4-Contains calcium, magnesium and vitamins; 5- 20g; 6-Only today 10 bars for \$200! Circled: 1-SuperSport Bar; 6-Only today 10 bars for \$200

Useful information

A *cognate* is a word in a language that has the same origin as a word in a different language. They usually sound the same and are very similar in spelling. English and Spanish share many cognates, e.g. area, actor, animal, confusion, final, among others.


Additional activity

Ask students to find advertisements (2 or 3) in the local supermarkets or stores, in magazines or the newspapers, on the Internet, etc. and bring them to class. Analyze the language used, the order of the information, and the layout. *Are they similar to the ones in the book?* Let students share their findings in groups.

- 4**  **Look at the ads in Activity 1. Circle the words that describe the product. Then, make a list with their characteristics. Share your answers with a partner and explain why you put them in your list.**


Before you begin working on the activity, you can invite students to remember what describing words are. Invite volunteers to think of and share what these extra words provide, e.g. they let us imagine the object/animal/etc. with more detail. Ask a volunteer to read the instructions to activity 4. Have students complete the activity. Monitor and provide any needed assistance. Then, form pairs and ask students to share their answers. Encourage them to discuss why they chose the characteristics they included in their lists. Have volunteers write their answers on the board. Invite students to say why they included those characteristics.

AK: *Suggested Answers: Munch Crunch: real honey and nuts, vitamins, magnesium and iron, perfect with milk, perfect on its own; Berry-fast Flakes: blueberry, best ingredients, calcium*

- 5**  **In pairs, discuss if you think that the descriptions of the product are real and honest and why. Do you think ads are usually honest or dishonest? Why? How can you know if an ad is being honest? Write down your ideas below.**

Form pairs. Elicit or explain the meaning of honest and dishonest. You can give an example or even act it out, e.g. pretend that someone drops something and you take it, the other person asks you for it. The dishonest answer is to say you don't know anything (students know you know), the honest answer is to tell the truth. Bring some honest and dishonest ads to class and put them up on the board so that students can understand the difference. Ask them to think if they consider the ads in activity 1 are honest or dishonest and why. Have them write down their ideas and then invite volunteers to share them with the rest of the class.

AK: *Students' own answers*

- 6**  **Work in groups. Take out the useful words you previously wrote. Think of some products that you would like to make an ad for. Make a list in your notebooks. Then, write some words to describe those products on your list.**

Have students work in groups. Ask them to take out their list of useful words for ads and ask them to add any new words they think might be useful from this lesson. Then, ask them to think of products they would like to advertise, it

4 Look at the ads in Activity 1. Circle the words that describe the product. Then, make a list with their characteristics. Share your answers with a partner and explain why you put them in your list.

Munch Munch Cereal Characteristics	Berry-fast Flakes Characteristics

5 In pairs, discuss if you think that the descriptions of the products are real and honest and why. Do you think ads are usually honest or dishonest? Why? How can you know if an ad is being honest? Write down your ideas below.

6 Work in groups. Take out the useful words you previously wrote. Think of some products that you would like to make an ad for. Make a list in your notebooks. Then, write some words to describe those products on your list.

Go to page 47 at the end of this unit and check what you know.
Answer numbers 1 and 2

41

can be anything, shoes, food, clothes, toys, etc. Encourage them to make a list. You can assist them by writing a very general list on the board, like the one stated in this suggestion and then invite them to come up with more specific words within those categories, e.g. you write shoes and they write school shoes or sneakers. Invite them to add some details to describe the products on their list, e.g. shoes- school shoes - black school shoes that are pretty or sneakers - white cool sneakers to play basketball, etc. Monitor and provide any needed assistance. Remind students that they will use all these for the product.

Assess your progress!

Have students go to page 47 on their books. Call students' attention to the assessment. Read the instructions aloud and make sure students understand what they need to do. Go over the scale and make sure everyone understands it. Reassure students that there are no correct or incorrect answers in this assessment.

Read the first two statements aloud and ask students to read along. Have students mark them according to their achievements. Encourage them to be honest and mark according to how they feel they have progressed. Provide any needed assistance.

Lesson 3

Learning Outcome: Writes information.

1 Look at the ads and discuss the questions as a class.

Call students' attention to the activity. Read the instructions along with students. Ask them to look at the ads. Then, have volunteers take turns to read each question aloud and discuss them together. act as a moderator and encourage everyone to participate.

2 Listen to the dialog. Circle the ad that the person is talking about. What let you know the answer? Share with your class. **10**

Tell students they will now listen to a dialog and they have to determine the ad that the person is talking about. Invite students to look at the ads and describe what they see. Play Track 10 as many times as you consider necessary. Then, elicit the answer and see if everyone agrees. Ask "What let you know the answer?" and encourage volunteers to share the clues that allowed them to find the answer. Have them circle the ad. Elicit the answer and check.

AK: the ad with the band

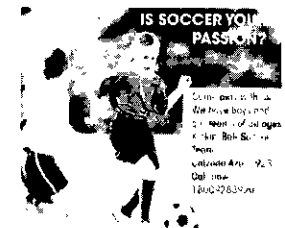
3 Work in pairs. There are ads everywhere. Sometimes, they convince us to buy things. Think of something that you or a family member bought or went to because they saw an ad about it. Tell your partner.

Ask students to work in pairs. Have them listen and read as you read the instructions aloud. Make sure everyone understands their meaning, if necessary, share an example, e.g. I bought this sweater because I saw an ad. The ad said "Soft blue sweater. Heaven in your arms," and I wanted something soft and blue so I bought it.


Invite volunteers to share with the rest of the class.

AK: Students' own answers.

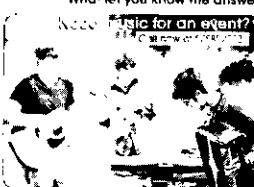
Look at the ads and discuss the questions as a class.

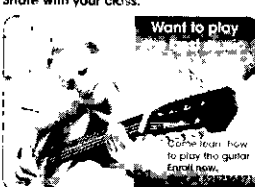


**Who are these ads for?
Where would you see these ads?
Do you think these ads tell the truth? How can you know?**



Listen to the dialog. Circle the ad that the person is talking about. What let you know the answer? Share with your class.





Work in pairs. There are ads everywhere. Sometimes, they convince us to buy things. Think of something that you or a family member bought or went to because they saw an ad about it. Tell your partner.

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Useful information

The importance of pronunciation.

Pronunciation is very much a "must" skill for any English language learner. However, it's an area of teaching that many English teachers avoid. Certainly, we need to teach learners pronunciation, as this helps them understand different speakers and acquire English faster. Make sure to integrate pronunciation into normal lessons; insist on accuracy but don't demand perfection; consider fun activities to develop pronunciation; and most importantly, make sure your students enjoy working on pronunciation too.

4

Read the dialog. Circle with red the question you use to ask about the condition of an object. Circle with blue the question you use to ask about a place. Circle with green the question you can use to ask about the time. Underline the question used to ask for confirmation.

Call students' attention to the activity. Ask a volunteer to read the instructions aloud. Clarify any doubts. Ask students to silently read the dialog and find the required questions and circle them with the appropriate color. Monitor and provide any needed assistance. When you elicit the answers, encourage students to tell you how they figured it out. Correct as needed.

AK: Red: *Is there any damage?*; Blue: *Where can I pick it up?*; Green: *When can you pick it up?*; Underline: *Is that ok?*

5

Match the questions (1-6) to the answers (a-f). With a partner, take turns to ask and answer the questions.

Call students' attention to the activity. Explain that there are some questions and answers. Clarify any difficult language. Ask them to read the information individually and match the questions to the answers. Form pairs and ask students to take turns asking and answering the questions as they check and compare their answers. Monitor. To develop speaking and practice pronunciation, invite volunteers to read out the questions/answers. Repeat as necessary and focus on their pronunciation, drilling chorally and individually.

AK: 1-e; 2-c; 3-d; 4-a; 5-b

6

Work in groups. Take out your lists with product descriptions. Choose one product to advertise. Answer the questions in your notebook to begin writing sentences for your ad.

Subproduct

Form groups. Read the instructions along with students and clarify any doubts. Have volunteers read the questions aloud. Have students choose one product to advertise and complete the activity. Monitor and provide any needed assistance. Remind students that this is part of their product.

Read the dialog. Circle with red the question you use to ask about the condition of an object. Circle with blue the question you use to ask about a place. Circle with green the question you can use to ask about the time. Underline the question used to ask for confirmation.

Maria: Hi, I am calling about the bike. I have some questions. How old is the bike?
 Carlos: It is 3 years old.
 Maria: Is there any damage?
 Carlos: Not really. It is a little bit scratched. But I put new tires on it last week.
 Maria: Oh, that's great. How much is it?
 Carlos: It's \$200.
 Maria: Great. I think I'd like to take it. Where can I pick it up?
 Carlos: I live in the center. I will send you my address. When can you pick it up?
 Maria: I can come tomorrow morning. Is that ok?
 Carlos: Yes, thanks. See you tomorrow!

Match the questions (1-6) to the answers (a-f). With a partner, take turns to ask and answer the questions.

1. What color is it?	e. It's \$150.
2. How old is the skateboard?	a. No, but it has a basket in the back.
3. Does the ball have any damage?	b. You can put your toys there.
4. How much does it cost?	c. It's a year old.
5. Does it come with a bag?	f. No, it's like new. I don't ever use it.
	d. It's blue with a picture of a black cat on top.

Work in groups. Take out your lists with product descriptions. Choose one product to advertise. Answer the questions in your notebook to begin writing sentences for your ad.

In your Reader's book, enjoy reading pages 48 to 52. Then, answer question 2 on page 53 at the end of the book.

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Enjoy Reading!

At this moment you could ask students to use their Reader's book and read pages 48-52. Then, have them answer question 2 at the end of the fact and invite volunteers to share their answers with the rest of the class.

Lesson 4

Learning Outcome: Writes information.

- 1** The following ads are in disorder. Read the sentences and write each ad in the correct order in the space provided. Then answer: What is missing?

Direct students' attention to the activity. Ask a volunteer to read the instructions aloud. Have them identify the information they have to order. Ask students to order the ads in the space provided. Monitor and provide any needed assistance. To check, have volunteers write the ads in the correct order on the board. Correct as needed. Then, ask students to look at the ads again and ask "What is missing?" You can have volunteers take turns to read the ads aloud for the rest of the class. Accept all plausible ideas. Then, tell students to imagine they wanted to buy the teddy bear or the rabbit, who can they contact? You should make them notice that there is no contact information. Invite students to tell you if it is important to include the contact information and why.

- 2** Look at the pictures. What picture illustrates what ad from Activity 1? Write the letter in the box. What do the pictures make you feel?

Now, ask students to match the picture to the correct ad. Ask them to read the ads again and then look at and choose the picture. Elicit and check. See if everyone agrees. Invite volunteers to share how they figured out the answers. Then, form groups and ask students to tell their teammates how the pictures make them feel. Do they think they are more or less likely to buy something if they like the picture? Why?

- 3** Work in pairs. Discuss the following.


Form pairs. Read the questions aloud along with students and clarify any doubts. Ask students to discuss the questions, if necessary, share some examples yourself, e.g. I had an old bike. I have a new bike now. I sold my old bike using a classified ad. You can invite volunteers to share what they've discussed with the rest of the class.

Activity 1


The following ads are in disorder. Read the sentences and write each ad in the correct order in the space provided. Then answer: What is missing?

\$100 Soft and beautiful. About 60 centimeters long. Selling a great large teddy bear! Almost new teddy bear on sale only a few months old. Brown. Pick up in the Center.

They have all their vaccinations and are healthy. My pet rabbit had babies, so I am selling them. Baby rabbits for sale! Pick up in the afternoons, near the Alamo Shopping Mall. Would you like a great cute pet? Don't wait! \$350 each. Discount for 2 or more. Super adorable—you won't regret it!



Look at the pictures. What picture illustrates what ad from Activity 1? Write the letter in the box. What do the pictures make you feel?



Work in pairs. Discuss the following.

Do you ever look at the ads in the newspaper?
Have you or your family members ever bought something you saw in a classified ad?
Have you ever sold something with a classified ad?
Would you sell something using a classified ad? Why? What would you sell?

44



4 Look at the classified advertisement below. Draw the item on sale. Share with a partner.

Call students' attention to the activity. Ask a volunteer to read the advertisement out loud. Ask some comprehension questions: *What is it for sale? How many things is the person selling? Are they damaged? Is there any special offer? What can you use the product for?* Elicit and discuss their answers.

Explain that they need to draw the product for sale. Encourage them to draw all the items and make them colorful and attractive for the viewers. Monitor and help as necessary. Then, form pairs and ask students to share their drawings. You can invite volunteers to share and explain their drawings to the rest of the class.



5 Work in groups. Look at the ads in this lesson and say what you think are the most important elements in an ad. Write down your ideas.

Form groups. Ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Ask students to look at the ads, discuss their ideas and write them down. Monitor and provide any needed assistance. Invite a volunteer from each group to share what they wrote down with the rest of the class. Encourage everyone to complement their information.



6 Work in groups. Take out your lists with product descriptions and your sentences for your ad. Decide how you will make your ad, the pictures you will include and the sentences that you will put in your ad. Make your ad and share it with your teammates. Listen to their feedback to make it better.



Students should work in groups. Ask them to take out all the lists and sentences they've worked on. Tell them to decide how they will make their ad. They should think about the pictures and sentences in the ad. Ask them to come up with an ad and share it with their teammates. Encourage them to give each other feedback.

Look at the classified advertisement below
Draw the item on sale. Share with a partner.

Selling PAINTING MATERIALS!

I am selling all my materials for painting
Great value and quality little damage
I am selling the following items.
8 different brushes for \$200
set of colorful paint, 6 different colors \$200
a notebook with white pages \$50

EXTRA PRICE \$350 for all!
Perfect for art classes or free time activities

Work in groups. Look at the ads in this lesson and say what you think
are the most important elements in an ad. Write down your ideas.

Work in groups. Take out your lists with product descriptions and
your sentences for your ad. Decide how you will make your ad, the
pictures you will include and the sentences that you will put in your ad.
Make your ad and share it with your teammates. Listen to their
feedback to make it better.

Go to page 47 of the end of this unit and check what you know
Answer numbers 3 and 4

Additional activity

Invite students to create a big poster with all the elements that should be included in an ad. Encourage each team to add an element to the list so as to have a complete list of ideas. Display it on the classroom wall.

Assess your progress!

Have students go to page 47 on their books. Call students' attention to the assessment. Read the instructions aloud and make sure students understand what they need to do. Go over the scale and make sure everyone understands it. Reassure students that there are no correct or incorrect answers in this assessment.

Read the last two statements aloud and ask students to read along. Have students mark them according to their achievements. Encourage them to be honest and mark according to how they feel they have progressed. Provide any needed assistance.

Review

- 1 Choose a product you like. Write three sentences to describe it.

Call students' attention to the activity. Ask a volunteer to read the instructions aloud. Have students complete the activity. Monitor.

- 2 Write the price and other important details people need to know so that they can buy the product.

Students continue adding details about the product they chose in the previous activity. Ask a student to read the instructions aloud. Have students complete the activity. Monitor.

- 3 Put everything together and draw a picture to illustrate your product.

Tell students to create a small ad with the information they just came up with. You can form pairs or groups and have students share their ad with their classmates.

Product

Classified Ads

Students will present their Classified Ads. You can have each group come to the front and share their ads or you can have everyone put their ads up on the way and have an "Ad Walk" where you all go and look at each ad and make comments about it before asking questions to the student(s) that made it.

Once students have presented their product, direct students' attention to this section on their books. Read the instructions and questions along with students and make sure everyone understands what they need to do. Ask students to answer the questions. You may invite volunteers to share their answers with the rest of the class.

If students have the necessary equipment available, you can encourage them to access the link in their book to learn more about advertising.

Final Product

Choose a product you like. Write three sentences to describe it.

Write the price and other important details people need to know so that they can buy the product.

Put everything together and draw a picture to illustrate your product.

<https://www.theguardian.com/sustainable-business/advertising-to-children-tricky-business-subway>
to learn more about advertising

With your teammates, write a short note saying:

Why you think this product is important

When you can use this product in your daily activities

What characteristic of this product you like the most

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**Draw or paste a photo of your final product.
Congratulations, you finished Unit 4 successfully!**

Ask students to draw or paste a photo of their final product on the space provided to end the unit. Congratulate them on their achievements.

Alternative Product

As an alternative product, you could also ask students to make a poster with an ad of a product they like.

Descriptive evaluation scale

The evaluation tool will allow you and your students to constantly assess their progress in order to improve. Assessments help you identify problem areas so that you can plan solutions on how to fix these problems.

Throughout the unit there are two sections in which you will be directed to the Evaluation Tool. Make sure you follow the instructions and complete the Evaluation Tool. It is an amazing addition to anyone's English language learning.

Evaluation Tool

Read the statements. Think about how you feel about each statement. Then, read the scale and choose the word that best describes how you feel about your performance. Remember that there are no incorrect and being honest is the best way to improve.

1 I am able to classify products in different categories.

2 I am able to identify products in a video.

3 I am able to ask questions to find out more information about a text.

4 I am able to choose and complete statements to make an ad.

Scale

1 I am not able to understand what the text is about.
2 I can understand the general idea of the text but I need help.
3 I can understand the general idea of the text but I need help.
4 I can understand the general idea of the text but I need help.

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UNIT 5

Guessing Games

Unit Contents

Literary and Ludic Environment

Social Practice.

Describe daily activities so that others can guess them.

Learning Outcomes:

- Explores and listens to descriptions.
- Interprets descriptions.
- Builds descriptions and plays games to describe activities.
- Describes activities in games.

Activate Prior Knowledge

1. Do you know about exchange programs? Have you ever had an exchange student at your school? How should we treat students from other countries?
2. Why do you think that there is confusion between American football and Mexican football?

3. Do you know the profession that studies insects?
4. What kind of activities did your grandparents do? Have you asked them? Do you think it's important to know? why?
5. Do you help your family to clean the house? Should children help at home?

Tech Resources

Cambridge Dictionary <https://dictionary.cambridge.org/es/> Cambridge University Press. (2018).

This website contains a reliable dictionary, which contains pronunciation, part of the speech, different examples, and meaning.

Odyssey Resources

Reader: pages 54-65

Class CD: Tracks 11-14

Picture Dictionary: Activity Book page 112

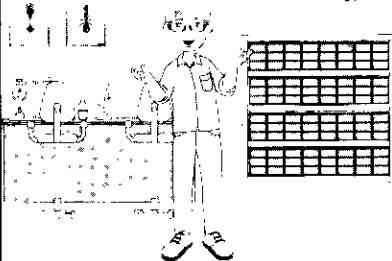
As mentioned in preliminary pages, the following ideas to guide students on how to work on the different activities and tasks as well as with the correlated reading text and which comprise each lesson in the unit, could be seen as simple instructions to follow. However, our intention was to keep each guiding suggestion easy, practical, short and simple for every teacher to understand, follow and reach the aim of the lesson plan as well as the learning outcome. We also have included an additional activity at some stages in the unit to suggest other options to enrich and give variety to the lessons. Please feel free to follow the instruction guidelines as they are. enrich them with your own ideas or add new ones. Enjoy!

Reader: A Day in the Life of an Entomologist

UNIT 5

A Day in the Life of an Entomologist

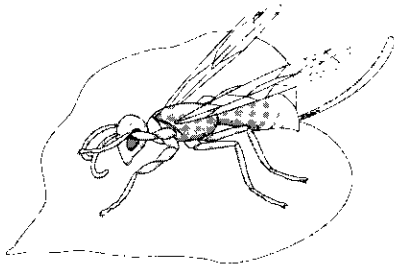
31



Hi, I'm Roberto and I am an entomologist. Entomology is the study of insects. Some people think insects are ugly, but I've liked them since I was a little kid! Insects are fascinating and they are everywhere! Look around you and you'll see insects flying through the air, in puddles, underground, and in the trees.


puddles (n)
a small pool of liquid on the ground, especially from rain

Some insects are bad for us — they can destroy crops or spread diseases. Many insects are important and help other living things — they pollinate flowers and fruit trees, they control pests, and even get rid of waste. Insects always have six legs and three body parts: head, thorax, and abdomen. Spiders are not insects. Do you know why?



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UNIT 5 A Day in the Life of an Entomologist 55

 pp. 54-65

As mentioned previously, reading is an essential part of learning any language and it is also a sequential skill. This means that each new skill helps the student master the skills he or she previously learned. Reading develops the mind and expands vocabulary. It also provides students with examples of grammar, spelling, vocabulary and the use of the English language, which will help them express themselves better.

In this unit, students will need to put their imagination into practice to give descriptions so that others guess daily activities. As you may know, reading is an excellent tool for imagination so this unit's reading can help students come up with ideas, words, descriptions and activities that will complement their learning process.

Throughout the unit you will find opportunities to direct your students to their Reader's book. You may choose to read at that moment or do so when it is most appropriate and beneficial for your class and your students.

Lesson 1

Learning Outcome: Explores and listens to descriptions.

- 1** These kids are meeting for the first time and talking about their activities. Listen to and read the conversation. Circle the kids' winter activities. Answer the questions and exchange ideas with your partner. **11**

Tell students that you will now listen to and read a conversation. Direct their attention to the picture and encourage them to describe what they see. Play Track 11 as many times as you consider necessary and have students listen and read along. Have them circle the winter activities. Then, you can have volunteers read each dialog and elicit the phrase they circled. Correct as needed. Next, direct students' attention to the questions. Form pairs and ask students to discuss the questions. Encourage them to speak in English. Monitor. Invite volunteers to share their opinions with the rest of the class.

- 2** What do you think these activities are? Underline the best choice. Then, with your partner exchange ideas on which activity is easier or more fun to do.

Call students' attention to the activity. Ask a volunteer to read the instructions aloud. You can have students take turns to read the sentences aloud too. Have them complete the activity individually. To check, have volunteers write the sentences on the board. Correct as needed. Next, you can form pairs and encourage students to exchange ideas on which activity is easier or more fun to do. Invite volunteers to share their ideas with the rest of the class.

- 3** Work in pairs. Talk about the activities you do in the winter. Do you do similar things? Share your activities with the rest of the class.

Students can continue working with their partner from the previous activity or you can assign new partners. Ask a volunteer to read the instructions aloud. Make sure everyone knows what they have to talk about. Monitor. Invite volunteers to share their winter activities with the rest of the class. You can write the activities they mention on the board and see how many students do them.

1 These kids are meeting for the first time and talking about their activities. Listen to and read the conversation. Circle the kids' winter activities. Answer the questions and exchange ideas with your partner.

Jennifer: Well, it's winter in Fort Collins and it's snowing. Kids take the school bus when it's snowing. We make a snowman at recess and have snowball fights.

David: And we always go skiing on the weekends.

Jimena: That sounds like fun!

Jennifer: It is, but we also have to shovel the sidewalk every day.

David: That's really hard work.

Raigi: That's tough, I have to water the garden every day.

David: I'll trade you!

2 What do you think about the activities the kids do during winter?

3 How do the children feel about the activities they do during winter? How can you tell how the children feel about the activities they do?

4 What do you think these activities are? Underline the best choice. Then, with your partner exchange ideas on which activity is easier or more fun to do.

- Using long pieces of wood on our feet we go down snowy mountains. skiing swimming zip lining
- Rolling snow into balls and throwing them at other children. bowling having snowball fights making a snowman
- Pick up a hose, point it at the flowers and turn on the water. washing the car cutting the grass watering the garden

5 Work in pairs. Talk about the activities you do in the winter. Do you do similar things? Share your activities with the rest of the class.

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4

Match the pictures to their descriptions and to the name of the activity. Do you do any of these activities? What other activities do you and your friends do in your hometown? Tell your group.

Call students' attention to the activity. Encourage students to tell you what they see in the pictures. Then, read the instructions along with students. Make sure everyone understands them. Ask students to complete the activity individually. Monitor. Elicit the answers from volunteers. Check and correct as needed. Then, you can invite students to share the activities that they and their friends do in their hometown encourage them to mention the activity and to make an effort to describe it. Assist as needed. Listen to all ideas. You could even choose to share an activity you used to do when you were young.

5

Work in groups. Taking turns, read and choose an activity from the box. Describe what people do (don't mention the activity) and have the rest of your team guess it. Then, change roles with another teammate. Have fun!

Form groups. Read the instructions along with students. Make sure everyone understands what needs to be done. You may model the activity for students if necessary, choose one of the words from the box and describe it. Encourage students to guess the word. You may want to go over the words in the box to make sure everyone understands their meaning. Monitor.

6





Work in groups. Browse through the pages in the lesson and find as many words and / or expressions that describe activities. Write questions using them and ask your teammates to guess the activity. Write the activity next to the questions in your list.

Subproduct

Read the instructions along with students. Make sure everyone understands what needs to be done. Encourage students to first identify the activities in the lesson to make their work easier. Have students complete the activity in their notebooks. Monitor and provide any needed assistance.

Familiar and Community Environment
Explores and labels to descriptions.

Match the pictures to their descriptions and to the name of the activity. Do you do any of these activities? What other activities do you and your friends do in your hometown? Tell your group.

	They sit down after dinner with a notebook and a pencil. They answer questions about that day's class.	Write to their American friends
	They put on their bathing suits and take a towel to the beach. They walk into the water then float on the waves.	Doing their homework
	They write on a paper about their friends and activities. Then they fold and put it into an envelope. They write the address, stamp it and drop it at the post office.	Go fishing with grandpa
	They take out their fishing poles, get a ride with mom to pick up her dad and take us to the boat.	Swim in the ocean

Work in groups. Taking turns, read and choose an activity from the box. Describe what people do (don't mention the activity) and have the rest of your team guess it. Then, change roles with another teammate. Have fun!

work read exercise go fishing cook eat sleep talk on the phone
color/draw shower watch TV shovel snow swim water the garden

Work in groups. Browse through the pages in the lesson and find as many words and / or expressions that describe activities. Write questions using them and ask your teammates to guess the activity. Write the activity next to the questions in your list.

In your Reader's book, on pages reading pages 54 to 59. Then, answer question 1 on page 54 at the end of the story.

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Enjoy Reading!

At this moment you could ask students to use their Reader's book and read pages 54-59. Then, have them answer question 1 at the end of the story and invite volunteers to share their answers with the rest of the class.

Lesson 2

Learning Outcome: Interprets descriptions.

2 Listen to, read the dialog and complete the sentences. Then, share your descriptions in groups. 12

Tell them you will listen to a recording and they have to listen and read along. Play Track 12 as many times as you consider necessary for students to read and understand enough in order to complete the sentences. Then, form groups and encourage students to share their answers. Remind them to speak in English using complete sentences. Monitor. Elicit answers and check. Correct as needed. You could invite students to share if they knew there are two different sports that can be called football and if they like any (or both).

3 Work in pairs. Take turns; read the description for your partner to mention the activity. Then, change roles.

Call students' attention to the activity. You can have volunteers read each element in the activity aloud and clarify any doubts. Then, form pairs and ask students to take turns to describe the activities and answer by saying the activity that corresponds to that description. Monitor and provide any needed assistance. You can check students' understanding by reading some descriptions and inviting volunteers to answer mentioning the activity that corresponds to that description.

3 Decide on more activities to draw. Agree on the objects you need to do these activities and draw them on separate cards. Show your work to others. Did they chose the same activities as yours? Save your cards for later use.

Form groups. Ask students to use white cards (8.5 cm x 12.5 cm) to draw and describe activities and also to draw the objects you need to perform them, e.g. brush for brushing your hair. They can first discuss the activities they want to describe and agree on the objects and then draw and describe them. Next, you can ask students to mingle or work in groups to share their work and compare it with their classmates' work. Remind them to keep these materials in a safe place for future use.

Listen to

2 Listen to, read the dialog and complete the sentences. Then share your descriptions in groups.

Miss Angeles: Let's welcome our exchange students from Fort Collins Colorado
Whole group: Hello hi, welcome, how are you doing?
Jennifer: We are happy to be here
Mrs Angeles: Can we ask you some questions?
David: Sure
Student: What sport activities do you do?
Jennifer: Well, David plays football and I play basketball twice a week
Raul: Oh, we play football here too
Student: Do you mean the game where you run kicking the ball to score a goal?
David: Ha? No, I mean the game where you run and pass the football to score a touchdown.
Student: Oh that's American football! We play soccer here
Student: But we call it football.

Describe American Football: The game where

Describe Soccer: The game where

David is confused because he thinks the game where

Work in pairs. Take turns; read the description for your partner to mention the activity. Then, change roles.

Brush your teeth.	Put the sheets and blankets up to the top of the bed. Pat everything down so the blankets are smooth and add the pillows.
Play tennis	Look for the type of story you want; go to its shelves. Find your line and check it out using your card.
Go to the library	Squeeze toothpaste from the tube onto the brush. Brush with circular motions. Rinse with water.
Make the bed	Hit the ball with the racket over the net.
Wash your hair	Pour a small amount of shampoo in your hand then rub it on your head until it makes lots of bubbles. Rinse and dry with a towel.

Decide on more activities to draw. Agree on the objects you need to do these activities and draw them on separate cards. Show your work to others. Did they chose the same activities as yours? Save your cards for later use.

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Read the activities. Use the actions in the box to describe the activity to your partner. Follow the example.

Call students' attention to the activity. Read the instructions along with students. Demonstrate the activity using the example, e.g. it is something you do with your hands and a bowl with sugar, butter, vanilla, eggs and flour you move your hands around and around (mix); then you take something and put it into the bowl you (add) it, you move your hands until you (make) the small balls, etc. Then, form pairs and ask students to complete the activity with their partner. Monitor and provide any needed assistance.



Work in pairs. Write sentences to describe the objects. Look at the example. Use the words in the box for help.

Form pairs. Ask a volunteer to read the instructions. Make sure everyone knows what needs to be done. Go over the example and make sure everyone understands how the example was created. Ask students to complete the activity. Monitor. To check, you can have students that rarely participate write their answers on the board. Check and correct as needed.



Work in groups. Go back to the lists you wrote last Subproduct session asking others about specific activities. With your teammates choose a different activity each, and make a chart describing all the activities your team chose. Save this work for later use.

Go over the instructions along with students. Make sure everyone knows what needs to be done. Form groups. Have students choose different activities and make charts describing the activities each of them chose. Monitor and provide any needed assistance. Remind students that they must keep this work for future use.

Additional Activity

- For this activity, you should prepare some daily activities cards to play a memory game. Preparation: Some daily activities cards and other objects cards.
- Set your class into groups of four students, and then give them both set of cards to each team, Mix up the cards. Lay them in rows, face down. Turn over any two cards (daily activity and object). If the two cards match, keep them. If they do not match, turn them back over. Remember what was on each card and where it was. Watch and remember during the other player's turn. The game is over when all the cards have been matched. The player with the most matches wins.

Read the activities. Use the actions in the box to describe the activity to your partner. Follow the example.

Example: Bake cookies
 Mix (sugar, butter, vanilla, eggs, flour) add (raisins etc.) make (small balls)
 put (in a tin) bake (10 minutes)

Feed the dog
 Open (bag dog food) measure (1 cup dog food) put (in his dish)

Plant a flower
 Put (soil into pot) Make (hole in soil) place (three seeds) Cover and water

Work in pairs. Write sentences to describe the objects. Look at the example. Use the words in the box for help.

soccer ball

antiqued living chair oval round plastic one and half an apple stem pink marble tin with

A soccer ball is a round ball with black and white pentagons.

Work in groups. Go back to the lists you wrote last Subproduct session asking others about specific activities. With your teammates choose a different activity each, and make a chart describing all the activities your team chose. Save this work for later use.

Go to page 57 at the end of this unit and check what you know. Answer numbers 1 and 2.

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Assess your progress!



Have students go to page 57 on their books. Call students' attention to the assessment. Read the instructions aloud and make sure students understand what they need to do. Go over the rubric and make sure everyone understands it. Reassure students that there are no correct or incorrect answers in this assessment.

Read the first two rows aloud and ask students to read along. Have students mark them according to their achievements. Encourage them to be honest and mark according to how they feel they have progressed. Provide any needed assistance.

Lesson 3

Learning Outcome: Builds descriptions and plays games to describe activities

1 Listen to the conversation and answer. Then, discuss your answers in groups. **13**

Call students' attention to the picture and encourage them to describe what they see. Tell students you will now listen to a conversation. Play Track 13 as many times as you consider necessary. Then, go over the questions and ask students to answer them. You can also play track 13 and stop it at different parts so that students have time to write their answers. Form groups and encourage students to discuss their answers. Elicit answers and check. Explain that oral history is also a very important part of a culture. Ask them if they have talked to their grandparents about their activities when they were children. If they haven't you could even encourage them to do it and report back to share experiences.


2 Work with a partner. Use the question words and take turns to ask your partner about the different aspects of the activities and write them in the correct box. Share and check with others.

Direct students' attention to the activity. Form pairs. Ask a volunteer to read the instructions aloud. Have students take turns to ask about the different aspects of the activities using the question words, e.g. Who rides a bike? What do you need to make cookies?. Monitor and provide any needed assistance.

3 Play with a partner. Ask and answer about the activities.

You may switch pairs or have students continue working with their partner from the previous activity. Direct their attention to the activity and the questions. Read them together aloud. Make sure everyone understands how to play. One student asks questions and the other one answers them. Monitor. You can invite volunteers to ask and answer questions aloud for the rest of the class to see and hear.

1 Listen to the conversation and answer. Then, discuss your answers in groups.



Who did the activity?
When did he do it?
Where did he do it?
What did he need for the activity?
How did he do the activity?

Work with a partner. Use the question words and take turns to ask your partner about the different aspects of the activities and write them in the correct box. Share and check with others.

	Play hide-and-seek	Bake cookies	Make pancakes	Ride a bike
Who?	Friends			
When?	Before and after school			After school and weekends
Where?	School and the park		The kitchen	The park
What?	Nothing	Ingredients: a bowl, baking pan and oven	Pancake mix, a bowl, a pan and the stove	A bicyclist and water bottle
How?	One kid counts to 21, the other hides, then one looks for them	Mix ingredients, drop them on the baking pan and put in the oven	Mix ingredients, put a little on the pan, wait until brown on one side and flip until cooked	You get on the bike, push forward and pedal

Play with a partner. Ask and answer about the activities.

- When do kids ride their bikes?
- Who usually bakes cookies in your house?

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Work in pairs. Take turns to say the activity and find the object. Draw a line from the object to the activity.

Call students' attention to the pictures and elicit their names. Tell them they have to find and match the object to the activity that you do with it. Form pairs and ask students to take turns to say the activity, find the object and draw a line. Ask students complete the activity. Encourage them to discuss their ideas in English as they work. Monitor. To check, say the name of the object and have students read the corresponding activity. Correct as needed.



Work in groups. Put the sentences in order to make rules for a guessing game. The first two and the last two have been done for you.

Form groups. Read the instructions along with students. Make sure everyone understands what needs to be done. Ask students to put the sentences in order. Here are the rules:









- Put all the cards face down in one pile.
- Divide the group into two teams.
- A student from team A chooses a card from the pile.
- If it's an image, she/he says: image. The students from the other team need to guess what the image is, they can ask 4 questions; can we use it to make pancakes?
- If they guess the image, they get one point. If they don't, nobody gets the point
- If it's a description, he/she says "activity". Students from the other team have to guess the activity. Example: can you do it in the park? They can ask 4 questions to guess the activity.
- If they guess the activity, they get one point. If they don't, nobody gets the point.
- Write the points on the board.



Work in groups. Bring out the chart you wrote in your notebook last Subproduct session. Use 2 sets of blank cards. On one set, draw the activities and on the other, the description for each activity. Save them for later.

Form groups. Ask students to take out the charts they wrote in their notebooks during the last subproduct session. Have them use two sets of blank cards and, on one set ask them to draw the activities, while on the other they have to write the description for each activity. Monitor and provide any needed assistance. Remind students to keep the cards for later use.

Work in pairs. Take turns to say the activity and find the object. Draw a line from the object to the activity.

	You use this to go fishing.		You need this to play tennis.
	You need this to make popcorn.		Children can use this to play soccer in Mexico.
	We use pots, so I don't need to plant flowers.		Children can use this to take in the sun.
	Our grandparents played with these colorful glass balls.		Everybody should wear these to travel.

Work in groups. Put the sentences in order to make rules for a guessing game. The first two and the last two have been done for you.

- Put all the cards face down in one pile.
- Divide the group into two teams. If it's an image, she/he says: image. The students from the other team need to guess the image. They can ask 8 questions: can we use it to make pancakes? A student from team A chooses a card from the pile. If it's a description, he/she says: activity. Students from the other team have to guess the activity. Example: can you do it in the park? They can ask 8 questions to guess the activity. If they guess the image, they get one point. If they don't, nobody gets the point.
- If they guess the activity, they get one point. If they don't, nobody gets the point.
- Write the points on the board.

Work in groups. Bring out the chart you wrote in your notebook last Subproduct session. Use 2 sets of blank cards. On one set, draw the activities and on the other, the description for each activity. Save them for later.

In your Reading book, enjoy reading pages 60 to 64. Then, answer question 2 on page 66 at the end of the story.

Enjoy Reading!

At this moment you could ask students to use their Reader's book and read pages 60-64. Then, have them answer question 2 at the end of the story and invite volunteers to share their answers with the rest of the class.

Lesson 4

Learning Outcome: Describes activities in games.

1 Write the letter of the objects next to the activity where you use them. In groups take turns to say the objects and the activity.

You can go over the instructions and words along with students. Make sure everyone understands what needs to be done. Ask students to complete the activity. Monitor and provide any needed assistance. Then, you can form groups and demonstrate how to share their answers. You read the objects aloud and someone has to answer by saying the activity that those objects are used for. Encourage students to do this with their group to share and compare their answers. Remind everyone to speak in English. To check, you can write the objects on the board and have volunteers write the correct activity next to each.

2 Work in pairs. Listen to the examples, then ask and answer using the words above, you can add more items if you can. 14

Form pairs. Ask students to listen to the examples and then ask and answer using the words from activity 1. Have them look at the example and clarify any doubts. Remind them they can add as many objects as they want and/or can. Play Track 14 as many times as you consider necessary. Then, have them ask and answer. Monitor and provide any needed assistance. Allow students to do the task individually as you walk around the class monitoring.

3 Work in pairs. Make a list of questions that you can use to guess an activity. Look at the information for help.

Form pairs. Now, students have to make a list of questions they can use to guess an activity. Ask students to silently read the information in the book and clarify any doubts. Have students complete the activity and make their lists with their partners. Monitor and provide any needed assistance. You can have volunteers share their questions with the rest of the class.

Track 14

Write the letter of the objects next to the activity where you use them. In groups take turns to say the objects and the activity.

Swimming	Bucket, soap, mop, broom.
Clean the house	Fishing pole, net, hook, worms.
Go fishing	Bathing surf, sunblock, towel
Wash your hair	Toothbrush, mouthwash
Brush your teeth	Shovel, truck gloves
Shovel the sidewalk	Shampoo, conditioner

Work in pairs. Listen to the examples, then ask and answer using the words above, you can add more items if you can.

What do you need to wash your hair?



Well, you need shampoo, of course, but you should use a conditioner too.

Work in pairs. In your notebooks make a list of questions that you can use to guess an activity. Look at the information for help.

Can you do this activity:

- in a place: (park, school, at home, at the beach, in a boat, in the countryside, in a pool) etc
- at a time: (in the morning, afternoon), at X o'clock, after school) etc)
- with a special object: (a fishing pole, a tennis racket, a mop, marbles, soccer ball, shampoo, etc.)
- with someone: (friends, family, mother, grandfather, etc.)

How do you do the activity? (using ingredients, move pedals with your feet, hit the ball with the racket, shoot the marble with your fingers, put the cookies in the oven, fry the pancakes on the pan, etc.)

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Useful Information

Choral repetition is frequently used in your classroom, so students can practice pronunciation, intonation and it makes easier learning vocabulary.

It is a great opportunity to help them understand WH questions patterns. ask your group if there is a "formula" to write those questions, encourage them to participate and write on board Wh question (Who) + Verb(s) + complement + ? write down some examples, form the book:

- Who designs houses?
- Who fixes cars?
- Who acts on stages?

- 4** Work in pairs. Take turns to read and practice these dialogs. Use the information in the unit to make your own dialogs and describe activities and objects. Practice with your partner to get ready for the next activity.

Form pairs. Go over the dialogs. Tell students to take turns to read and practice the dialogs using the information from the lessons in this unit. Then, ask them to make their own dialogs. Ask them to write their dialogs in their notebooks. Monitor and provide any needed assistance. Invite volunteers to read their dialogs aloud for the rest of the class. Tell them that these structures and vocabulary will be useful for the next activity.

- 5** - Work in groups. Look at this guessing game. Then, write more guessing questions in your notebook. Now, play the guessing game with your partner.

Call student's attention to the activity. Read the instructions aloud, then choose three volunteers to take turns to read the guessing game aloud. Next, form groups and ask students to write more questions in their notebooks. Encourage them to play the game in groups. You can ask them to look at the examples. Monitor and provide any needed assistance.

- 6** - Work in groups. Take out your cards, tables and questions. Write more sentences describing activities in your notebooks. Make more cards that include the name of the activity, the drawing and the description of it. The objective, is to illustrate and write descriptions of as many activities as possible to build up a guessing game and play with it. Have fun!

Form groups. Ask students to take out their cards, tables and questions. Tell them to write more sentences describing activities in their notebooks. Have them make more cards to include those activities, the corresponding drawing and description. Remind them that the objective is to have as many activities as possible so that they can play a guessing game with their cards. They can come up with their own rules. You can also have them play the game as described in this unit.

4 Work in pairs. Take turns to read these dialogs. Use the information in the unit to make your own dialogs and describe activities and objects. Practice with your partner to get ready for the next activity.

Q: What is the activity that I am looking at?

A: Can you do it in the kitchen?

Q: Do you need to participate actively?

A: It is a long painting.

5 Work in groups. Look at this guessing game. Then, write your own guessing questions in your notebook. Now, play the guessing game with your group.

Student 1: Can you do it in the house?
 Student 2: No.
 Student 3: Can you do this activity with a shovel?
 Student 2: I don't understand, can you explain?
 Student 3: Yes, a shovel is a long pole with a flat end to shovel snow.
 Student 2: No.
 Student 4: Can you do this activity with a fishing pole?
 Student 2: Yes!
 Student 5: Are you talking about fishing?
 Student 2: Yes!

6 Work in groups. Take out your cards, tables and questions. Write more sentences describing activities in your notebooks. Make more cards that include the name of the activity, the drawing and the description of it. The objective is to illustrate and write descriptions of as many activities as possible to build up a guessing game and play with it. Have fun!

Go to page 57 at the end of the unit and check that you know Answer numbers 3 and 4.

Assess your progress!



Have students go to page 57 on their books. Call students' attention to the assessment. Read the instructions aloud and make sure students understand what they need to do. Go over the rubric and make sure everyone understands it. Reassure students that there are no correct or incorrect answers in this assessment.

Read the last two rows aloud and ask students to read along. Have students mark them according to their achievements. Encourage them to be honest and mark according to how they feel they have progressed. Provide any needed assistance.

Review

Review

1. Choose three activities and write a description of each activity.

Tell students that to put everything they learned into practice they must now choose three activities and write down their descriptions. Monitor and provide any needed assistance.

2. Taking turns, go to the front, ask questions about each activity and let the rest of your group guess the activity. Make it hard for them to guess and have fun!

Students should take turns to go to the front and have the rest of the class guess their activities. If necessary, you can do this activity in groups. Encourage other students to ask questions and try to guess.

Product

Play A Guessing Game!

Students have their materials for the guessing game ready. They can come up with their own rules for a game if they want to or they can take inspiration from the unit. Ask students to play their game with their group. You can also have two groups work together and take turns to play the other group's game. You might also want to invite each group to show the materials they made for their game and have them explain how to play their game. Monitor.

Once students have presented their product, direct students' attention to this section on their books. Read the instructions and questions along with students and make sure everyone understands what they need to do. Ask students to answer the questions. You may invite volunteers to share their answers with the rest of the class.

Draw or paste a photo of your final product. Congratulations, you finished Unit 5 successfully!

Ask students to draw or paste a photo of their final product on the space provided to end the unit. Congratulate them on their achievements.

If students have the necessary equipment available, you can encourage them to access the link in their book to learn more about describing words.

ALTERNATIVE PRODUCT

Choose three activities and write a description of each activity

Taking turns go to the front, ask questions about each activity and let the rest of your group guess the activity. Make it hard for them to guess and have fun!

<http://www.ck12.org/ck12-illustrations/word-games/describing-1>
<http://www.ck12.org/ck12-illustrations/word-games/describing-2>
<https://www.ck12.org/ck12-illustrations/word-games/describing-3>
To learn more about describing words

With your teammates, write a short note saying

Why you think this product is important

When you can use this product in your daily activities

What characteristic of this product you like the most

Draw or paste a photo of your final product

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Alternative Product

As an alternative product, you could also ask students to use their cards with descriptions to play a game in which they take turns to describe an activity to another student and he or she has to draw what is being described.

Rubric

The evaluation tool will allow you and your students to constantly assess their progress in order to improve. Assessments help you identify problem areas so that you can plan solutions on how to fix these problems.

Throughout the unit there are two sections in which you will be directed to the Evaluation Tool. Make sure you follow the instructions and complete the Evaluation Tool. It is an amazing addition to anyone's English language learning.

Circle the box with the rubric that best describes your performance

Describe an activity	I can describe the activities completely and with details and often also between cultures	I can describe activities in general with very few details and missing cultural words	I need more practice in order to describe activities
Interpretation of descriptions	I can understand descriptions about activities very well and can formulate questions to clarify the activity	I can understand the descriptions and can formulate some questions to clarify the activity	I can understand the descriptions but need more practice to formulate the questions correctly
Create	I can create descriptions for the activities and their respective questions	I can create some descriptions for the activities and their respective questions	I can create descriptions and questions but still need practice with details
The game	I am an excellent player of the guessing game	I am a good player of the guessing game	I can play the game but I make some mistakes

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UNIT

6

Asking the Right Questions

Unit Contents

Academic and Educational Environment

Social Practice:

Asks and answers questions to obtain information on a specific topic

Learning Outcomes:

- Defines aspects in a topic of interest.
- Asks questions to obtain information.
- Chooses information that answers questions about a topic.

Activate Prior Knowledge

1. How do you know something is true?
2. What questions do you ask when you want to know something about a topic?
3. Who would you like to ask questions to?

Tech Resources

<https://www.sciencenewsforstudents.org/>

<https://science.howstuffworks.com/>

This website has tips and suggestions on how to keep children safe online. It includes free resources for teachers.

Odyssey Resources

Reader: pages 15-716

Class CD: tracks 15, 17


Picture Dictionary: Activity Book, page 113

As mentioned in preliminary pages, the following ideas to guide students on how to work on the different activities and tasks as well as with the correlated reading text and which comprise each lesson in the unit, could be seen as simple instructions to follow. However, our intention was to keep each guiding suggestion easy, practical, short and simple for every teacher to understand, follow and reach the aim of the lesson plan as well as the learning outcome. We also have included an additional activity at some stages in the unit to suggest other options to enrich and give variety to the lessons. Please feel free to follow the instruction guidelines as they are. enrich them with your own ideas or add new ones. Enjoy!

Reader: *One boy and his computer*

UNIT 6

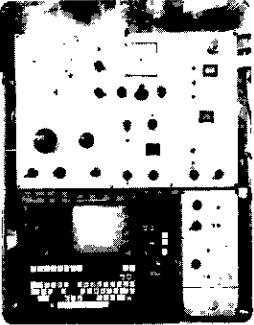
One Boy and his Computer 32



66 UNIT 6 One Boy and his Computer

Who invented the computer?

The first programmable computer was built by a German called Konrad Zuse between 1936 and 1938. He built it in his parents' living room.



Why are computers so important in schools today?

Computers are important at because children use them to research facts.

UNIT 6 One Boy and his Computer 67

 pp. 66-77

Reading is a wonderful research tool. In this unit, students will learn how to formulate questions and look for answers to research a topic of interest. The facts in this unit will assist students to expand their knowledge so that they expand their learning. In this unit you will be able to guide students to research different texts, you may want to instruct them on how to read for different purposes, for

example reading to find specific facts or data, browsing, checking to see if a resource contains specific information that they might need or that they might consider useful, background reading, focus reading, etc. This is also a great moment to support students and to help them see that we read for understanding and that the more we read, the easier it becomes.

Lesson 1

Learning Outcome: Defines aspects of a topic of interest.

1 **Read the information. Say what it is and where you would find it.**

To begin this unit, you may start by sharing some sentences about a topic that interests you, it can be anything from history to science or technology. Next, call their attention to the activity. Ask them to silently read the information and then, ask them to tell you what it is and where they would find this type of information.

AK: *Answers will vary.*

2 **Using the information from the blog to answer the questions. Compare with a partner.**

Ask a volunteer to read the instructions. Go over the questions and clarify any doubts. Have students complete the activity individually. Then, form pairs and encourage students to share and compare their answers with their partner. Invite them to talk about what they think when they hear the word science, is it similar? different? Why?. Then, invite volunteers to share their ideas with the rest of the class. Correct as needed. Invite everyone to share what they think when they hear the word science. Are opinions very different? Very similar? Why do students think this happens?

AK: *a. History section; b. technology section; c. biology section; d. student's own answers*

3 **Work with a partner. Look at the topics in Activity 1 again. Tell your partner which are the ones you find interesting and why.**


Have students work in pairs. Ask them to look at the topics in Activity 1. Tell them to discuss with their partner which is the one or ones they find more interesting and why. Invite volunteers to share any information they might know about the topics.


UNIT 6


6


6.1000


1 Read the information. Say what it is and where you would find it

 **Wa-Citopota**
Egyptian or Greek?
Carn and Culture
more

 **What Happens When a Black Hole Swallows a Star?**
What is Gravity? more.

 **Evolution: Darwin and Mendel**
What are Bacteria?
more.

 **Types of Robots**
All About
Electricity
more.



Use the information from the blog to answer the questions. Compare with a partner.

Where can you find information about past events?
Where can you find information about scientific knowledge used for practical purposes?
Where can you research different organisms?
What do you think when you hear the word science?

*** Work with a partner. Look at the topics in Activity 1 again. Tell your partner which are the ones you find interesting and why.**

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- 4 Read the title and look at the pictures. Predict what the text is about. Then, read and find out if you were correct.

Call students' attention to the activity. Tell them to look at the pictures and describe what they see. Ask them to read the title and predict what the text is about. You can write their predictions on the board. Then, you can either ask students to read silently or you can have volunteers take turns to read the text aloud. Decide if their predictions were correct or not. For more information on aerodynamics, you could visit <https://www.grc.nasa.gov/www/k-12/UEET/StudentSite/dynamicsofflight.html>.

AK: Students' own answers.

- 5 Circle the options where you think you could find more information about the topic in Activity 4. With a partner, think of other sources and exchange these ideas with the rest of the class.

Direct students' attention to the pictures. Elicit what they are. Read the instructions along with students. Ask them to complete the activity. Elicit and check. Invite students to justify their answer, e.g. because making airplanes fly is science/technology. Then, form pairs and ask students to think of other sources they think can have information about this topic. Encourage all pairs to share their ideas with the rest of the class.

AK: Science book.

- 6 Work in groups. In your notebook write a list of topics that you find interesting and think where you could find information about these topics.

Ask students to work in groups. Tell them that in this unit they will work on making a questionnaire about a topic they find interesting. Ask them to talk about topics they like and write a list in their notebooks. Encourage them to include where (sources) they could find information about the topic. Monitor and provide any needed assistance. Have students keep their lists in a safe place for future use.

Academic and Educational Environment
Defines aspects in a topic of interest

4 Read the title and look at the pictures. Predict what the text is about. Then, read and find out if you were correct.

Amo...
Time...
Read...
The...
The...
Hand...
The...
Work...
To expand your knowledge on this topic you can read pages 66 to 71 from your Reader's Book.

5 Circle the options where you think you could find more information about the topic in Activity 4. With a partner, think of other sources and exchange these ideas with the rest of your group.

The Daily News
Technology

Work in groups. In your notebook, write a list of topics that you find interesting and think where you could find information about these topics. Write your ideas next to each topic and share and compare them with your teammates.

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Enjoy Reading!

At this moment you could ask students to use their Reader's book and read pages 66-71. Then, have them answer question 1 at the end of the fact and invite volunteers to share their answers with the rest of the class.

Lesson 2

Learning Outcome: Asks questions to obtain information

1 **2** **Listen and read along. Then, as a group practice saying the questions in the text aloud. Do they sound different than other sentences? Why? 15**

You may begin by explaining that researching is investigating. Tell students that there are some topics that we need to research or investigate to find out more information so that we are able to talk about them. Direct students' attention to the activity. Tell them to listen to the audio and read along. Play Track 15 as many times as you consider necessary. Tell them to pay attention at how the questions sound. Model the questions in the text and have students repeat. Encourage students to choose one or two questions and say them aloud. Finally, discuss the questions. Do questions sound different than other sentences? Why?

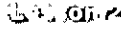
2 **Read the article in Activity 1 again. Look at the following sentences. In groups, discuss and write the wh-word next to the type of question each one asks. Follow the example.**

Explain to students that different questions let you find different kinds of information. Form groups. Ask them to look at the article and read the questions. Tell them to discuss them with their group to try to figure out the meaning of each question. Direct their attention to the example and make sure everyone understands it. Students complete the activity with their group. Invite volunteers to write the answers on the board. Check and correct as needed.

AK: *in order: how much, when, where, what, why, how far*

3 **Work in pairs. Choose one of the following topics and come up with three questions you could ask to find out more information.**

Students should work in pairs. Go over the topics and make sure everyone understands them. Ask them to choose one and to come up with three questions they could ask to find out more information, tell them to look at the information in activity 2 for help. Monitor and provide any needed assistance. You may invite volunteers to share their questions with the rest of the class.



Listen and read along. Then, as a group practice saying the questions in the text aloud. Do they sound different than other sentences? Why?

1. How long will it take to reach the top of the mountain?
 2. How many people will be there?
 3. How high is the mountain?
 4. How far is the mountain from here?
 5. How long will it take to reach the top of the mountain?
 6. How many people will be there?
 7. How high is the mountain?
 8. How far is the mountain from here?

Look at the following sentences. In groups, discuss and write the wh-word next to the type of question each one asks. Follow the example.

You can use this type of question to ask about quantify
 You can use this type of question to find out about a period of time.
 You can use this type of question to find out about a place
 You can use this type of question to find out information about things and actions
 You can use this type of question to find out the reason something happens
 You can use this type of question to find out distance

Work in pairs. Choose one of the following topics and come up with three questions you could ask to find out more information

The Universe	Money
Ancient China	The Human Body
Dinosaurs	

- 4** Work in pairs. Read the following web page and write down five questions that you can answer with the information that is on the web page.

Form pairs. Ask a volunteer to read the instructions aloud. You can ask students to read the information silently or have volunteers take turns to read it aloud. Have students come up with their five questions. Tell them to look at the questions in activity 2 for help if needed. Remind them that they should be able to answer the questions with the information in the web page. Monitor.

AK: Answers will vary.

- 5** Get together with another pair, share your questions aloud and find the answers. Finally, discuss why you think it's easier to find specific information. Share your ideas.

Have each pair get together with another pair. Ask them to share their questions. You can also invite volunteers to share their questions with the rest of the class. Next, you can have them take turns to ask and answer their questions aloud. Monitor. You may want to tell each group to discuss the question for one or two minutes and then share their ideas with the rest of the class. Finally, invite students to tell you why they think it is easier to find specific information. Accept all plausible answers.

AK: Answers will vary.

- 6** Work in groups. Take out your list of interesting topics. Select one topic. In your notebooks, write a list of questions you could ask to find out more information about the topic, and ask the questions to your teammates. Find out what they may know about the topics.

Students should work in groups. Tell them to bring out their lists of interesting topics. This time, they have to choose one topic and write a list of questions they could ask to find out more information about their chosen topic. Remind them to look at what they've practiced in this lesson. Tell students to ask their questions to their teammates to find out what they might know about the topics. Students should write down anything their teammates might know and keep the information for future use. Monitor and provide any needed assistance.

Work in pairs. Read the following web page and write down five questions that you can answer with the information that is on the web page.

World Ecosystems

An ecosystem is a specific area where different organisms live and interact together. This web page lists some ecosystems.

Forests are large areas covered with different trees. Forests in different parts of the world have different animal species and climates. For example, rainforests are located near the equator. In rainforests, the weather is hot and humid. There are many trees and bushes. Jaguars, monkeys and birds live in rainforests.

The tundra is the coldest ecosystem in the world with a lot of snow and ice. The word tundra comes from the word tunturia, it means "level plain". An example of the tundra is the North Pole.

More than 1,000 animal species grow in the tundra. Animals like polar bears, walrus and arctic foxes live in the tundra. There are few or no trees in the tundra.

There are deserts in America, Australia and Asia. Deserts are very dry and have little rain. There are cacti in the desert. Desert plants like cacti store water to survive. Snakes, insects and lizards live in the desert. The Bedouin are a group of nomadic Arab people that live in the desert regions of North Africa.

Get together with another pair, share your questions aloud and find the answers. Finally, discuss why you think it's easier to find specific information. Share your ideas.

Work in groups. Take out your list of interesting topics. Select one topic. In your notebooks, write a list of questions you could ask to find out more information about the topic and ask the questions to your teammates. Find out what they may know about the topic.

Go to page 67. Read the instructions and mark the list of statements according to your performance.

Assess your progress!

Have students go to page 67 on their books. Call students' attention to the assessment. Read the instructions aloud and make sure students understand what they need to do. Read the first three statements aloud and ask students to read along. You can ask students to think about their progress before they answer. Encourage them to be honest and mark according to how they feel they have progressed. Provide any needed assistance.

Useful Information

Peer feedback helps students focus on the positive aspects of their work before pointing their areas of improvement. You can teach students how they can phrase things constructively so they show themselves as respectful peers who are willing to support their classmates. Peer feedback also helps students build their self-esteem and develop their critical thinking skills.

Lesson 3

Learning Outcome: Chooses information that answers questions about a topic.

Listen to and read the conversation. Then, say what it is about. 16

Tell students you will now listen to and read a conversation. Play Track 16 as many times as you consider necessary. Then, invite students to tell you what it is about. Students might mention that it is about research, about bats, about questions, etc.

Work with a partner. Read the conversation again and answer the questions. Do you have more information on bats? Do you like this topic? Exchange ideas and impressions with others.

Invite a volunteer to read the instructions aloud. Go over the questions and make sure everyone understands them. Ask students to read the conversation again and answer the questions in pairs. Monitor. Then, form pairs and encourage students to share their ideas with their partner. Are they similar or different? Why? Next, ask the questions to elicit students' opinion. Invite volunteers to share any other information they might know about bats and invite them to say if they like the topic or not. You can do this in pairs, as a class or divide the class into groups. Encourage everyone to participate.

AK: *Students' own answers.*

Work in pairs. Find out what your partner chose as a topic to research and what information he/she already has. Follow the conversation in activity 1 as an example.

Form pairs. Ask students to talk about the interesting topic they chose to write questions about. Encourage them to ask and share with their partners if they have already found information about their topic or not. Tell them they can use the conversation in activity 1 as a model. Monitor.

AK: *Answers will vary.*

1 2 3 4 5 6

Listen to and read the conversation. Then, say what it is about.

Pedro: Hi, Laura. What are you doing?
Laura: Hi, Pedro. I am working on my research project for English class.
Pedro: Oh I have to finish mine too. What topic did you choose?
Laura: I chose bats!
Pedro: Bats? You mean the animal?
Laura: Yes. I think bats are fascinating. Did you know that bats are mammals?
Pedro: Yes. I did know that. Have you found a lot of information?
Laura: Oh yes! I went to the library and read two different encyclopedias. Then, I found a biology book that also had some information and then I was lucky enough to find a book about mammals that had a huge bat section.
Pedro: That's amazing. What other interesting things have you learned?
Laura: I found out that there are bat fossils that are around 50 million years old and apparently the skeletons look very similar to bats today.
Pedro: Wow! So bats haven't changed much over the years.
Laura: Exactly! And did you know that bats have a thumb and four fingers, just like humans?
Pedro: Really?
Laura: Yes! And they can use their wings to hold fruit or insects while eating.
Pedro: I didn't know there was so much interesting information about bats.
Laura: There is and I still want to use the internet to find out more information for my presentation.
Pedro: I can't wait to see your presentation and find out more!

Work with a partner. Read the conversation again and answer the questions. Do you have more information on bats? Do you like this topic? Exchange ideas and impressions with others.

What do you know about bats?

What sources of information do you use for your research? Are they similar to the ones mentioned in the conversation?

Do you use the internet for research? Why? Do you think the internet is a good source of information? Why?

Work in pairs. Find out what your partner chose as a topic to research and what information he/she already has. Follow the conversation in activity 1 as an example.

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Useful Information

Using delayed feedback enables students to learn from their mistakes without interfering with fluency or oral activities. If we interrupt students to correct them on the spot, they may lose confidence or motivation to participate. Some of them may even stop speaking for being afraid to make mistakes and be corrected. However, students should know that they will make mistakes and this is part of the learning process.



Look at Laura's progress. Some of the questions she has answered are missing. In pairs talk about the information you can find out with each question. Work together to write the questions in the correct section.

Ask a volunteer to read the instructions aloud. Go over the questions in the box. Make sure everyone understands what needs to be done. Form pairs. Ask students to look at each question and determine the type of information you can find with the question, then ask them to write them where they belong. Monitor and provide any needed assistance. If you see that students are struggling, you may form groups and have them work with together to complete the activity. To check, have volunteers take turns to read Laura's illustrated diary aloud.

AK: *Why are bats mammals?; What are bat wings like?; What do bats use their wings for?; Are bats blind?; Do all bats use echolocation?*



Work in pairs. Write down in your notebook, two more questions Laura could answer to expand her research.

Tell students to think about Laura's research topic and come up with two more questions that Laura could use to expand her research in their notebooks.

Invite volunteers to share their questions with the rest of the class.

AK: *Answers will vary.*



Work in groups. Take out your list of questions to find out more information about your chosen topic. Come up with ideas to illustrate your questions. On separate sheets of paper, rewrite your questions and illustrate them. Then, discuss and determine the sources of information you will use and write down some sentences to explain how you are going to look for the information you need to answer your questions.

Subproduct

Have students work in groups. Ask them to take out their lists of questions about their topic and ask them to come up with ideas to illustrate their questions. On separate sheets of paper, ask them to rewrite their questions and illustrate them. Then, ask them to discuss and choose the sources of information that they will use to answer their questions. Tell them to write down some sentences to

Look at Laura's progress. Some of the questions she has answered are missing. In pairs talk about the information you can find out with each question. Work together to write the questions in the correct section.

What are bat wings like? Why are bats mammals?
 Are bats blind? Do all bats use echolocation?
 What do bats use their wings for?

Bats are mammals because they have warm blood. They also have fur and they nurse their babies with milk.
 What makes bats unique?
 Bats are the only mammals that can fly.

Bat wings have two layers of skin that stretch over the arm and fingers.
 How many fingers do bats have?
 Bats have a thumb and four fingers, just like humans.


Bats use their wings to fly and to hold fruits and insects while eating.

Bats aren't blind. They can see very well during the day, but they hunt at night!

Work in pairs. Write down in your notebook, two more questions Laura could answer to expand her research.

Work in groups. Take out your list of questions to find out more information about your chosen topic. Come up with ideas to illustrate your questions. On separate sheets of paper, rewrite your questions and illustrate them. Then, discuss and determine the sources of information you will use and write down some sentences to explain how you are going to look for the information you need to answer your questions.

To expand your knowledge on this topic, you can read pages 72 to 77 from your Reader's Book.



explain how they are going to look for the information they need to answer their questions, e.g. I am going to use a science book and look for information about gravity.

AK: *Answers will vary.*

Enjoy Reading!

At this moment you could ask students to use their Reader's book and read pages 72-77. Then, have them answer question 2 at the end of the fact and invite volunteers to share their answers with the rest of the class.

Lesson 4

Learning Outcome: Chooses information that answers questions about a topic

1 **Read and answer: Where would you find an article like the one below? Share your ideas with your group. Do your classmates think the same as you?**

To introduce the lesson, you could invite students to share what they know about the solar system, stars, comets or anything else they might know about the solar system. Call students' attention to the activity and encourage them to describe the picture. You can ask students to silently read the text or you can have volunteers take turns to read the text aloud. Clarify the meaning of any unknown words. Then, as a group discuss and determine where you would find an article like the one they just read.

AK: a magazine.

2 **Read the article again. Underline the words that you think give you the most important details about Betelgeuse. Share them with the rest of the class.**

Read the instructions along with students, make sure everyone understands what needs to be done. Have students complete the activity individually. Then, form pairs and ask students to compare their work. Tell them they can work together to complement what they've done. Elicit ideas from different students and see what your students consider to be relevant information.

AK: Answers will vary.

3 **Work in pairs. On a separate sheet of paper, write down three questions that you can answer using the information in the article in Activity 1. Give the questions to your partner and ask him/her to answer them, then, check the work.**

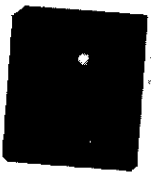
Ask students to use a separate sheet of paper. They should write their names and then write down three questions that can be answered with the article in Activity 1. Monitor and provide any needed assistance. Ask them to exchange the questions with their partner and have them answer them. Then, students should work with their partner to check the work.

1 **Read and answer: Where would you find an article like the one below? Share your ideas with your group. Do your classmates think the same as you?**

Stars that are eight times the size of our sun will burn for 100 million years. Betelgeuse is a red supergiant star that is 100 million years old. It is 100 million years old and is 100 million years old. It is 100 million years old and is 100 million years old. It is 100 million years old and is 100 million years old.

2 **Read the article again. Underline the words that you think give you the most important details about Betelgeuse. Share them with the rest of the class.**

3 **Work in pairs. On a separate sheet of paper, write down three questions that you can answer using the information in the article in Activity 1. Give the questions to your partner and ask him/her to answer them. Then, check the work.**



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- 4** - Continue working with your partner and write new questions and the answers in the space below. Finally, copy the questions on a blank sheet of paper and exchange it with another pair. Ask them to find out the information and answer the questions.

Students continue working with a partner. Ask students to write new questions and their corresponding answers in the space in their book. Have them copy the questions on a blank sheet of paper and ask them to exchange it with another pair. Students should find the information to answer the questions. Monitor and provide any needed assistance.

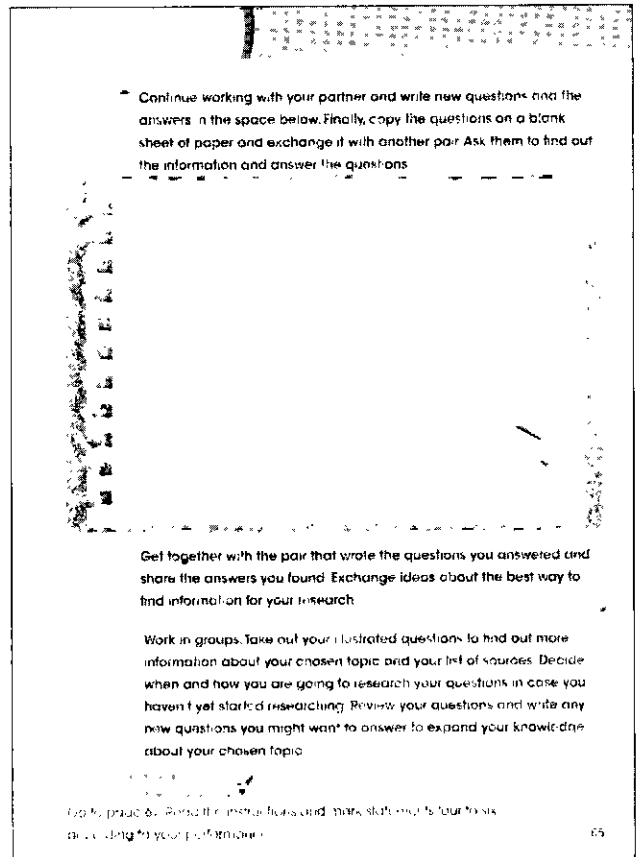
- 5** - Get together with the pair that wrote the questions you answered and share the answers you found. Exchange ideas about the best way to find information for your research.

Now, have each pair get together with the pair that they exchanged their questions with. Ask them to share the answers they found. Encourage them to discuss the topic and the answers in English. Tell them to exchange their ideas about the best ways to find the information they need for their research. You can invite volunteers to share their questions, answers and ideas with the rest of the class. You can even share your own research experience with them if you consider it useful and appropriate.

- 6** - Work in groups. Take out your illustrated questions to find out more information about your chosen topic and your list of sources. Decide when and how you are going to research your questions in case you haven't yet started researching. Review your questions and write any new questions you might want to answer to expand your knowledge about your chosen topic.

Ask students to work in groups and take out their illustrated questions and their lists of sources. Encourage them to determine their research strategy and ask them to look for information if they haven't started yet. Tell them they will need to answer these questions. Ask them to review their questions and write any other questions that they might want to research about their topic. Monitor and provide any needed assistance.

AK: Answers will vary.



Assess your progress ✓

Have students go to page 67 on their books. Call students' attention to the assessment. Read the instructions aloud and make sure students understand what they need to do. Read the last three statements aloud and ask students to read along. You can ask students to think about their progress before they answer. Encourage them to be honest and mark according to how they feel they have progressed. Provide any needed assistance.

Subproduct

Review

Take your illustrated list of questions home. Find and get all your chosen sources of information and research your questions. Write down all the answers. You can share your work with your family and explain how you researched and found the answers. Bring your findings and answers the following class to check with your group and your teacher.

Tell students to take their illustrated questions home and use their chosen sources to research their answers. They have to write down the answers. Tell them they can share their work with family members and explain how they researched and found the answers. Remind them to bring back their questions to share their findings and answers and check with their classmates and yourself.

Product

Questions to Obtain Information


Tell your students to decide how to present their illustrated questions. It can be glued onto cardstock or perhaps they want to rewrite them and illustrate them on a large piece of construction paper. Allow them to choose. To present their questions, invite students to talk about their topic to their classmates, encourage others to ask questions. You can put up the illustrated questionnaires up on the classroom walls for everyone to read and learn new information.

Once students have presented their product, direct students' attention to this section on their books. Read the instructions and questions along with students and make sure everyone understands what they need to do. Ask students to answer the questions. You may invite volunteers to share their answers with the rest of the class.

If students have the necessary equipment available, you can encourage them to access the link in their book to learn more about interesting topics they can research.

Read and understand

Take your illustrated list of questions home. Find and get all your chosen sources of information and research your questions. Write down all the answers. You can share your work with your family and explain how you researched and found the answers.



Bring your findings and answers the following class to check with your group and your teacher.

<http://kids.safelibrary.com>
<http://www.safelibrary.com>
to learn more about interesting topics you can research.

With your teammates, write a short note saying

- Why you think it is product is important
- When you can use this product in your daily activities
- What characteristic of this product you like the most

Draw or paste a photo of your final product

66

Draw or paste a photo of your final product. Congratulations, you finished Unit 6 successfully!

Ask students to draw or paste a photo of their final product on the space provided to end the unit. Congratulate them on their achievements.

Alternative Product

As an alternative product, you could also ask students to use the information they gathered with their questions to write a paragraph and create a magazine or web page article that you can put together to create the "4th Grade Research Magazine".

Self-evaluation card

The evaluation tool will allow you and your students to constantly assess their progress in order to improve. Assessments help you identify problem areas so that you can plan solutions on how to fix these problems.

Throughout the unit there are two sections in which you will be directed to the Evaluation Tool. Make sure you follow the instructions and complete the Evaluation Tool. It is an amazing addition to anyone's English language learning.

Evaluation Tool			
Read the statements, check the column that best shows what you are able to do. After finishing your assessment, think about how you can improve your results.			
	1 point	2 points	3 points
1. Choose a topic and introduce it.			
2. Explain question words.			
3. Make questions from a sentence.			
4. Ask questions about it with the correct intonation.			
5. Find keywords to ask the answer questions.			
6. Answer questions with the correct intonation.			

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UNIT 7

Letters to a Friend

As mentioned in preliminary pages, the following ideas to guide students on how to work on the different activities and tasks as well as with the correlated reading text and which comprise each lesson in the unit, could be seen as simple instructions to follow. However, our intention was to keep each guiding suggestion easy, practical, short and simple for every teacher to understand, follow and reach the aim of the lesson plan as well as the learning outcome. We also have included an additional activity at some stages in the unit to suggest other options to enrich and give variety to the lessons. Please feel free to follow the instruction guidelines as they are, enrich them with your own ideas or add new ones. Enjoy!

Unit Contents

Familiar and Community Environment

Social Practice:

Shares and compares personal experiences.

Learning Outcomes:

- Explores letters with personal experiences.
- Interprets personal experiences in letters.
- Writes and answers to letters with personal experiences.

Activate Prior Knowledge

1. What type of personal experiences do you share with your friends and family?
2. Do you think people write letters or not? Why?
3. What do you think is the best way to share your personal experiences?

Tech Resources

<http://www.readingrockets.org/article/introduction-letter-writing>

<http://www.teachkidshow.com/teach-your-child-how-to-write-a-letter/>

This website has tips and suggestions on how to keep children safe online. It includes free resources for teachers.

Odyssey Resources

Reader: pages 78-89

Class CD: tracks 17, 18


Picture Dictionary: Activity Book, page 114

Reader: *Pen Pals*

UNIT
7


Pen Pals 33

The English teacher at the Benito Juarez school thought it was a good idea for the children in her class to have pen pals in another part of the world. The children thought it was a good idea too. The school contacted Summer Hill Elementary School in the United States and the children started writing to their new pen pals.



pen pals (n) friends who live in other countries and with whom you keep in touch through letters

Lupita's first letter was from a boy called Ian. It was a short letter.



Ian sent Lupita a picture of his dad's sheep.

78 UNIT 7 Pen Pals

UNIT 7 Pen Pals 79

 pp. 78-89

As mentioned previously, reading is an essential part of learning any language and it is also a sequential skill. This means that each new skill helps the student master the skills he or she previously learned. Reading develops the mind and expands vocabulary. It also provides students with examples of grammar, spelling, vocabulary and the use of the English language, which will help them express themselves better.

In this unit, students will need to apply their knowledge to read and write letters. Letters can also be amazing

storytelling tools because they can talk about characters, evoke feelings and create meaning; all these elements while still being easy to understand, especially when written in a friendly manner. This unit's story will allow students to experience a little bit more of the storytelling power of letters.

Throughout the unit you will find opportunities to direct your students to their Reader's book. You may choose to read at that moment or do so when it is most appropriate and beneficial for your class and your students.

Lesson 1

Learning Outcome: Explores letters with personal experiences.




Listen and read along. What do you think about letters? Do you ever write letters to friends? In groups, share your ideas. 17

To introduce the lesson, ask: *Do you have friends or family that live in other places?* Have students to work in pairs to talk about their friends and/or relatives that live in other places. Allow some time for students to talk about the places their friends and relatives live in and prompt them to talk about how often they see these people or if they see them at all. Encourage students to talk about how they communicate with them. Call students' attention to the first activity. Have students look at the image and describe what they see. Then, tell them that they are going to read a letter that Sandy wrote to Gaby as they listen. Ask them to find out if Sandy is happy or sad. Play Track 17 and walk around the classroom to make sure all students are reading and listening, then ask: *Is Sandy happy or sad? (happy) Why? (Because the city is modern and beautiful).* Then, form groups and ask students to share their opinion about writing or receiving letters. Invite them to share if they ever write letters to friends. Remind them to speak in English. Monitor. Invite volunteers to share how they communicate with their friends with the rest of the class.

2 Answer the questions in your notebook. Discuss as a class.

Ask students to read the questions in Activity 2, invite one volunteer to read the questions out loud and clarify any doubts they have. Ask them to work individually to read the letter in Activity 1 again and answer the questions in Activity 2. Walk around the classroom and make sure students write complete answers. You can first ask students to compare their answers with a partner and then discuss them as a class or you can just invite volunteers to share their answers. Encourage students to justify their answers by asking some more questions, e.g. How do you know how Sandy feels? What lets you know how Sandy communicates with Gaby? How can you know that the information is personal?, etc.

AK: Students' own answers./ Suggested answers: happy/ through a letter personal.



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Listen and read along. What do you think about letters? Do you ever write letters to friends? In groups, share your ideas.

August 20th
Dear Gaby
Hi I miss you already. We are now in our new apartment. It is really tiny, very different from our house in Guadalajara! We don't have many things here. Only our beds, and a dining table with four chairs. Mom says we will buy other things later. There is only one week left before I have to start school. My mom starts her new job on the same day. After unpacking our clothes we have plenty of time to wander around the city. I have to say that it is very modern and very beautiful.
I'm sending you a big hug,
Sandy

Answer the questions in your notebook. Discuss as a class.

- How does Sandy feel?
- How does Sandy communicate with Gaby?
- Is the information in the letter personal or what kind of information is it?

Talk with your classmates about Sandy's experience moving to a new place. Share any similar experiences with your classmates. Do you ever share a personal experience in a letter?

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3 Talk with your classmates about Sandy's experience moving to a new place. Share any similar experiences with your classmates. Do you ever share a personal experience in a letter?

Form groups and read the instructions along with students. Encourage students to talk about Sandy's experience. What do they think about it? What does she share? Then, invite them to share any similar experiences with their classmates. Then, read the question and encourage them to share if they ever share personal experiences in letters. You may share your own experience too.

Additional Activity

As a follow-up for Activity 3, have students work with their groups to write a list of feelings they identify in the different experiences they shared. Then, ask them to divide these feelings into positive, neutral and negative feelings. Have them share their lists with members from other teams before inviting a few volunteers to share their lists with the class.

- 4** Listen and read along. Discuss with your class: How can you know when Sandy tells a bad experience? What words or expressions can you use to talk about a bad experience?

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Direct students' attention to activity 4. Have students look at the image and describe what they see. Then, tell them that they are going to read a letter that Gaby wrote to Sandy as they listen. Before playing Track 18, ask students to make predictions on Sandy's letter. Accept any contributions students give. Ask them to identify the main idea in the letter. Play Track 18 and walk around the classroom to make sure all students are reading and listening, then prompt them so that they discuss some aspects of the letter, e.g. *How does Sandy feel now? (Sad) Why? (Because she misses her friend and because it is hard for her to understand English) Was there an important event in Sandy's life? (Yes, it was her first day of school).* Finally, ask the questions included in the instructions (How can you know when Sandy tells a bad experience? What words or expressions let you know she talks about a bad experience?) and encourage students to share their opinions, act as a moderator.

- 5** Work with a partner. Look at the code and circle the parts in the letter in Activity 4.


Direct students' attention to the code in the activity. Elicit what each color represents. Form pairs and have students complete the activity. Monitor. Then, have each pair get together with another pair and ask them to compare their answers. To check, you can either elicit the parts of the letter or you can copy the letter on the board and have volunteers label it. Correct as needed.

- 6** Work in groups. Write a list of words and expressions that you can include in each part of the letter. With the help of your teammates exchange ideas on good and bad experiences you can write about in a letter add any more words and expressions you can use for this purpose to your list.

Form groups. Read the instructions along with students. Make sure everyone understands what needs to be done. Ask students to look at the letters in the lesson and identify the words or expressions that are repeated in the letters. Ask them to look at the letter that they color-coded in Activity 4. Remind them

Familiar and Community Environment
Explores letters with personal experiences.

4 Listen and read along. Discuss with your class: how can you know when Sandy tells a bad experience? What words or expressions can you use to talk about a bad experience?



Aug 1st 27th

Dear Gaby

Hi Gaby was my first day at school. It was awful. Sometimes it was hard for me to understand English. My mom says that I will get used to it very fast, but I feel silly now. My teacher is very nice but some kids made fun of me, because I asked her to repeat the same question three times. I wish I could be in Gundulajara with you!

I miss you so much,
Sandy

5 Work with a partner. Look at the code and circle the parts in the letter in Activity 4.

 = heading
 = signature
 = body
 = greeting
 = closing

6 Work in groups. Write a list of words and expressions you can include in each part of a letter. With the help of your teammates, exchange ideas on good and bad experiences you can write about in a letter. Add any more words and expressions you can use for this purpose to your list.

In your Reader's book, enjoy reading pages 75 to 83. Then answer questions 1 on page 89 at the end of the story.

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to identify the parts of the letter. Then, ask them to write a list of useful words and expressions that they will be able to use to write their letters. You can ask them to organize these expressions in the order in which they appear in the letters, e.g. heading, greeting, body, closing, signature. They can also choose to organize their list as they consider most useful. Students should also exchange ideas on good and bad experiences you can write about in a letter and add the words and expressions that they can use for this purpose. Monitor and provide any needed assistance. Remind students to keep their list in a safe place for future use.



At this moment you could ask students to use their Reader's book and read pages 78-83. Then, have them answer question 1 at the end of the story and invite volunteers to share their answers with the rest of the class.

Lesson 2

Learning Outcome: Interprets personal experiences in letters.



Read the letter. Circle the correct option. Share what you think about the letter with your class.

To begin the lesson you could ask students to share if they have ever sent or received a letter and invite them to share who sent them the letter or to whom they sent a letter. Call students' attention to the picture and encourage them to describe what they see. Ask a volunteer to read the instructions aloud. You can ask students to silently read the letter or you can have students take turns to read the letter aloud. Then, direct their attention to the statements below the letter and ask students to read and answer them. Elicit answers and see if everyone agrees. Check and correct as needed. Encourage students to take turns to share what they think about the letter.

AK: a; b.



Read the letter again. Answer the questions below. Share your answers in groups.

Ask students to read the letter once more. Then, go over the questions. Make sure everyone understands them. Ask students to answer the questions. Then, form groups and encourage students to share their answers. Invite them to see if they all figured out the answers by looking at the same information or not. Encourage them to share these findings with the rest of the class too. Ask the questions and elicit answers from volunteers. See if everyone agrees.

AK: *Answers may vary. Suggested answer: about personal experiences; because Daniel writes about the things he does.*

Let's Do It!

Read the letter. Circle the correct option. Share what you think about the letter with your class.

Waterford, Ireland
June 1st

Dear Juan

Thanks for writing. I hope you are doing fine. My name is Daniel, and I live on a farm in Ireland. I live here with my family, my parents, a brother and two sisters. My baby sister Megan is only one year old and she is very funny. Living in the country is great! We raise some farm animals in our farm. I help my parents when I am not at school.

On weekends we always go to visit my grandparents. Last Saturday it was particular. It was my grandma's birthday. We had a big party there was a special dinner. We had Irish stew, a traditional Irish dish and apple cake. It was delicious! We had a very good time.

What about you? Tell about the place where you live. All the best.

Daniel

The letter is . . .

- a reply to another letter.
- the letter is the first letter a person writes.

Juan and Daniel . . .

- are friends from school.
- don't know each other.

Read the letter again. Answer the questions below. Share your answers in groups.

What's the letter about?

How do you know?

Individually underline the sentences that let you answer. Then, compare with a partner.

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Individually underline the sentences that let you answer. Then, compare with a partner.

Tell students to read the letter one more time and underline the sentences that contain the information that allowed them to answer the questions. Monitor. Then, form pairs and ask students to compare their answers. Invite volunteers to share the sentences they underlined and see if everyone agrees.

AK: *Answers may vary: we raise animals; last Saturday (...); we had a big party.*

4 Read the letter. Then, in pairs discuss the questions.

Call students' attention to the picture and elicit what it is. Ask students to individually read the letter. Then, form pairs. Go over the questions and make sure everyone understands them. Have students discuss the questions. Invite students to share their answers with the rest of the class if they want to.

5 Make a list of your summer experiences and exchange it with a partner.

Call students' attention to the activity. Ask them "When is summer?" and encourage them to answer. Share some of your summer experiences for context. You could also encourage them to remember the experiences shared in the letter in activity 4. Ask them to think of their experiences in the summers and write them down. Then, form pairs and have students exchange their experiences with their partners. Encourage them to talk about them and see if they are similar or different.

AK: Answers will vary.

6 Work in groups. Think of some of your most interesting experiences. Make a list in your notebooks. Share your list with your group.


Tell students that this unit they will write a letter with their personal experiences. Encourage them to think of the most important thing they need for this product (personal experiences). Ask them to work in groups. Encourage them to share their most interesting experiences with their teammates and then ask them to make a list of these experiences in their notebooks. Finally, tell them to show their group the experiences they wrote down. Monitor and provide any needed assistance.

Subproduct

Read the letter. Then, in pairs discuss the questions.

May 3rd

Hi Pilar,
I hope you are well. I'm having a wonderful time here in Veracruz. The weather is beautiful.
Yesterday morning we went swimming in the sea. I also saw a crab on the beach. It was so cool! In the afternoon we visited the aquarium. We saw sharks, a manatee and penguins. It was amazing!
In the evening we had dinner in a typical restaurant downtown. I had rice, fish and vanilla ice cream. It was delicious!



See you soon.
Jaime

How was Jaime's experience like?
How are your experiences in summer anything similar to Jaime's experience?
What do you usually do in the summer?

Make a list of your summer experiences and exchange it with a partner.

Work in groups. Think of some of your most interesting experiences. Make a list in your notebooks. Share your list with your group.

Go to page 77 at the end of this unit and check what you know. Answer number 1.

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Assess your progress!



Have students go to page 77 on their books. Call students' attention to the assessment. Read the instructions aloud and make sure students understand what they need to do. Read the first statement aloud and ask students to read along. You can ask students to think about their progress before they answer. Encourage them to be honest and mark according to how they feel. Then, ask them to think of things they can do to improve and write them down. Provide any needed assistance.

Lesson 3

Learning Outcome: Writes and answers to letters with personal experiences.



Read the letter. Number the events in order. In pairs, share if you have similar experiences.

With books closed, write the word *Birthday* on the board and elicit a few words related to birthdays. Then, divide the class into pairs to talk about their birthday experiences; good and bad experiences. Next, call their attention to the activity. Say that they are going to work individually to number the events in order. Have them start with the task and walk around the classroom as they read and write the numbers in the boxes. Ask students to work in pairs to compare their answers. Ask them to tell their partner if they have had similar experiences. Remind them to speak in English. Monitor. Elicit their answers in open class and write them on the board. You can also invite volunteers to share the similar experiences they might have had.

AK: *First we swam in the pool. We played with a ball in the pool. Then, we made pizzas for lunch. We were so hungry and thirsty. Next, we hit the piñata. We were so excited. We all wanted to break the piñata. The piñata was full of delicious candy. Finally we had cake. It was a big chocolate cake.*



Read the letter again and underline the words that helped you put the events in order. Compare your answers with a partner.

Direct students to the words from the box in Activity 2 and ask a volunteer to read the instructions out loud. Elicit one of the words that helped them put the events in order and write it on the board. Then, have students work individually to underline the rest of the words. Ask students to work in pairs to compare their answers before sharing them with the class.

AK: *Answers may vary. Suggested answers: First, Then, Next, Finally*



In pairs, discuss the following questions.

Form pairs. Read the questions along with students. Ask them to discuss them with their partner. Then, have volunteers share their answers, encourage everyone to say if they agree or not. Elicit the words that let them know how Tim was feeling.

AK: *Answers may vary. Suggested answers: happy; yes, because nobody was angry or bored.*

Unit 7 Letters to a Friend

Read the letter. Number the events in order. In pairs, share if you have similar experiences.

November 22nd

Hi Aurora

I hope you are well! I am very happy because I just turned 12! I had a very special birthday party last week. I was so happy

We played with a ball in the pool.

We all wanted to break the piñata

We were so excited!

Then, we made pizzas for lunch

First, we swam in the pool

Next, we hit the piñata

It was a big chocolate cake.

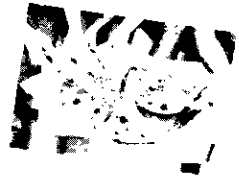
The piñata was full of delicious candy

We were so hungry and thirsty

Finally, we had cake

Everybody had lots of fun. Nobody was angry or bored. I missed you at the party.

Take care,
Tim



Read the letter again and underline the words that helped you put the events in order. Compare your answers with a partner.

In pairs, discuss the following questions

How did Tim feel?

Did everybody have a good time? How do you know?

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Additional Activity

You can have students work in groups and have them share how they felt on their last birthday. Did they have fun? Did the other people have fun? How did they feel?

- 4 Think of an important event in your life and write a letter. Remember to express how you felt (for help you can use the feelings below) and include the parts of the letter, but don't sign it. Your teacher collects the letters and gives you one. Find the classmate who wrote the letter you received. Walk around asking questions on the information in the letter and guess who the student is. Have fun and good luck!

Direct students' attention to the activity. Ask them to look at the pictures and tell you what they see (people showing different feelings). Encourage them to mention the feelings they see. Ask a volunteer to read the instructions aloud. Have students complete the activity individually in their notebooks on a page they can rip off or a separate sheet of paper. Remind them not to sign the letter. Collect the letters and hand them out to random students. Then, allow students to mingle and find out who wrote the letter they got. Monitor and provide any needed assistance.

- 5 Now, answer the letter you received and express how you felt when doing activity 4. Also you can tell your friend more about what you like or don't like, activities you do in the afternoon with friends or at home.

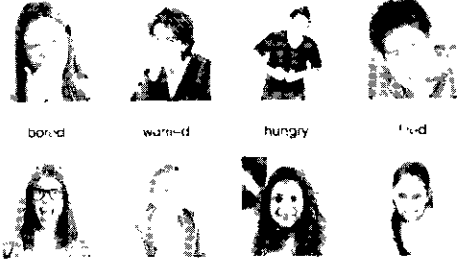
Now, ask students to answer the letter they received. Encourage them to express how they felt while completing activity 4. Invite students to share as much as they want in their letters. Monitor and provide any needed assistance.

- 6 Work in groups. In your notebooks, use your lists of useful words and expressions and interesting experiences, add important events to it. Choose the ones you want to talk about in a letter. Decide who your letter is for. Write a first draft of your letter. Remember that you must start your letter with a greeting, then write the body and finally end your letter.

Have students work in groups. Read the instructions along with students and make sure everyone understands what needs to be done. Ask students to use their lists from previous subproduct sessions and ask them to add important events to their lists. Students should, individually, choose what they want to talk about in a letter and decide to whom they'll send this letter to. Have them write their first draft of the letter in their notebooks. Remind them of the parts of the letter and encourage them to look

Subproduct

Think of an important event in your life and write a letter. Remember to express how you felt (for help you can use the feelings below) and include the parts of the letter, but don't sign it. Your teacher collects the letters and gives you one. Find the classmate who wrote the letter you received. Walk around asking questions on the information in the letter and guess who the student is. Have fun and good luck!



bored worried hungry tired

scared thirsty happy angry

Now, answer the letter you received and express how you felt when doing activity 4. Also you can tell your friend more about what you like or don't like, activities you do in the afternoon with friends or at home.

Work in groups. In your notebooks, use your lists of useful words and expressions and interesting experiences, add important events to it. Choose the ones you want to talk about in a letter. Decide who your letter is for. Write a first draft of your letter. Remember that you must start your letter with a greeting, then write the body and finally end your letter.

In your Reader's book, after reading pages 84 to 88, think and answer question 2 on page 89 at the end of the story.

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at examples of letters in the unit if necessary. Encourage students to help each other within their groups. Monitor and provide any needed assistance.

Enjoy Reading!

At this moment you could ask students to use their Reader's book and read pages 84-88. Then, have them answer question 2 at the end of the story and invite volunteers to share their answers with the rest of the class.

Additional Activity

Prepare some cards with the following words (*angry, bored, excited, hungry, interested, scared, surprised, thirsty and tired*). Put the cards upside down on your desk. Divide the class into two large groups and ask a student from one of the teams to come to the front of the class and choose card. Tell the student to act out the emotion they read so the team guesses. If the team guesses in less than 30 seconds, they get a point. If they don't, the other team has a chance to guess to get the point. Have teams take turns to act out and guess the emotions.

Lesson 4

Learning Outcome: Writes and answers to letters with personal experiences.

1 Read the letter. Answer the questions.

Call students' attention to the picture and invite them to tell you what they see. Next, ask students to read the letter. They can do so individually or you can have students take turns to read them aloud. Then, go over the questions and make sure everyone understands them. Have students answer the questions. Elicit the answers from volunteers. Check and correct as needed.

2 Classify the words or phrases depending on how you use them. Share with a partner the ones you want to use in a letter.

Ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Students have to read the words and match them to the correct circle. Monitor. Draw two big circles on the board and label them. To check answers, have volunteers write the expressions on the correct circle on the board. Correct as needed. You can then form pairs and ask students to think of the letters they are writing or the ones they are going to write and choose the words or phrases they would like to include in their letters.

AK: *Greetings: hello, hi, dear; Closings: I'm sending you a big hug, I miss you so much, all the best, see you soon, take care.*

3 Read Laura's letter again and circle the punctuation marks in red. Underline the words that join ideas in green. With your class discuss why you think they can be useful.

Read the instructions along with students and make sure they understand them. Ask students to read the letter again and complete the activity. Elicit what punctuation is and an example of words that join ideas, e.g. period, and. Monitor. You can have students compare their answers with a partner and then elicit the punctuation marks and linking words they found. Then, invite students to think and share why they think linking words and punctuation marks can be useful. Encourage them to speak in English, but if they can only express their ideas in their mother tongue allow them to do so. Say what they said in English and encourage them to repeat after you. Accept all plausible ideas.

Lesson 4

Read the letter. Discuss and answer the questions with a partner.

July 27th

Dear Sue

I hope you're well. I am so excited because I have just come back from my vacation.

We went to Chihuahua, in the north of Mexico. We took a train to visit the Copper Canyon. We visited a huge natural park. My brother, Carlos and I went hiking and horseback riding. It was amazing! We saw a waterfall and a handicrafts museum.

In the mornings it was warm but at night it was a little bit cold. The food was good. We ate roasted goat, dried beef and wheat-flour tortillas.

What about you? Where did you go on holidays?

Write back soon –

Lots of love

Laura



How can you know Laura writes a letter?

What are some words or expressions that you always use in a letter?

What things can you write about in a letter?

Classify the words or phrases depending on how you use them. Share with a partner the ones you want to use in a letter.

Hello

I'm miss

you so much..

All the best

Take care

I'm sending
you a big hug

See you
soon.

Dear

Hi

Read Laura's letter again and circle the punctuation marks in red. Underline the words that join ideas in green. With your class discuss why you think they can be useful.

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4 Work together with a partner and discuss the following questions. Make some notes.

Form pairs. Go over the instructions and questions along with students. Ask them to discuss the questions and make their notes.

AK: *Students' own answers.*

5 Continue working in pairs. Discuss and determine how a person knows who the letter is for and who sent it. What can happen if you didn't include these details?

Students could continue working with the same partner or you could assign them a new partner. Read the instructions aloud along with students. Have them discuss with their partner. Invite volunteers to share their ideas with the rest of the class.

AK: *Answers will vary.*

6 Work in groups. Take out the draft of your letter. Discuss and answer the following questions to organize your ideas. Make sure that your letter includes the necessary information. Make any necessary changes. Then, individually write the final draft of your letter.

Subproduct

Students should work in groups. Go over the instructions and questions along with students and clarify any doubts. Ask students to take out the drafts of their letters. You can tell them to first work together to answer the questions. Then, ask them to look at the letters and verify that they've included everything they need to include in their letters. Have them add any new experiences or details that they consider are missing from their letters. Encourage them to help each other within their groups. When they are finally sure that their letter is ready, ask them to write the final draft of their letter. Monitor and provide any needed assistance.

Work together with a partner and discuss the following questions. Make some notes.

Is it important to use punctuation marks? Why?

Why do you think that words that join ideas are important in a letter?

Continue working in pairs. Discuss and determine how a person knows who the letter is for and who sent it. What can happen if you don't include these details?

Work in groups. Take out the draft of your letter. Discuss and answer the following questions to organize your ideas. Make sure that your letter includes the necessary information. Make any necessary changes. Then, individually write the final draft of your letter.

What do you write first?

How do you greet the person?

How do you start the letter?

How do you decide what to mention about your personal experience in the letter?

How do you end the letter?

Go to page 77 at the end of this unit and check what you know. Answer numbers 2 and 3.

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Assess your progress!

Have students go to page 77 on their books. Call students' attention to the assessment. Read the instructions aloud and make sure students understand what they need to do.

Read the second and third statements aloud and ask students to read along. You can ask students to think about their progress before they answer. Encourage them to be honest and mark according to how they feel. Then, ask them to think of things they can do to improve and write them down. Provide any needed assistance.

- 1** The teacher will tell you who you are going to send a letter to. Decide what you want to share with that person, maybe what you did last weekend or something that happened yesterday. Write down a first draft of your letter here.

Assign each student another student so that he or she writes him or her a letter. If there is an odd one out, assign a student, perhaps the one that is struggling the most, to yourself and write him or her a letter and have him or her write you a letter. Have students choose the experience they want to share and ask them to write their first draft. Monitor and provide any needed assistance.

- 2** Now, on a separate sheet of paper, write the letter you want to send to your classmate. Check grammar, spelling and punctuation. Give your classmate the letter.

Have students use a separate sheet of paper to write the final draft of their letters so that they can give them to their classmate. Remind them to check grammar, spelling and punctuation. Monitor and provide any needed assistance. Use your list so that students give the letter to their assigned classmate in an orderly fashion.

- 3** Read the letter you received. Write a reply to the letter you got in your notebook.

Students should now read the letter they received and write a reply to that letter in their notebooks. Monitor and provide any needed assistance.

Product

Letter About Personal Experiences

Students will present their Letters. Make sure their letter's final draft is ready. They can choose to write their letter on a large piece of cardstock or perhaps they've chosen to present it in a different way. You can have each group come to the front and share their letters or you can have everyone put their letters up on the classroom walls so that everyone can walk around the classroom looking at and reading the letters and comparing feelings and experiences.

Once students have presented their product, direct students' attention to this section on their books. Read the instructions and questions along with students and make sure everyone understands what they need to do. Ask students to answer the questions. You may invite volunteers to share their answers with the rest of the class.

Review Questions

The teacher will tell you who you are going to send a letter to. Decide what you want to share with that person, maybe what you did last weekend or something that happened yesterday. Write down a first draft of your letter here.

Now on a separate sheet of paper write the letter you want to send to your classmate. Check grammar, spelling and punctuation. Give your classmate the letter.

Read the letter you received. Write a reply to the letter you got in your notebook.

<https://www.englishkids.brisknowledge.org/en/for/ing-practice/penpal-letter>
to learn more about writing letters.

With your teammates, write a short note saying:

Why you think this product is important

Draw or paste a photo of your final product

When you can use this product in your daily activities

What characteristic of this product you like the most

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Draw or paste a photo of your final product. Congratulations, you finished Unit 7 successfully!

Ask students to draw or paste a photo of their final product on the space provided to end the unit. Congratulate them on their achievements.

Alternative Product

As an alternative product, you could also ask students to write a letter not to a friend or someone they know but to a kid that lives in another country or perhaps a famous person.

If students have the necessary equipment available, you can encourage them to access the link in their book to learn more about writing letters.

Self-evaluation card

The evaluation tool will allow you and your students to constantly assess their progress in order to improve. Assessments help you identify problem areas so that you can plan solutions on how to fix these problems.

Throughout the unit there are two sections in which you will be directed to the Evaluation Tool. Make sure you follow the instructions and complete the Evaluation Tool. It is an amazing addition to anyone's English language learning.

Evaluation tool

1. Read the sentence. Mark according to your performance. Then, think of something you can do to improve. Write it down. (✓)

2. Organize the elements in a letter and their location

3. Add emotions to the events in a letter

4. Write letters with personal experiences

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UNIT 8

Amazing Legends

Unit Contents

Literary and Ludic Environment

Social Practice:

Reads short legends from different cultures to compare similarities and differences.

Learning Outcomes:

- Explores children's legends.
- Participates in the reading of legends.
- Compares the components of the writing of legends.

Activate Prior Knowledge

1. Do you know what a legend is?
2. Are there any traditional legends in the place you live?
3. Where can you find legends or short folktales?

Tech Resources

<https://www.teachingenglish.org.uk/article/storytelling>

<https://www.teachingenglish.org.uk/article/st-patricks-day>

This website has tips and suggestions on how to keep children safe online. It includes free resources for teachers.

Odyssey Resources

Reader: "Sir Percival and the Shepherd Boots"
pages 90-101

Class CD: Tracks **19, 20, 21**

Picture Dictionary. *Activity Book*, page 117

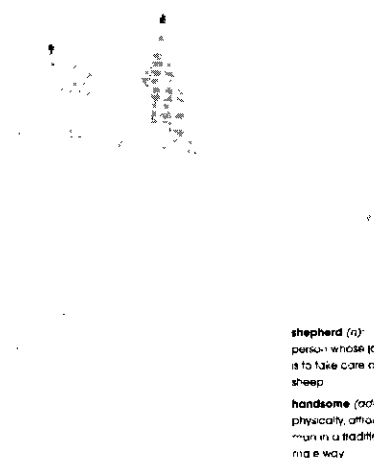
As mentioned in preliminary pages, the following ideas to guide students on how to work on the different activities and tasks as well as with the correlated reading text and which comprise each lesson in the unit, could be seen as simple instructions to follow. However, our intention was to keep each guiding suggestion easy, practical, short and simple for every teacher to understand, follow and reach the aim of the lesson plan as well as the learning outcome. We also have included an additional activity at some stages in the unit to suggest other options to enrich and give variety to the lessons. Please feel free to follow the instruction guidelines as they are, enrich them with your own ideas or add new ones. Enjoy!

Reader: *Sir Percival and the Shepherd Boots*

UNIT
8

Sir Percival and the Shepherd Boots

34



shepherd (n):
person whose job is to take care of sheep

handsome (adj):
physically attractive man in a traditional male way

Young Percival was a shepherd who lived with his mother on a farm. There he learned to milk goats and hunt deer. He grew tall and handsome

He was fast as a deer and strong as an oak tree, but he had a good and kind heart. Alone in the woods, looking after his goats, he was also innocent and simple.

90 UNIT 8 Sir Percival and the Shepherd Boots

UNIT 8 Sir Percival and the Shepherd Boots 91

pp. 90-101

In this unit, students will be able to read a legend from a different country which will help them expand their vocabulary, gain more understanding of legends and also of the other country. Remember that reading is an essential part of learning any language and it is also a sequential skill so each new skill helps the student master the skills he or she previously learned. To make students think of and compare their country with the one from which the legend originates, you can compare the settings, characters, actions and even descriptions to ones in your country and encourage students to identify differences and similarities.

Reading develops the mind and expands vocabulary. It also provides students with examples of grammar, spelling, vocabulary and the use of the English language, which will help them express themselves better. Invite your students to find joy of reading. Throughout the unit you will find opportunities to direct your students to their Reader's book. You may choose to read at that moment or do so when it is most appropriate and beneficial for your class and your students.

Lesson 1

Learning Outcome: Explores children's legends.

1. **Read and listen to the following beginnings of two legends. Circle the differences that you can find and share with the whole group.** 🗣️ 19

Ask students What is an Ocelot? Did you know it comes from South America and Mexico? What is a Leopard? Where are they from? Elicit answers from different students. Remember that there are no incorrect answers. Call students' attention to activity 1. Tell them that you are going to listen to and read the beginnings of two legends and they have to pay attention to find the differences between the two. Ask them to look at the picture and make predictions about the legend. Play Track 19 as many times as you consider necessary for students to complete the activity. Elicit the differences they found and see if everyone agrees.

2. **Work with a partner. Read the legends in activity 1 again, discuss and answer the questions.**

Form pairs. Go over the questions along with students. Clarify any doubts. Have students discuss the questions with their partner. Encourage volunteers to share their ideas with the rest of the class. See if others agree.

3. **How do both legends begin? Listen again and share with a partner.** 🗣️ 19

Ask a volunteer to read the instructions aloud. Play track 19 as many times as you consider necessary for students to choose an answer. Elicit and see if everyone agrees.

Lesson 1

1. Read and listen to the following beginnings of two legends. Circle the differences that you can find and share with the whole group.

<p>Many years ago, in a small village in the mountains of Mexico, there lived a young boy named Juan. He was a very kind and helpful boy. One day, while he was walking through the forest, he saw a small animal that looked like a cat but was much larger. It had a spotted coat and a long tail. Juan was very curious and followed it. The animal led him to a cave where he found a large pile of gold coins. Juan was very happy and took some of the gold. He went home and showed it to his parents. They were very surprised and told him that the animal was a leopard. Juan was very scared and never went back to the forest.</p>	<p>Many years ago, there lived a young boy named Juan. He was a very kind and helpful boy. One day, while he was walking through the forest, he saw a small animal that looked like a cat but was much larger. It had a spotted coat and a long tail. Juan was very curious and followed it. The animal led him to a cave where he found a large pile of gold coins. Juan was very happy and took some of the gold. He went home and showed it to his parents. They were very surprised and told him that the animal was an ocelot. Juan was very scared and never went back to the forest.</p>
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2. Work with a partner. Read the legends in activity 1 again, discuss and answer the questions.

- What differences can you see between the two legends?
- What similarities can you find between the two legends?
- Can you identify a similarity between the Ocelot and the Leopard? Which one?


How do both legends begin? Listen again and share with a partner.

- By describing the place where the animal lived
- By describing the animal

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Useful Information

Making predictions on any type of text allows students to activate their prior knowledge and generate interest in the text. It also helps students make connections between what they know and what they want to learn.

- 4 **Work with a partner. Read the second part of the legend of the Ocelot and put the sentences in order; the first and the last have been done for you. When finished, listen and check.**  20

Tell students you will now find out the rest of the legend of the Ocelot. Direct students' attention to the sentences below the legend. Ask students to read the legend and order the events in the legend. You can also have volunteers take turns to read the legend aloud. Monitor and provide any needed assistance. Then, tell students you will play the recording and they have to listen and check. Play track 20 as many times as you consider necessary for students to check their answers. To check, you can invite volunteers to write the sentences in order on the board.

AK: 1,2,7,5,4,6,3.

- 5 **Work in groups. Do you know similar legends from your region? Do you know legends about animals? Share the legends you know.**

Form groups. Read each question and encourage students to discuss with their groups. You may ask them to write some notes so that they remember the legends they mention. Invite volunteers to share the legends they know. If you know a typical legend from your region, share it with your students too.

- 5 **Work in groups. Think of legends you have read, it can be any legend. Share them with your group. Choose two different ones. Discuss the, where the legends takes place, and then write sentences to describe the settings of both legends in your notebook. Then, write some differences and similarities between the settings of the legends.**

Subproduct

Form groups. Read the instructions along with students. Make sure everyone understands what needs to be done. Have students think of legends (any legend they've ever read) and choose two, have them discuss the settings with their group. Tell them to use what they've been practicing to write some sentences to describe the settings. Monitor and provide any needed assistance.

Literary Environment
Explores children's legends

Work with a partner. Read the second part of the legend of the Ocelot and put the sentences in order. The first and the last have been done for you. When finished, listen and check.

The Ocelot enjoyed looking at the moon.
He saw a bright comet.
The comet went away.
The comet got angry at Ocelot.
He told the comet to leave.
The comet threw arrows at Ocelot and burned his fur.
He thought the comet was trying to bother the moon.
Ocelot became solitary.
He slept during the day and hunted during the night.

1 The Ocelot enjoyed looking at the moon.
He saw a bright comet.
The comet went away.
The comet got angry at Ocelot.
He told the comet to leave.
The comet threw arrows at Ocelot and burned his fur.
He thought the comet was trying to bother the moon.
Ocelot became solitary.
11 He slept during the day and hunted during the night.

5 Work in groups. Do you know similar legends from your region? Do you know legends about animals? Share the legends you know.

Work in groups. Think of legends you have read, it can be any legend. Share them with your group. Choose two different ones. Discuss where the legends take place, and then write sentences to describe the settings of both legends in your notebook. Finally write some differences and similarities between the settings of the legends.

In your Reader's book, read by reading pages 90-95. Then answer question 1 on page 101 at the end of the story.

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Enjoy Reading!

At this moment you could ask students to use their Reader's book and read pages 90-95. Then, have them answer question 1 at the end of the story and invite volunteers to share their answers with the rest of the class.

Lesson 2

Learning Outcome: Participates in the reading of legends

Work with a partner. Take turns to read the second part of the Legend about the Leopard. Circle the words you don't understand.

Form pairs. Have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done. Ask students to take turns to read the legend aloud with their partners. Monitor. Encourage them to circle the words they don't understand. You can later invite students to share the words they circled and write them on the board. Work together to figure out the meaning of these words.

Discuss the sentences below and answer the questions with your partner.

Encourage students to identify the characters of the legends you've read. Then, ask them if they know what the narrator is. Explain that the narrator is the "voice" or "person" that tells us the stories. Direct students' attention to the questions and clarify any doubts. Ask students to answer the questions in pairs. Elicit the answers. Encourage students to look for examples in the legends to justify their answers. Monitor and provide any needed assistance.

Work with a partner. In your notebooks, draw and color the Ocelot and the Leopard as they were at the beginning of the story.

Elicit from students what they remember about the Ocelot and the Leopard. Tell them that now they are going to draw them as they were at the beginning of the story. You can have students read the descriptions silently or you can ask volunteers to read them aloud. Have students work in pairs and make their drawings in their notebooks. Encourage students to talk about the similarities and differences between the two felines with their partner as they draw. Then, have pairs compare their work with other pairs. Encourage them to once again talk about the similarities and differences they find.

Lesson 2

Work with a partner. Take turns and read the second part of the Legend about the Leopard. Circle the words you don't understand.

Now it's your partner's turn to read the second part of the legend. Take turns reading the legend aloud. Circle the words you don't understand.

Discuss the sentences below and answer the questions with your partner.

- The main character is the most important character in a story or legend.
Who are the main characters in the legends in lesson 1 and in this one?
How can you tell?
- The secondary characters are the ones who interact with the main character.
Who are the secondary characters in the legends in lesson 1 and in this one?
How can you tell?
- All stories have a beginning, a middle and an end.
What parts of the story does activity 1 include?

Work with a partner. In your notebooks, draw and color the Ocelot and the Leopard as they were at the beginning of the story. Share and compare your work with other pairs.

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Useful Information

Encouraging students to use their creativity enable them to work on their critical thinking skills. Before creating, they should understand the text, identify characters and analyze all the elements in a story. This is why students should go from lower order thinking skills to higher order thinking skills. If we ask them to go directly to activities in which they use higher order thinking skills they may feel discouraged. On the other hand, if students go from simple to complex tasks, this will provide scaffolding for them to stand on solid ground and build knowledge up.

4 - - **Work in groups. Discuss the questions and choose the answers. You can look at the legends you read again.**

Call students' attention to the activity. You can go over the questions and answers along with students and clarify any doubts. Form groups and ask them to complete the activity. Monitor. Elicit answers from different groups and check. See if everyone agrees. Correct as needed.

5 **1.** **Read the information in the bubbles. Identify and write MC (main character), SC (secondary character), S (setting), B (beginning) and E (ending). Check with your group.**

Have volunteers read the instructions and information needed in order to complete the activity aloud. Elicit and/or explain each term: the main character is the most important character in the story, it is the one the story is about. A secondary character is a character that is not as important as the main character but he or she also helps the story move forward. All stories have secondary characters. The setting is the place where the story takes place. Beginning is how the story starts and Ending is how the story ends. Make sure everyone understands what needs to be done. If necessary, answer one along with students to exemplify the activity. Monitor and provide any needed assistance.

AK: From left to right: S, MC, MC, S, SC, B, E, SC, E, B

6 - **Work in groups. Take out the notes you made about the settings of your chosen legends. Now, think of the characters, who are they? what are they like? Use what you've learned in this unit so far, and describe the characters to your teammates. Finally, agree on some of these characters to be part of the settings for the legends you chose. Write a short description of them in your notebooks and save your work to build the next subproduct.**

Students work in groups. Ask them to take out the notes they made about their legends' settings. Now, tell them to think of the characters. Have students use what they've learned to describe the characters to their teammates. Ask them agree on some of these characters to have them be part of the legends they chose. Have them write a short description in their notebooks and ask them to save their work for future use.

4 Work in groups. Discuss the questions and choose the answers. You can look at the legends you read again.

What moment in time does the narrator use to describe the legend?
 Present Past Future

What tense or time do the characters use?
 Present Past Future

Why do you think this happens?
 Because the narrator is telling us what happened in the past and the characters are part of the story.
 Because the characters are telling us a story.
 Because the narrator is part of the story.

5 Read the information in the bubbles. Identify and write MC (main character), SC (secondary character), S (setting), B (beginning) and E (ending). Check with your group.

dry sands, patches of forest, and bushes and to make
 The Great
 dry sands, patches of forest in Mexico with bushes and to make
 the legend
 was an impression that shaped as the forest until the other mountains were on his
 3,000 years ago the legend emerged the high country of South America
 Many years ago the legend emerged the high country of South America

6 Work in groups. Take out the notes you made about the settings of your chosen legends. Now, think of the characters, who are they? What are they like? Use what you've learned in this unit so far, and describe the characters to your teammates. Finally, agree on some of these characters to be part of the settings for the legends you chose. Write a short description of them in your notebooks and save your work to build the next subproduct.

Go to page 87 of the end of this unit and check what you know.
 Answer number 1

Assess your progress ✓

Have students go to page 87 on their books. Call students' attention to the assessment. Read the instructions aloud and make sure students understand what they need to do. This evaluation is also a co-evaluation so students should work in pairs. Read the first set of instructions aloud and ask students to read along. Ask students to complete the first part of the assessment. Give them a set amount of time. Remind them to compare what they wrote with the original legend they chose. Tell them not to forget to write their names on this section of the assessment. Provide any needed assistance.

Lesson 3

Learning Outcome: Compares the written components in legends.

1 Work with the rest of the group. Read this legend and discuss the questions as a group.

Direct students' attention to the pictures and encourage students to describe what they see. If they say the names of the birds in their mother tongue, say them in English and ask them to repeat. Then, tell students you will read another legend. You can ask students to read individually or you can ask volunteers to take turns to read aloud. Next, have students take turns to read the questions aloud and clarify any doubts. Discuss the questions as a group. Reach an agreement. You can write ideas on the board. Some answers you might suggest are: *The story takes place in a rain forest. There are two characters in this legend. Yes, they can both be main characters because there is no story if one of the characters is not there.*

2 Look at the pictures above and discuss with your partner: how are the two characters different? Share your ideas with the rest of the class.

Form pairs. Read the instructions along with students. Tell students to discuss this in English and write notes. Monitor and provide any needed assistance. Invite volunteers to share their ideas with the rest of the class.

AK: Suggested answers: Toucans are colorful and woodpeckers are black and white.

Woodpeckers have a sharp beak and toucans have a rounded colorful beak.

Useful Information

To help students develop their interest in pre-Hispanic legends, you can organize them into small groups and have them research legends. They can ask their grandparents or relatives, or even go to the library to find some legends.

Legend 3

Work with the rest of the group. Read this legend and discuss the questions as a group.

1. Read the legend and discuss the questions as a group.

2. Look at the pictures above and discuss with your partner: how are the two characters different? Share your ideas with the rest of the class.

3. With a partner write on the margins of the story beginning, middle and end. What other elements are there in a story? Explain why they are all important and needed.

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3 With a partner write on the margins of the story beginning, the middle and the end. What other elements are there in a story? Explain why they are all important and needed.

Students could continue working with the same partner. Direct their attention to the margins on the story. Ask them to follow the instructions to label the parts of the story. Monitor. Elicit answers and check. Correct as needed. Next, you can ask students to discuss with their partners or you can prompt a class discussion where you have students think of and share the elements they know/ think all stories have. If necessary share some examples, e.g. All stories have characters. All stories happen somewhere/they all have a setting, etc. Encourage students to say why these elements are important. Remind them to speak in English. Monitor. Invite volunteers to share what they've discussed with the rest of the class.

AK: beginning, middle, end.

4 - Now, listen to the story and answer with the group. 21

Tell students you will now listen to and read the story of The Woodpecker and The Toucan. Play Track 21 and ask students to read along. You may play the recording more than once. Then, go over the questions as a group and encourage students to state their opinions and answers. Act as a moderator.

AK: *Students' own answers; on different branches, in the homes the woodpecker makes.*

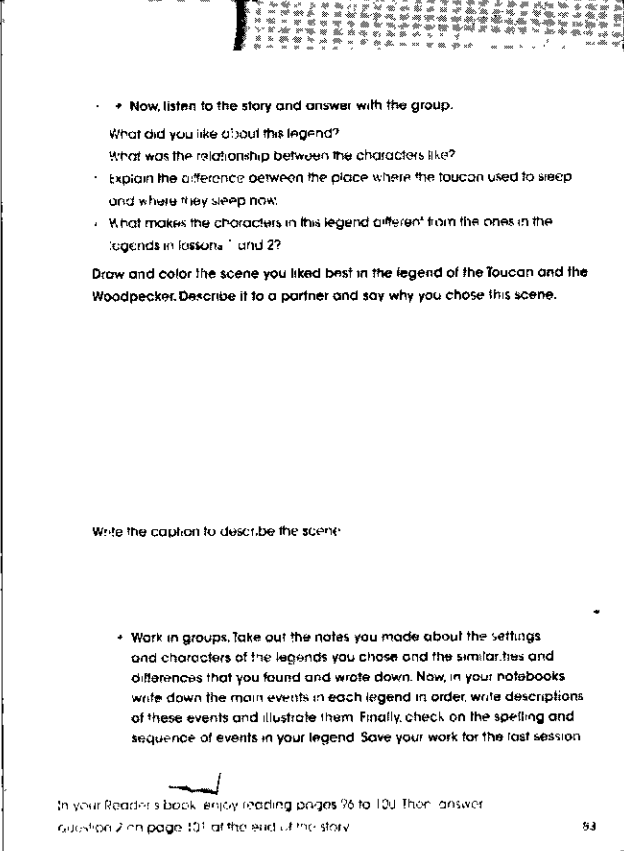
5 Draw and color the scene you liked best in the legend of the Toucan and the Woodpecker. Describe it to a partner and say why you chose this scene.

Ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Remind them to write the caption once they've finished their drawing. Form pairs and ask students to share their drawing and description with their partners. Encourage them to tell their partner why they chose that scene. Monitor. Invite volunteers to share their work with the rest of the class.

6 Work in groups. Take out the notes you made about the settings and characters of the legends you chose. Now, in your notebooks write down the main events in each legend in order, write descriptions of these events and illustrate them. Finally, check on the spelling and sequence of events in your legend. Save your work for the last session.

Subproduct

Students should work in groups. Using their notes about the settings and characters now ask students to write down the main events of their legends in order. Encourage them to write descriptions of these events in their notebooks or in separate sheets of paper (that they need to put away safely) and illustrate them. Ask them to check spelling and that the sequence of events is correct. They should keep everything in a safe place for their last session.



• Now, listen to the story and answer with the group.

What did you like about this legend?
What was the relationship between the characters like?

• Explain the difference between the place where the toucan used to sleep and where they sleep now.

• What makes the characters in this legend different from the ones in the legends in lessons 1 and 2?

Draw and color the scene you liked best in the legend of the Toucan and the Woodpecker. Describe it to a partner and say why you chose this scene.

Write the caption to describe the scene.

• Work in groups. Take out the notes you made about the settings and characters of the legends you chose and the similarities and differences that you found and wrote down. Now, in your notebooks write down the main events in each legend in order, write descriptions of these events and illustrate them. Finally, check on the spelling and sequence of events in your legend. Save your work for the last session.

In your Reader's book, enjoy reading pages 96 to 100. Then, answer question 2 on page 101 at the end of the story.

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Enjoy Reading!

At this moment you could ask students to use their Reader's book and read pages 96-100. Then, have them answer question 2 at the end of the story and invite volunteers to share their answers with the rest of the class.

Lesson 4

Learning Outcome: Compares differences and similarities in legends.

- In pairs, write the differences in what the characters do in the three stories. Then, share these and other differences with another pair. Exchange ideas as a class.**

Invite students to tell you if they think that the characters from the legends in this unit are similar or different and why. Then, call their attention to the activity and read the instructions aloud. Have students complete the activity. If necessary, share some examples, e.g. The Ocelot is a cat. / The Leopard is a cat. / The Woodpecker and the Toucan are birds. Monitor. activity. If necessary, share some examples, e.g. The Ocelot is a cat. / The Leopard is a cat. / The Woodpecker and the Toucan are birds. Then, have each pair get together with another pair and ask them to share their answers. Invite them to think of and talk about other differences. Monitor. Finally, encourage volunteers to share the differences they came up with.

- Draw and color the images of the Ocelot, the Leopard, Toucan, and the Woodpecker as they looked at the end of their stories. Show, compare and tell a partner which character changed.**

Invite volunteers to share descriptions about how the characters in the legends looked by the end of each legend. Ask them to draw a picture of each character as they looked like by the end of the legends and answer the question. Form pairs and ask students to show, compare and tell their partner which character changed. Invite volunteers to share their drawings with the rest of the class. Encourage them to say not only which are the ones that changed but what details changed.

AK: *Ocelot, Leopard and Woodpecker.*

- Work with a partner. Choose words to describe the characters and write a sentence next to each one. Add your own words to make your description more interesting.**

Ask volunteers to read the instructions and words aloud. Make sure everyone understands what needs to be done. Form pairs. You could go over the words before they begin if you consider it appropriate. Have students complete the activity. Elicit answers by having students write share some of their sentences on the board. Check and correct as needed.

AK: *Students' own answers.*

Learning Outcome:

- In pairs, write the differences in what the characters do in the three stories. Then, share these and other differences with another pair. Exchange ideas as a class.**

The Ocelot
The Leopard
The Woodpecker and the Toucan

Draw and color the images of the Ocelot, the Leopard, Toucan, and the Woodpecker as they looked at the end of their stories. Show, compare and tell a partner which character changed.

Ocelot Leopard Toucan Woodpecker

Which ones changed?

- Work with a partner. Choose words to describe the characters and write a sentence next to each one. Add your own words to make your description more interesting.**

beautiful soft red sand-colored
orange colorful sharp rounded fur traps

Ocelot
Leopard
Toucan
Woodpecker

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4 -- **Work in groups. Discuss and answer the questions.**

Call students' attention to the activity. Go over the questions. Form groups and ask students to answer the questions. Monitor. To check, invite students to share their answers with the rest of the class. See if everyone agrees.

5 **Draw your favorite scene from your favorite legend. It can be from the unit or other you may know.**

This time ask students to think about their favorite legend, either from the unit or any other they might know. Ask students to think of a scene they like and draw it in the space provided. Students should also describe their illustration to a partner once they are done. You can also form groups and invite students to share their drawings and descriptions with their group. You can invite volunteers to share their drawings and descriptions with the rest of the class.

AK: *Answers will vary.*

6 -- **Work in groups. Bring out your notebooks and taking turns, read and check the description of the characters, settings, beginnings and endings of each legend your team chose to be clear and understandable. Check for the drawings to illustrate the legends and to clearly show the differences and similarities. Cut each description and illustration and organize them on a piece of cardboard to share your legends with the rest of the group.**

Ask students to work in groups. Ask them to take out their notes and drawings. Ask them to take turns to read and check their descriptions. They should make sure that they are clear and understandable. Remind them that the drawings that illustrate the legends also have to clearly show the differences and similarities. Ask them to cut out each description and illustration and organize them on a piece of cardboard to share their legends with the rest of their group.

4 -- **Work in groups. Discuss and answer the questions.**

What is similar among the three legends?

What similarity do all characters have in the three legends?

How is the ending of the toucan and the woodpecker different to the other two?

5 **Draw your favorite scene from your favorite legend. It can be from the unit or other you may know.**

Describe your illustration to a partner.

6 -- **Work in groups. Bring out your notebooks and taking turns, read and check the description of the characters, settings, beginnings and endings of each legend your team chose to be clear and understandable. Check for the drawings to illustrate the legends and to clearly show the differences and similarities. Cut each description and illustration and organize them on a piece of cardboard to share your legends with the rest of the group.**

Go to page 87 at the end of this unit and check what you know. Answer number 2.

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Assess your progress!

Have students go to page 87 on their books. Call students' attention to the assessment. Read the instructions aloud and make sure students understand what they need to do. This evaluation is also a co-evaluation so students should work in pairs. Read the second set of instructions aloud and ask students to read along. Ask students to follow the instructions to complete the assessment. Give them a set amount of time. Monitor. Finally, have them discuss and share their work. Encourage them to come up with ideas on how to improve and ask them to write them down. Tell them not to forget to write their names on this section of the assessment. Provide any needed assistance.

1 Choose one character or setting from one of the legends in the unit and write a short description.

Call students' attention to the activity. Ask a volunteer to read the instructions. Clarify any doubts. Ask students to choose the character or setting and write a short description in their notebooks.

2 Choose a local legend and write a description of a character or the setting.

Next, ask students to do the same as in the first activity but this time with a local legend. Monitor and provide any needed assistance.

3 Write down the similarities and differences there are between the settings and the characters in the local legend and one legend in the unit.

Finally, ask them to write sentences in their notebooks where they describe the similarities and differences between the characters and settings. Monitor and provide any needed assistance. Invite volunteers to share their work by reading it aloud to the rest of the class.

Product

Illustrated Diary

Students can choose to present their illustrated diaries as bound books or paste the pages onto cardstock. Allow students to present their legends, show their pictures and retell the story. If possible, put up the legends on the classroom walls or designate a table for students to place their legends so that others can leaf through them.

Once students have presented their product, direct students' attention to this section on their books. Read the instructions and questions along with students and make sure everyone understands what they need to do. Ask students to answer the questions. You may invite volunteers to share their answers with the rest of the class.

If students have the necessary equipment available, you can encourage them to access the link in their book to learn more about legends.

Product

Choose one character or setting from one of the legends in the unit and write a short description.

Choose a local legend and write a description of a character or the setting.

Write down the similarities and differences there are between the settings and the characters in the local legend and one legend in the unit.

<https://www.worldofstates.com/about-us.htm>
to learn more about legends

With your teammates, write a short note saying

Draw or paste a photo of your final product

Why you think this product is important

When you can use this product in your daily activities

What characteristic of this product you like the most

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**Draw or paste a photo of your final product.
Congratulations, you finished Unit 8 successfully!**

Ask students to draw or paste a photo of their final product on the space provided to end the unit. Congratulate them on their achievements.

Alternative Product

As an alternative product, you could have students write a made up legend about your group, e.g. "The Legend of the Magical 4th Grade Class". Have them describe the characters, the setting (school) and the events in their legend. Each group can present a different legend about your group for the rest of the class and then you can compare the similarities and differences between them.

Self and co-evaluation

The evaluation tool will allow you and your students to constantly assess their progress in order to improve. Assessments help you identify problem areas so that you can plan solutions on how to fix these problems. Throughout the unit there are two sections in which you will be directed to the Evaluation Tool. Make sure you follow the instructions and complete the Evaluation Tool. It is an amazing addition to anyone's English language learning.

Evaluation tool

Without looking back in the unit, remember which legend you liked the most. Now, picture in your memory the main character and the setting of the legend. Write a short description of both and then, check what you wrote against the original legend you chose in the unit!

First, write a short description of the character of a legend. Then, take turns to dictate it to your partner. Your partner has to draw what you are describing. Next, switch roles. Finally, look at the drawings and the descriptions you dictated and see how similar or different they are. Share ideas on how to improve.

Circle the number that describes you and your partners abilities

YOU	YOUR PARTNER
1. Able to describe something or someone	Able to understand and recreate a description
2. I need help to describe something or someone	2. Needs direction to understand the description and recreate it
3. Can not able to understand how to describe something or someone	Not able to understand the description

UNIT

9

Asking for Help

As mentioned in preliminary pages, the following ideas to guide students on how to work on the different activities and tasks as well as with the correlated reading text and which comprise each lesson in the unit, could be seen as simple instructions to follow. However, our intention was to keep each guiding suggestion easy, practical, short and simple for every teacher to understand, follow and reach the aim of the lesson plan as well as the learning outcome. We also have included an additional activity at some stages in the unit to suggest other options to enrich and give variety to the lessons. Please feel free to follow the instruction guidelines as they are, enrich them with your own ideas or add new ones. Enjoy!

Unit Contents

Familiar and Community Environment

Social Practice:

Interpret and use expressions to offer and get help.

Learning Outcomes:

1. Explores dialogs where we use expressions to give and ask for help.
2. Examines ways to offer and ask for help.
3. Exchanges useful expressions to offer and ask for help.



Activate Prior Knowledge

1. What do you say to ask for help?
2. When do you say please and thank you? Why?



Tech Resources

<https://www.thespruce.com/classroom-parties-1197501>

Pilato Donna. (June 2018). Classroom Parties. July 2018, de How to Plan and Organize

This site offers some ideas to organize a Classroom Party, each school may have different celebrations (Halloween, Valentine's Day, Birthdays, etc.) So you can find in this blog some interesting options to add to your class.



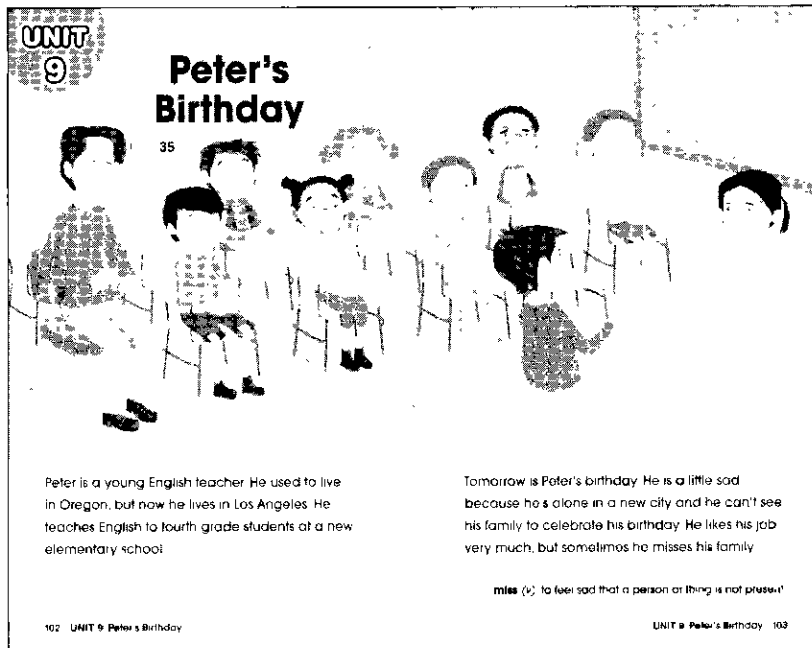
Odyssey Resources

Reader: pages 102-113

Class CD: Tracks 22, 23 ,24

Picture Dictionary: Activity Book. page 116

Reader: *Peter's Birthday*



R pp. 102-113

During this unit, students will explore dialogues that use expressions to offer and ask for help. They will examine and exchange different ways to offer and ask for help and they will learn new vocabulary related to birthday celebrations and so, as their teacher, you will help them understand how to use them.

Provide meaningful examples, in accordance with their community, their families, their friends, etc.

The main purpose of the story is to have students interpret and use expressions to offer and ask for help which are included in the dialogs. Identifying known words or expressions (greetings, farewells), establishing the relationship among the participants of the dialogue, or identifying the tone, speed or volume of those words or expressions used through the reading may be useful. Students will contrast cultural aspects shared through the reading with their own.

As mentioned previously, reading is an essential part of learning any language and it is also a sequential skill. This means that each new skill helps the student master the skills he or she previously learned. Reading develops the mind and expands vocabulary. It also provides students with examples of grammar, spelling, vocabulary and the use of the English language, which will help them express themselves better.

Throughout the unit you will find opportunities to direct your students to their Reader's book. You may choose to read at that moment or do so when it is most appropriate and beneficial for your class and your students.

Lesson 1

Learning Outcome: Explores dialogs where we use expressions to give and ask for help.



Read the dialogs and match them to the pictures. What do you prefer, asking or offering help? Tell your partner and take turns to practice the dialogs.

Before you go to the book ask students when they ask for help, accept any answer. You may ask them when they offer help, any answer is ok. They are going to read two dialogs in silence and refer them to page 6. Allow a couple of minutes to do it. You could ask them Who talks in conversation 1? and in conversation 2? You could tell them to read the dialogs again and match the conversation with the pictures. Check with the whole group. Then, you can form pairs and ask them to share with their partner if they'd rather ask for help or offer to help someone. Remind them to speak in English. You can invite volunteers to share their feelings and opinions with the rest of the class. Next, ask the pairs to choose A or B and take turns to practice the dialogs. Finally, you could ask them to switch roles and practice again. Monitor. You can even invite volunteers to read the dialogs aloud for the rest of the class.




Work in pairs. Discuss the following: What are the dialogs about? What are the relationships between the people in each conversation? How can you know? How can you know where the people are? How can you know what they are doing?

Students should work in pairs. You could read the questions along with the students and clarify any doubts. Next, you might have students discuss the questions. You may invite volunteers to share their answers with the class.



Underline the expressions to offer or receive help. Compare your work with a partner.


You could ask students to work in pairs, groups or you can divide the group into two, depending on what best works for you. If for example you choose two divide the class into two, you could have one half underline the expressions to receive help and the other half the expressions to offer help. Otherwise just have students underline the required expressions. Form pairs or groups and ask students to compare their answers. Elicit questions and write them on the board, on one side the ones to offer help and on the other the ones to receive




Lesson 1

Read the dialogs and match them to the pictures. What do you prefer, asking for or offering help? Tell your partner and take turns to practice the dialogs.

<p>1 A. Do you need help with that Mom? B. Please add three tablespoons of flour. Gloria A. Like this Mom? B. Yes, very well, thank you! I love to bake with you!</p>	<p>2 A. Paty, let me help you with that wheelbarrow. E. Thanks for your help, Dad. A. Where are you taking this? B. To the garden. Could you help me plant some flowers? A. Sure. It is so happy to help you!</p>
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a



b

* Work in pairs. Discuss the following. What are the dialogs about? What are the relationships between the people in each conversation? How can you know? How can you know where the people are? How can you know what they are doing?

Underline the expressions to offer or receive help in activity 1. Compare your work with a partner. Exchange other ways to express the same ideas.

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AK: Expressions to offer help: Do you need help with that, Mom?; Paty, let me help you with that wheelbarrow.
Receive help: Please add three tablespoons of flour. Gloria; Thanks for your help, Dad.

Useful Information

Noticing that there are different ways to ask for, offer, and accept help is useful for the students to avoid memorization of only one structure. That makes them feel confident in case they cannot recall one, they have other choices.



Work with a partner. Look at the pictures and describe the differences. Can you tell what happens?

Form pairs. Invite a volunteer to read the instructions aloud. Ask students to take turns to describe the similarities and differences they see in the pictures. Remind them to speak in English. Monitor. You can invite volunteers to share the differences and similarities they found with the rest of the class.



Listen and read the dialog. Circle the words we use to ask for help and underline the ones that offer help. Tick the correct picture and practice the dialog with a partner, but this time use a personal item (your sweater, a book, etc.) 22

Read the instructions along with students. Make sure everyone understands what needs to be done. Play track 22 as many times as you consider necessary for students to complete the activity. Monitor and provide any needed assistance. Form pairs and ask students to compare their answers. To check, you can elicit the words that students underlined. Invite them to share, while speaking in English, why they chose the picture they chose and see if everyone agrees. Next, ask students to practice the dialog by substituting the lost item (jacket) with a personal item. Remind them they have to give one or two details about the item while mentioning it in the dialog. Students could rewrite the dialog substituting the appropriate words and then practice saying it or they could choose to use their own strategy. Monitor. You could invite volunteers to act out their dialog for the rest of the class.

AK: circle: can you help me?: underline: what can I do for you? Is this your jacket?



Work in groups. Read the conversations in the lesson again and look for expressions that ask for and offer help. Agree on a graphic organizer with your teammates and include these expressions classifying them. Then, taking turns, mention situations where you can use the expressions in your organizer. Save it for future use.

You may go over the instructions with the students and divide the class into groups. You could ask students to first reread the conversations in the lesson again so that they can identify the words and expressions asking for help. Tell them to agree on the graphic organizer they want to use. You could share an example, e.g. on the

Familiar and Community Environment
Explores dialogues where we use expressions to give and ask for help.

Work with a partner. Look at the pictures and describe the differences. Can you tell what happens?

Listen and read the dialog. Circle the words we use to ask for help and underline the ones that offer help. Tick the correct picture and practice the dialog with a partner, but this time use a personal item (your sweater, a book, etc.)

Boy: Hello good morning
Clerk: Hello what can I do for you?
Boy: I lost my jacket today. Can you help me?
Clerk: Sure. What does it look like?
Boy: It's a blue jacket with red stripes and a hood.
Clerk: OK let me see. Is this your jacket?
Boy: Yes it is! Thank you very much.
Clerk: No problem, you're welcome.

How do you know when someone asks for help? Discuss with your class.

Work in groups. Read the conversations in the lesson again and look for expressions that ask for and offer help. Agree on a graphic organizer with your teammates and include these expressions classifying them. Then, taking turns, mention situations where you can use the expressions in your organizer. Save it for future use.

In your Reader's book, copy reading pages 102 to 106. Then, answer question 1 at the end of the story.

board draw a circle that says help and draw a line from that circle to another circle to the left that says ask. Then, draw a line from the "help" circle to the right and draw another circle that says offer. Show students how they can classify the words and expressions in a graphic organizer like that one by drawing more lines to link the words to the section where they correspond. They can also make their own if they want to. You may go around the classroom and provide any needed assistance. Then, ask them to take turns to mention situations where they can ask for help and use these words and expressions. Encourage them to speak in English and to use what they included on their lists. Monitor and provide any needed assistance.

Enjoy Reading!

At this moment you could ask students to use their Reader's book and read pages 102-106. Then, have them answer question 1 at the end of the story and invite volunteers to share their answers with the rest of the class.

Lesson 2

Learning Outcome: Explores dialogues, in which expressions to offer and ask for help are used.

Listen and read along. Then answer the question and share your answer with a partner. See if you agree. 23

You may ask students to look at the pictures. Ask them to describe what they can see but they cannot read the conversation. Provide any vocabulary they ask for. Students close their books. Then, the teacher writes some questions on the board and ask students to copy: What does the girl probably do? What does the woman probably do? Why is the girl in that place? (accept any answer).

Tell students they are going to listen carefully once to a conversation to check their guesses. Play the track 23 once and ask them to comment if their guesses were correct or not. Tell them to listen again and answer the question. You may play the recording as many times as you consider necessary.



Then, direct their attention to the question and ask them to answer them. You can them form pairs and ask them to share their answers and see if they agree.

Work in pairs. Read the questions and talk about the ways to answer them. Write down your ideas in your notebooks.

Form pairs. You can ask a volunteer to read the instructions aloud. Make sure students understand what they have to talk about and the type of ideas they have to write down in their notebooks. Call students' attention to the questions and answers and ask them to talk with their partners and write their ideas. Monitor.

Share your ideas in groups. Discuss and determine the following.

Have students get together with another pair and ask them to share their ideas. Remind them to speak in English. Go over the questions and encourage them to discuss them with their group. Elicit ideas from different groups.

 Listen and read along. Then answer the question and share your answer with a partner. See if you agree. 

Laura: I'm writing a school report about sea turtles. Can you tell me where to find them?

Aquarium guide: I can take you there if you want. Walk with me.

Laura: Oh, thank you very much. I appreciate your help.

Aquarium guide: No problem. Come this way. Here you are. This is the turtle habitat. All the turtles here were rescued from the sea. We are taking care of them now.

Laura: Oh, I see. How do you take care of sea turtles?

Aquarium guide: We feed them, give them medical care, heal their wounds and prepare them to go back to the sea when they get better.

Laura: Thanks a lot, miss. All this information is really interesting and helpful.

Aquarium guide: Oh, I was happy to help you. Do you need help finding the exit?

Laura: No, thanks. See you later.

Why does the girl ask for help? Underline the part of the dialog that lets you know the answer.

Work in pairs. Read the questions and talk about the ways to answer them. Write down your ideas in your notebooks.

I'm sorry I can't	Can I help you?	Sure, what do you need?
No, thank you I'm OK	Do you need help with that?	Yes, please.
	Can you give me a hand?	

Share your ideas in groups. Discuss and determine the following.

- How can you know how to answer each question?
- How do you know if you are offering help?
- How do you know if you are asking for help?
- How do you know if the person accepts or rejects your help?

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4 - **Work in groups. Think of and write down two situations in which you might need to ask for help and two situations in which you could offer to help either at home or at school. Share them with the rest of the class.**

Divide the class into small groups. You may ask students to think of and write down two situations in which they might need to ask for help and two situations in which they could offer to help either at home or at school. Then, you could invite a speaker from each group to read their share their information with the class.

5 - **In groups, look at the pictures and read possible ways to ask for and to offer help in each situation. Are the people being polite or casual? How do you know? Then, with your teammates choose one situation to ask for help and one situation to offer help from activity 4. Decide how you can ask for or offer help and write down your own questions in your notebooks. Share your questions with your class.**


Get students in groups. Call their attention to the pictures and ask them to describe what they see. Tell them to say if the girl in the first picture is asking for help or offering help. Do the same for the second and third pictures. Ask them to describe what the relationship between the people in each picture is. Give them some minutes to figure out the information in the pictures and then check their ideas. Refer them to the questions they have under each picture and tell them to choose the one they think is better. Encourage students to determine if the characters are being polite or casual and how they can know. After that, tell students to choose one situation to ask for help and one situation to offer help from the previous activity and have them determine how they would ask for or offer help and write down their own questions in their notebooks. Finally, have students share their questions with their group and the rest of the class.

6 - **Work in groups. Think of and discuss the ways to ask for help and the ways to offer help that you've learned so far and include these expressions in your graphic organizers. Then, use this information to invent a dialog where you ask for help. Write it down.**

Divide the class into groups. Tell students to think and discuss the ways to ask for help and the ways to offer help that they have learned so far. Have them add the new words and expressions to their graphic organizer. You

4 - **Work in groups. Think of and write down two situations in which you might need to ask for help and two situations in which you could offer to help either at home or at school. Share them with the rest of the class.**

5 - **In groups, look at the pictures and read possible ways to ask for and to offer help in each situation. Are the people being polite or casual? How do you know? Then, with your teammates choose one situation to ask for help and one situation to offer help from activity 4. Decide how you can ask for or offer help and write down your own questions in your notebooks. Share your questions with your class.**



Would you help me?
Could you help me out?
Do you need help?

Can you help me?
Can you give me a hand?
Can I help you?

Would you mind helping me?
Could you please do me a favor?
Would it be nice to help you?

Work in groups. Think of and discuss the ways to ask for help and the ways to offer help that you've learned so far and include these expressions in your graphic organizers. Then use this information to invent a dialog where you ask for help and others answer offering help. Write it down.

Go to page 97 at the end of this unit or 1. Check what you know.
Answer p.97 1

may go around the classroom and provide any needed assistance. Next, ask students to use this information to come up with a dialog where they ask for help and write it down in their notebooks. Encourage everyone in each group to help each other write the dialogs. Monitor.

Assess your progress!



Have students go to page 97 on their books. Call students' attention to the assessment. Read the instructions aloud and make sure students understand what they need to do. Go over the rubric and make sure everyone understands it. Reassure students that there are no correct or incorrect answers in this assessment. Read the first part aloud and ask students to read along. Have students mark this section according to their achievements. Encourage them to be honest and mark according to how they feel they have progressed. Provide any needed assistance.

Lesson 3

Learning Outcome: Checks ways of offering and asking for help.

Listen to the dialog. Discuss what it is about. 24



Call students' attention to the picture and encourage them to describe what they see. Tell them that you will now listen to a conversation and they have to listen to it and read along. Play track 04 as many times as you consider necessary. Ask students to tell you what the conversation is about, you might need to ask a few questions, e.g. Who are the characters? What are they doing? What is wrong with Abi? What is lost? Does Mario help? Who finds the bracelet? etc.


Listen to the dialog again. Look at the pictures. How do you think Abi is feeling? Circle the picture that best represents how she is feeling. Do you ever feel like Abi? Share an experience with a partner. 24

Have a volunteer read the instructions aloud. Ask students to look at the pictures and encourage them to say how Abi is feeling. If necessary, ask some questions, e.g. Is Abi happy? Is she crying? Is she worried? etc. or point at each girl and ask Is this girl worried? Do you think Abi feels like her? You could also share an experience that made you feel worried and see if anyone can relate or you could also invite volunteers to share moments when they've felt worried too. Have students circle the picture they consider is the one that represents Abi's feelings best. Then, you can form pairs and ask students to tell their partner if they ever feel like Abi and encourage them to share an experience in English. Monitor and provide any needed assistance.



Work in pairs. Share your answer to the previous activity. Discuss the following questions.


Form pairs. Ask students to show their partner what picture they circled. Read the questions aloud along with students and clarify any doubts. Tell students to discuss their opinions with their partners. You may invite volunteers to share their opinions with the rest of the class.

 Listen to the dialog. Discuss what it is about.  24



Abi: Stop Mario, have you seen my bracelet?
Mario: No Abi, I'm sorry.
Abi: Can you help me look for it, please?
Mario: I just want to finish our project. I want to go home and watch TV.
Abi: I can't continue working until I find my bracelet. My grandma gave it to me. I can't be lost.
Mario: Oh, oh, I'm sorry. Let me help you.
Abi: Thanks. It has to be around here somewhere.
Mario: Let me look under here. To-dah! I found it!
Abi: Thanks Mario.
Mario: I'm glad I could help. Now, let's finish this project please.

 Listen to the dialog again. Look at the pictures. How do you think Abi is feeling? Circle the picture that best represents how she is feeling. Do you ever feel like Abi? Share an experience with a partner.  24

 Work in pairs. Share your answer to the previous activity. Discuss the following questions.

How can you know how Abi is feeling?
How does her face and body language let you know she needs help?

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In pairs, imagine you lost something that is very important for you. How can you ask your partner to help you look for it? How can you offer to help your partner look for it? You can use the following questions and sentences to help you write down a short dialog to ask for help.

Students could continue working with their partner from the previous activity or you can assign new partners. Go over the instructions along with students. Make sure they understand what they need to do. Encourage volunteers to identify the phrases that are listed on their books and have them share examples on how to use them, you could also share some examples yourself. Ask students to complete the activity. Monitor and provide any needed assistance.



With your partner, take turns to act out your dialog.

Once your students' dialogs are complete, ask them to take turns practicing their dialog. Monitor. You could invite some volunteers to act out their dialog for the rest of the class. Encourage the audience to determine what their classmates' dialog was about.



Work in groups. Think of and discuss the new expressions you've learned. Add them to the diagram with the expressions in your notebook. Then, write another dialog where you ask for help.

Subproduct

Students should work in groups. Ask them to take out their diagrams with words and expressions. Tell them to incorporate the new words and expressions they've learned. Next, ask them to think of another situation where they can ask for help and ask them to write another dialog in their notebooks. Remind them that they can ask their group for help. Monitor and provide any needed assistance. Encourage students to take turns to practice their dialogs with the members of their group.

In pairs, imagine you lost something that is very important for you. How can you ask your partner to help you look for it? How can you offer to help your partner look for it? You can use the following questions and sentences to help you write down a short dialog to ask for help

Can you help me please?
 Do you need help with ?
 Have you seen ?
 I'm sorry
 I'd be happy to help.
 Thank you

✓
 ✓
 ✓
 ✓

With your partner, take turns to act out your dialog.

Work in groups. Think of and discuss the new expressions you've learned. Add them to the graphic organizer with the expressions in your notebook. Then write a new dialog asking and offering help and compare both dialogs checking on using different ways to express the same ideas

In your Reader's book, enjoy reading pages 106 to 112. Then answer questions on page 113 at the end of the story.

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Enjoy Reading!

At this moment you could ask students to use their Reader's book and read pages 106-112. Then, have them answer question 2 at the end of the story and invite volunteers to share their answers with the rest of the class.

Lesson 4

Learning Outcome: Exchanges useful expressions to offer and ask for help.

1 Read the dialog. Underline the expressions that ask for help. Circle the expressions that offer help. Then, discuss the question in groups.

You can call students' attention to the picture and encourage them to describe what they see. Ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Have students complete the activity individually. Monitor. Elicit the answers and see if everyone agrees. Then, read the question aloud and encourage students to share their ideas about the way you can know what each expression is used for. Accept all plausible ideas.

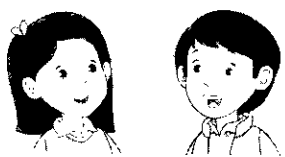
2 Tick (✓) the expressions you can use to offer help.

Read the instructions aloud. Make sure students know which are the expressions they have to identify. Ask students to complete the activity. Elicit answers and check.

3 Work in pairs. Discuss some situations in which you have asked for help and write them down. Choose one of the situations and take turns to explain how you would help your partner.

Form pairs. You can have a volunteer read the instructions aloud. Make sure everyone understands them. Encourage students to follow the instructions and explain how they would help their partner. Remind students to speak in English. Monitor and provide any needed assistance.

1 Read the dialog. Underline the expressions that ask for help. Circle the expressions that offer help. Then, discuss the question in groups.



Adrian: Hello Ana. You look concerned. How can I help you?
 Karla: Yes I am concerned. Adrian I got a very low grade in math.
 Adrian: Math is my favorite subject, I really like it.
 Perhaps I can give you a hand.
 Karla: Oh thanks. That would be great.
 Adrian: Sure I'll be happy to help you.
 We can study during the recess.
 Karla: Can we start tomorrow? I'll bring my notebook and my math book.
 Adrian: Yes, let's do that! I'm glad to help.

How can you know what each expression is used for?

2 Tick (✓) the expressions you can use to offer help. Then, with a partner, take turns to offer your help.

What can I do for you?	Can I give you a hand?
May I help you?	Do you need help with that?
Would you mind helping me?	I'd be happy to help.

3 Work in pairs. Discuss some situations in which you have asked for help and write them down. Choose one of the situations and take turns to explain how you would help your partner.

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Additional Activity

Student can talk about their real problems with different subjects. Write the name of the subjects on the board. Tell them to change math for another subject and practice the conversation.

4 Write down questions to offer your help to your partner in the situation you chose in activity 3. Also, write down the expressions you can use if your partner accepts your help and what you can say if your partner rejects your help.

You can go over the instructions along with students. You could break them down so that you work on them step by step. You could begin by asking students to write down questions to offer help to his or her partner in the situation they chose in the previous activity. Monitor and provide help if needed. Then, ask them to write down the expressions they can use if their partner accepts their help and the ones they can use if their partner rejects it. Monitor and assist as needed.

5 Get together with your partner. Take turns to offer help using the questions you wrote down. Have a conversation. Use the expressions you wrote in Activity 4 to help you.

Students should work in pairs. Ask them to use the information they wrote in activity 4 to have a conversation with their partner. They should choose appropriate expressions depending on if their partner accepts or rejects their help. Encourage them to read the information they wrote in the previous activity to assist them while they are having the conversation. Monitor and assist as needed.

6 Work in groups. Use the diagram with words to ask for expressions and now make a similar one with expressions to offer help. In a separate sheet of paper, write down your dialogs. Write one or two more dialogs to offer help. Then, cut each dialog so that there is one sentence per strip of paper. Keep the strips of paper in a safe place.

Subproduct

Students should work in groups. Tell students they can use everything they have been working with in previous subproducts in this step. Ask them to write their dialogs in separate sheets of paper. Ask them to write one or two more dialogs. Have them cut the dialogs so that they have one sentence of each dialog per strip of paper. They should keep these strips of paper in a safe place. These strips of paper will be placed in their box to present the final product.

Write down questions to offer your help to your partner in the situation you chose in activity 3. Also, write down the expressions you can use if your partner accepts your help and what you can say if your partner rejects your help.

Get together with your partner. Take turns to offer help using the questions you wrote down. Have a conversation. Use the expressions you wrote in Activity 4 to help you.

Work in groups. Use the diagram with words to ask for expressions and now make a similar one with expressions to offer help. In a separate sheet of paper, write down your dialogs. Write one or two more dialogs to offer help. Then, cut each dialog so that there is one sentence per strip of paper. Keep the strips of paper in a safe place.

Go to page 97 and follow the instructions to complete part 2 and part 4.

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Assess your progress ✓

Have students go to page 97 on their books. Call students' attention to the assessment. Read the instructions aloud and make sure students understand what they need to do. Go over the rubric again and make sure everyone understands it. Reassure students that there are no correct or incorrect answers in this assessment.

Read the second and third parts aloud and ask students to read along. Have students mark these parts according to their achievements. Encourage them to be honest and mark according to how they feel they have progressed. Provide any needed assistance.



Work in pairs. Choose one of the following situations and come up with a dialog to either ask for or offer help. Remember that sometimes we need to be more polite if we don't know the people very well. Practice your dialog.

Form pairs. You can read the instructions and situations along with students and clarify any doubts. Ask students to choose a situation and write their dialog. Remind them that they can look at the lessons in the unit for help. Monitor and provide any needed assistance. Once they've written their dialog, ask students to practice it. You can invite volunteers to act out their dialog for the rest of the class.

Product

A Mailbox With Expressions to Ask for and Give Help

You can bring a small box to class or ask the product groups to bring a box or bag to class and have students put their cut up dialogs in that box or bag. Before the product presentation, you can some cards with situations in which someone might need to ask for help, and use these to prompt the conversations. Then, you could have students take turns to come to the front. You show them a situation and they take strips out of their box to come up with a dialog to ask for or offer help in that situation. You should allow all groups to participate and use their expressions.

Once students have presented their product, direct students' attention to this section on their books. Read the instructions and questions along with students and make sure everyone understands what they need to do. Ask students to answer the questions. You may invite volunteers to share their answers with the rest of the class.

Unit 9: Asking for Help


Work in pairs. Choose one of the following situations and come up with a dialog to either ask for or offer help. Remember that sometimes we need to be more polite if we don't know the people very well. Practice your dialog.

You need your friend to help you take care of your dog.

You need your mom or dad to buy you something for school.

You need a security guard to help you when they exit.

You need a person to speak more slowly so you can understand them.



<http://www.pch.com/healthcare/healthProducts/HealthTopicDetails.aspx?o=335&id=1536&id=286>
<http://www.7c.com/healthcare/HealthTopicDetails.aspx?o=335&id=287&id=1596>

With your teammates, write a short note saying:

Why you think this product is important.

When you can use this product in your daily activities.

What characteristic of this product you like the most.

Draw or paste a photo of your final product.

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Draw or paste a photo of your final product. Congratulations, you finished Unit 9 successfully!

Ask students to draw or paste a photo of their final product on the space provided to end the unit. Congratulate them on their achievements.

Alternative Product

As an alternative product, you could ask students to write the expressions to ask for and offer help on white cards. You prepare cards with situations in which one might offer or ask for help. Then, as if playing a game, students take one situation card, one offer for help and one ask for help card and decide how to best come up with a short dialog for that situation with the expressions they drew from the pile of cards.

Rubric

The evaluation tool will allow you and your students to constantly assess their progress in order to improve. Assessments help you identify problem areas so that you can plan solutions on how to fix these problems.

Throughout the unit there are two sections in which you will be directed to the Evaluation Tool. Make sure you follow the instructions and complete the Evaluation Tool. It is an amazing addition to anyone's English language learning.

3rd Edition					
Part 1	Exchanges used to offer and ask for help	<p>the results to be helpful decisions in what sometimes use the of other help</p> <p>usually make to do. My the guidelines and the way is to always able to explain the way in someone asked for help</p> <p>usually able to explain the way in which one asked for offer help</p>	<p>sometimes ask to ask, have solutions in what sometimes use the of other help</p> <p>sometimes ask to explain the guidelines and how well it is working</p> <p>sometimes able to explain the way in which one asked for help</p> <p>sometimes able to explain the way in which one asked for offer help</p>	<p>usually able to explain the way in which one asked for offer help</p> <p>usually able to explain the way in which one asked for offer help</p> <p>usually able to explain the way in which one asked for offer help</p> <p>usually able to explain the way in which one asked for offer help</p>	<p>usually able to explain the way in which one asked for offer help</p> <p>usually able to explain the way in which one asked for offer help</p> <p>usually able to explain the way in which one asked for offer help</p> <p>usually able to explain the way in which one asked for offer help</p>
Part 2	Exchanges used to offer and ask for help	<p>usually able to explain what I am doing to say it would be better</p> <p>usually able to explain what I am doing to say it would be better</p> <p>usually able to explain what I am doing to say it would be better</p> <p>usually able to explain what I am doing to say it would be better</p>	<p>usually able to explain what I am doing to say it would be better</p> <p>usually able to explain what I am doing to say it would be better</p> <p>usually able to explain what I am doing to say it would be better</p> <p>usually able to explain what I am doing to say it would be better</p>	<p>usually able to explain what I am doing to say it would be better</p> <p>usually able to explain what I am doing to say it would be better</p> <p>usually able to explain what I am doing to say it would be better</p> <p>usually able to explain what I am doing to say it would be better</p>	<p>usually able to explain what I am doing to say it would be better</p> <p>usually able to explain what I am doing to say it would be better</p> <p>usually able to explain what I am doing to say it would be better</p> <p>usually able to explain what I am doing to say it would be better</p>

1. I am able to use these elements easily. I should continue to practice so that I become even better when using the language.

2. With a little more practice I will be able to incorporate these elements better and improve my language.

3. There are some elements I need to practice more so that I can improve my language and the way I express myself.

4. I need to practice more. I might need to ask my teacher for help.

UNIT 10

Mexican Food

Unit Contents

Academic and Educational Environment

Social Practice:

Interpret and compare information in a graphic.

Learning Outcomes:

- Explores illustrated texts about ingredients of Mexican cuisine.
- Interprets the information written in illustrated texts.
- Writes sentences that describe information for infographics.

Activate Prior Knowledge

1. What is your favorite food?
2. What are the most common ingredients in Mexican food?
3. How would you define the Mexican cuisine?

Tech Resources

<https://www.sbs.com.au/food/article/2008/07/01/about-mexican-food>

<http://www.facts-about-mexico.com/mexican-food.html>

This website has tips and suggestions on how to keep children safe online. It includes free resources for teachers.

Odyssey Resources

Reader: pages 102-113

Class CD: Tracks 25, 26


Picture Dictionary: Activity Book, page 117

As mentioned in preliminary pages, the following ideas to guide students on how to work on the different activities and tasks as well as with the correlated reading text and which comprise each lesson in the unit, could be seen as simple instructions to follow. However, our intention was to keep each guiding suggestion easy, practical, short and simple for every teacher to understand, follow and reach the aim of the lesson plan as well as the learning outcome. We also have included an additional activity at some stages in the unit to suggest other options to enrich and give variety to the lessons. Please feel free to follow the instruction guidelines as they are, enrich them with your own ideas or add new ones. Enjoy!

Reader: Food from the past

UNIT 10

Food from the Past 36



What did pre-Hispanic people eat? Maize (corn) was the basis of the diets of the Maya, Aztecs and Incas. They also ate beans and vegetables like squash. The Aztecs and the Maya ate tomatoes, avocados and lots of fruit like pineapple and papaya. In fact, we eat a lot of the same things today.

114 UNIT 10 Food from the Past

The Aztecs loved chili and they ate a lot of it! They also ate corn and beans with almost every meal. That sounds familiar! But they didn't have cows or sheep or goats. Instead they ate iguana, rabbit, deer and many different types of birds, like ducks and turkeys.

UNIT 10 Food from the Past 115

 pp. 102-113

Infographics are one way to present information. The information in infographics has to be clear and it has the added bonus of being artistic and looking nice. Infographics are great tools to help people understand information easily because of the way in which facts are presented. In this unit, students will read information about Mexican cuisine in infographics so that by the end of the unit they can create their own. The facts presented in this unit will illustrate aspects of pre-Hispanic food. One thing students will have to put into practice in this unit is summarizing the information they or that they want to include because in the end the

purpose of an infographic is to highlight important data or information.

Remember that reading is an essential part of learning any language and it is also a sequential skill; each new skill helps the student master the skills he or she previously learned. Throughout the unit you will find opportunities to direct your students to their Reader's book. You may choose to read at that moment or do so when it is most appropriate and beneficial for your class and your students. You can also choose to focus your efforts in whatever you consider might benefit your students the most.

Lesson 1

Learning Outcome: Explores illustrated texts about ingredients of Mexican cuisine.

1 Read the title and look at the pictures. Predict what the infographic is about.

You could start the class by sharing your favorite Mexican dish and inviting volunteers to share their own. Call students' attention to the pictures and encourage them to describe what they see. Ask a volunteer to read the title aloud and invite students to make predictions about what the infographic is about. You could write their predictions on the board.

2 Read the infographic and see if your predictions were correct.

You could ask students to take some time to read the infographic and look at the pictures. If you consider it necessary you could also have volunteers take turns to read the infographic aloud. After everyone finishes reading, point at (if on the board) or remind them of their predictions and determine if they were correct or not.

3 Work in pairs. Discuss the questions.

Form pairs. Go over the questions along with students. Make sure everyone understands them. Ask students to discuss the questions with their partners. Monitor. You can have volunteers share their ideas with the rest of the class.

MEXICAN CUISINE

Read the title and look at the pictures. Predict what the infographic is about.

Mexican cuisine cannot be complete without a dash of spice. Chili peppers are a staple of Mexican food, but do you know what they are?

The numbers show the amount of chili peppers used in the preparation of Mexican dishes. The chart shows the number of chili peppers used in the preparation of Mexican dishes. The chart shows the number of chili peppers used in the preparation of Mexican dishes.

Read the infographic and see if your predictions were correct.

Work in pairs. Discuss the questions.

What is the objective of the infographic?
What elements can you find in the infographic?
Where can you find this type of infographic?

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Useful Information

An infographic is a visualisation of complex information in a manner that can be easily understood and consumed. Only 20% of the information is all you remember when you read a text. A well-designed infographic can help you simplify a complicated subject or turn a boring topic into a captivating one. It is important to consider choosing an interesting topic and a unique, catchy title, include various sources and avoid including too much text.



Read the infographic. Circle with red the general information and use green to circle the more specific information. How do you know?

Call students' attention to the infographic and encourage them to tell you what they see. Ask a volunteer to read the instructions aloud. Make sure everyone understands how to find general and specific information. Work with students to find the general and specific information of one pepper as an example, e.g. General information of bell peppers: come in different colors, start out green and change colors as they mature. Specific: Green bell peppers are less sweet and have less nutrients.

Ask students to complete the activity. If you think this activity might be too challenging, form pairs or groups and ask students to work together to complete the activity. Elicit answers, as students share their answers, encourage them to say how they know that the information is general or specific, what are the differences between general and specific information? Check and correct as needed.



Work in pairs. Read and answer the questions. Then, read the infographic again and see if there are other words you might not know. Underline them and see if you can figure out their meaning. Share with the rest of the class.

Form pairs. Go over the questions along with students and clarify any doubts. If necessary, ask each question in order and guide the activity so that students can find the answers in the text. Monitor and provide any needed assistance. Elicit the answers and encourage students to tell you what part of the text allowed them to figure out the answers.

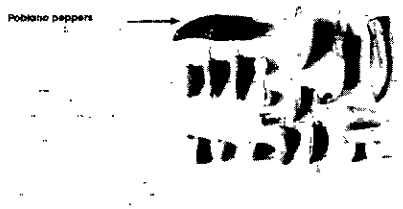


Work in groups. Look at the infographics in this lesson. Share the Mexican dishes you know that have chili peppers. Do you like them? Why? Write your ideas in your notebooks. Then, come up with some questions you could ask about the meaning of words and expressions in the texts. Write them down. Look at the example.

Students should work in groups. Ask a volunteer to read the instructions aloud. If necessary, write the example on the board. Encourage students to mention the Mexican dishes they know that are made with chili peppers. You can share your own examples too. Tell them that this unit's

Academic and Educational Environment
Explores illustrated texts about ingredients of Mexican cuisine

Read the infographic. Circle with red the general information and use green to circle the more specific information. How do you know?



Work in pairs. Read and answer the questions. Are there words you don't know? Underline them and try to guess their meaning. Share with your class.

What does the expression "as they mature" mean?
 What does the text mean when it says the peppers come from somewhere?
 What does spiciness mean?
 What does the word turn (turns) in the serrano pepper information?

Work in groups. Look at the infographics in this lesson. Share the Mexican dishes you know that have chili peppers. Do you like them? Why? Write your ideas in your notebooks. Then, come up with some questions you could ask about the meaning of words and expressions in the texts. Write them down. Look at the example. What dishes use chili peppers? Mexican dishes

In your Reader's book, enjoy reading pages 114 to 119. Then, answer question 1 on page 125 at the end of the text.

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product will be about Mexican food and they will have to think about a Mexican dish they want to talk about. Ask students to work with their groups to complete the activity. If you consider it appropriate, you could also work with students and write a few questions together before having them work with their groups, e.g. *What does genus mean? What does ripe mean?*

Enjoy Reading!

At this moment you could ask students to use their Reader's book and read pages 114-119. Then, have them answer question 1 at the end of the story and invite volunteers to share their answers with the rest of the class.

Lesson 2

Learning Outcome: Interprets the information written in illustrated texts.

1 Listen and read along. Then discuss with your classmates what the infographic is about. **25**

Call students' attention to the pictures and encourage them to describe what they see. Tell them you will now look at the infographic, listen to a recording and read along. Play track 25 and have students read as they listen. You may play the recording more than once. Then, encourage students to share what they understood and what the infographic is about (vanilla).

2 Work in pairs. Listen and read again. Then, make a list of the words that are illustrated in the infographic. What do you think the pictures are there for? **25**

Form pairs. Tell them that you are going to listen to the recording again and they have to read along. As they read, they have to determine what the pictures in the infographics represent (vanilla, the vanilla orchid/plant and Hernan Cortes). Play the recording and have students listen and read. Then, elicit the answers and see if everyone agrees. Then, ask "What do you think the pictures are there for?" and encourage students to share their ideas and opinions. Accept all plausible answers. You could also invite students to tell you if the pictures make the information easier to understand or not and/or invite them to share anything they might want to say about the general look of infographics based on the ones they've seen so far in this unit.

3 Work with your partner. Look at the following questions and determine what they can be used for. Then, get together with another pair and share your opinion.

Students can continue working with the same partner. Ask them to look at the questions and determine what they can be used for. You could also read the questions along with them and clarify doubts. Give them a set amount of time to discuss their opinion and then have them get together with another pair to share their opinions. You could ask the groups to answer the questions in their notebooks using the text if you consider it appropriate and necessary or if you feel that it could help your students in any way.

Mexican Vainilla

Where is vanilla from?
Who cultivated vanilla?
How was vanilla used?
How long does it take vanilla to grow?

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- 4** **Listen to the infographic and read along. Circle with red the ingredients. Circle the dishes or drinks with blue. Finally, identify and underline the groups or people and then say where these groups lived.**

26

You could first play track 26 and ask students to listen and read along. Then, you could go over the instructions and ask students to follow them as they listen and read again. Play the recording as many times as you consider necessary. Elicit answers from different students. Then, invite students to tell you where these groups (people) lived, e.g. the Mayans come from the Yucatan Peninsula.

AK: circle red: cacao beans, vanilla, chili, other spices, sugar; circle blue: xocolatl, hot chocolate; underline: Olmecs, Mayans, Aztecs

- 5** **Work in pairs. Without reading the information, take turns to explain what you understood from the infographic to your partner. Point at the pictures and look at the words that are linked to the pictures to talk about this.**

Form pairs. Ask students to take turns to explain what they remember from the infographic without reading the text. Make sure they notice that there are pictures that are linked to certain words, encourage them to point at the pictures as they explain what they remember. Don't forget to remind them to switch roles and to speak in English.

- 6** **Work in groups. Do you know any typical Mexican dishes that pre-Hispanic groups ate too? Which ones? Share with your group and write them down in your notebooks. Discuss where the dishes in the infographics in this lesson are from and how you can tell. Then, write down some questions you could use to verify the information you understood from an infographic. Look at the questions and Mexican ingredients and dishes that appear in this unit for help.**

Subproduct

Read the instructions along with students. Form groups. Encourage students to discuss the questions with their groups and share their knowledge and ideas with the rest of the class. Ask them to write the dishes they know in the notebooks. Then, ask them to discuss where the dishes in the infographics are from and how they know. Finally, ask them to write down some questions to verify information like the ones they saw in this lesson. Monitor and provide any needed assistance.

4 Listen to the infographic and read along. Circle with red the ingredients. Circle the dishes or drinks with blue. Finally, identify and underline the groups or people and then say where these groups lived.

The History of Chocolate

The Olmecs were the first pre-Hispanic group that used cacao beans. But it was the Mayans who first used them to prepare a drink called xocolatl. The Mayans believed that cacao was a gift from their gods and they used it to prepare a drink made with cacao beans, vanilla, chili, and other spices. Cacao beans were valued so much that the Mayans used them as money to buy things. After many years, the Aztecs started to use cacao as money and as an ingredient to prepare xocolatl. Hernán Cortés brought the cacao beans back to Europe. There they added sugar and milk to the recipe and created a sweet new drink. This drink was similar to the hot chocolate we drink today.

5 Work in pairs. Without reading the information, take turns to explain what you understood from the infographic to your partner. Point at the pictures and look at the words that are linked to the pictures to talk about this.

Work in groups. Do you know any typical Mexican dishes that pre-Hispanic groups ate too? Which ones? Share with your group and write them down in your notebooks. Discuss where the dishes in the infographics in this lesson are from and how you can tell. Then, write down some questions you could use to verify the information you understood from an infographic. Look at the questions and Mexican ingredients and dishes that appear in this unit for help.

Go to page 107 at the end of this unit and check what you know. Answer numbers 1 to 3.

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Assess your progress!

Have students go to page 107 on their books. Call students' attention to the assessment. Read the instructions aloud and make sure students understand what they need to do. Go over the elements on the list and make sure everyone understands it. Reassure students that there are no correct or incorrect answers in this assessment.

Read numbers 1 to 3 aloud and ask students to read along. Have students mark these parts according to their achievements. Encourage them to be honest and mark according to how they feel they have progressed. Provide any needed assistance. Remind them to include some comments about their progress or what they can do to improve.

Lesson 3

Learning Outcome: Write sentences that describe information for infographics.

1 Read the infographic. Then discuss with your class if you knew this information and if you like these dishes.

Call students' attention to the pictures and encourage them to mention everything they recognize. Encourage them to speak in English whenever possible. Next, ask students to silently read the infographic. If you consider it appropriate you could also have volunteers take turns to read it aloud. You could also ask students to identify if the information in the infographic is in the present or in the past and encourage them to tell you three words that let them know the answer.

2 Look at the following sentences. Do they say the same or different things? Choose two sentences from the text and write them down. Then, rewrite the sentence using your own words.

Ask a volunteer to read the instructions aloud. Make sure everyone understands them. Go over the example along with students. Encourage them to think if the sentences say the same or not. Form pairs and ask them to talk about the differences and similarities between the two sentences. You can explain that in English, when we are describing things, sometimes we can order the words in a different way and still say the same thing. You can use the example in the book or choose another sentence and explain how this works with the sentence on the board (how the noun and verb change positions). Ask students to work with their partners and choose two sentences where they can reorder the words and still say the same thing. Monitor. Invite students to share their sentences. Correct as needed.

3 Work in pairs. Come up with questions that you can answer with your sentences from Activity 2. Write them down in your notebooks.

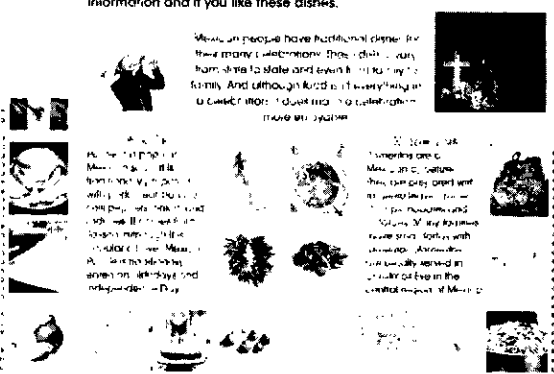
Form pairs. Ask students to come up with questions that you can answer with the sentences they worked with in the previous activity, you can do the first one as an example, e.g. What is a popular Mexican soup? Monitor and provide any needed assistance. Elicit questions from volunteers.

1 Read the infographic. Then discuss with your class if you knew this information and if you like these dishes.

Mexican people have traditional dinner for their family. This dish is very famous in Mexico and even in the United States. And although food is different in every country, it is very important to have a good meal. I love to eat Mexican food.

Mexican people like to eat Mexican food. It is very healthy and delicious. They like to eat Mexican food because it is very healthy and delicious. They like to eat Mexican food because it is very healthy and delicious.

Mexican people like to eat Mexican food. It is very healthy and delicious. They like to eat Mexican food because it is very healthy and delicious. They like to eat Mexican food because it is very healthy and delicious.



Mexican people like to eat Mexican food. It is very healthy and delicious. They like to eat Mexican food because it is very healthy and delicious. They like to eat Mexican food because it is very healthy and delicious.

2 Work in pairs. Look at the following sentences. Do they say the same or different things? Choose two sentences from the text and write them down. Then, rewrite the sentence using your own words.

A popular Mexican soup is pozole. - Pozole is a popular Mexican soup.

3 Work in pairs. Come up with questions that you can answer with your sentences from Activity 2. Write them down in your notebooks.

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Additional Activity

Divide the class into small groups. Tell students to select a dish they usually eat with their families. Ask them to make notes on the type of dish, ingredients and if they eat them or not in particular celebrations.

3 Read the infographic in Activity 1 again. Add one or two more elements to the chart. Complete the chart with information from the infographic. Then, discuss the question. What can you find out when you compare things?.

Call students' attention to the chart. You can have students explain what state, type of dish and ingredients mean. Then, ask them to read the infographic and complete the chart with the information they find. Encourage them to think of two other categories they can add to their chart and ask them to add them and complete the columns. If you consider that your students are struggling too much with this activity, you can form pairs and ask students to work together to complete the chart. Monitor and provide any needed assistance. Finally, ask students to discuss the question, you can do this in pairs, groups or as a whole class. Encourage students to think of the things you can find out by comparing two different items, if necessary, share some examples, e.g. In this case, food, you can see if they have the same ingredients. You can find out where they are from. When you compare other objects you can find out if they are the same or different and/or what their similarities or differences are.

4 Work in pairs. Compare your charts. Then discuss the similarities and differences between the two dishes.

Form pairs and ask students to compare their charts. Encourage them to discuss the similarities and differences they find, e.g. Similarity: They are from Mexico; Difference: one has shrimp and the other one pork, etc. Invite volunteers to share the similarities and differences they found with the rest of the class.

5 Work in groups. Make a list of your favorite Mexican dishes in your notebook. You can include the ones you talked about in previous sessions. Choose at least two. Then, make a chart similar to the one in Activity 4 and complete it with information about your dishes. You can add more details to compare them. You can also write down some questions to help you come up with more details for your chart.

Students should work in groups. Ask them to make a list of their favorite Mexican dishes in their notebooks. Encourage them to include the dishes they talked about in previous sessions. Then, they should choose at least two and make a chart similar to the one in activity 4 so that they can complete

3 Read the infographic in Activity 1 again. Add one or two more elements to the chart. Complete the chart with information from the infographic. Then, discuss the question. What can you find out when you compare things?.

	Pozole	Rameras
State		
Type of dish		
Ingredients		

Work in pairs. Compare your charts. Then discuss the similarities and differences between the two dishes.

Work in groups. Make a list of your favorite Mexican dishes in your notebook. You can include the ones you talked about in previous sessions. Choose at least two. Then, make a chart similar to the one in Activity 4 and complete it with information about your dishes. You can add more details to compare them. You can also write down some questions to help you come up with more details for your chart.

In your Reader's book, enjoy reading pages 120 to 124. Then, answer question 2 on page 125 at the end of the text.

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the information and find the similarities and differences between those dishes. Tell students they can also add more details to compare to their chart if they want to and they can also write down questions like the ones they wrote before in order to come up with more ideas for their chart. Monitor and provide any needed assistance.

Enjoy Reading!

At this moment you could ask students to use their Reader's book and read pages 120-124. Then, have them answer question 2 at the end of the story and invite volunteers to share their answers with the rest of the class.

Lesson 4

Learning Outcome: Write sentences that describe information for infographics.

1 Read the infographic. Look at the underlined words and discuss what you think they are used for.

To introduce the lesson, write the names of the following states on the board: *Sonora*, *Michoacán*, *Sinaloa* and *Veracruz*. Ask: *What do you know about these states?* Elicit answers from a few students and then, divide the class into small groups to continue with the discussion. Students may or may not know about the states' cuisine, but it is important that at least they have an idea of where the states are. Tell students they are going to read about something sweet and have them guess the word *Dessert*. Give students a couple of minutes to talk about desserts they like in their small groups. When you are ready to begin working with the book, call students' attention to the pictures in activity 1 and encourage students to say what they see. Tell students you will now read the infographic. You can choose to ask students to do so individually or you can have volunteers take turns to read it aloud. After you've read the infographic, encourage students to identify the underlined words. Ask them to read the sentence or phrase that contains each underlined word and discuss what the words are used for (words that connect sentences).


2 Match the columns to complete the ideas. Share with a partner.

You can ask a volunteer to read the instructions aloud. Ask students to complete the activity individually. If necessary, go over the sentences before they begin and clarify any doubts. Form pairs and ask students to compare their answers. You can check by having students write complete sentences on the board.


AK: *Chochinitos are typical breads, but wheat is not native to Mexico.; In Mexico people eat salty foods during lunch. Then, they eat dessert.; The ingredients are milk, sugar and cinnamon.; I prefer to eat coyotas or cochinitos for dessert.*

Mexican Desserts
 What better way is there to end a Mexican meal than with a traditional dessert? Learn more about desserts from different states of Mexico.


Coyotas - Sonora
 Coyotas are traditional flat round breads. They are made with milk, sugar and cinnamon. They originate from Sonora, Mexico.




Chongos Zamoranos - Michoacán
 Chongos Zamoranos are made with wheat flour, milk, sugar and cinnamon. They were first made in Zamora, Michoacán.



Caprotada - Sinaloa
 Caprotada is a traditional bread made with milk, sugar and cinnamon. Some of the ingredients for this bread are capote, a type of bread, and wheat flour. It was first made in Sinaloa.



Cochinitos de Piloncillo - Veracruz
 Cochinitos are traditional breads made with wheat flour, milk, sugar and cinnamon. They were first made in Veracruz, Mexico. They are made with wheat flour, milk, sugar and cinnamon. They were first made in Veracruz, Mexico.



Match the columns to complete the ideas. Share with a partner.

Chochinitos are typical breads	Then, they eat dessert
In Mexico people eat salty foods during lunch	or cochinitos for dessert
The ingredients are milk, sugar	but wheat is not native to Mexico
I prefer to eat coyotas	and cinnamon

3 In pairs, talk about your favorite desserts. Do you know the ingredients? Where do they come from? How often do you eat them?

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3 In pairs, talk about your favorite desserts. Do you know the ingredients? Where do they come from? How often do you eat them?

Students should work in pairs. Read the instructions aloud along with students. Make sure everyone understands what they need to talk about. Tell them they can make some notes in their notebooks if they want to. You may invite volunteers to share their favorite desserts with the rest of the class.

Additional Activity

Divide students into pairs and tell them to make a list of traditional desserts they know. Ask them to talk about their ingredients and where they come from. Tell them to select a dessert to share it with other classmates.



Work in pairs. Choose one Mexican dish that you both know and like. Then, answer the following questions about the dish.

Have students work in pairs. Ask a volunteer to read the instructions aloud. Clarify any doubts. You can go over the questions before they begin. Give students enough time to work on completing this activity. Monitor and provide any needed assistance.

AK: *Answers will vary.*



Continue working with your partner. With the answers to your questions, write a paragraph about your dish in your notebook. Then, write details to explain how you want to make your infographic. You can add some drawings below. Next, make your infographic in your notebooks.

Students should continue working with the same partner as in the previous activity. Using the answers from their questions they should write a paragraph about their dish in their notebooks. Next, ask them to plan how they will design their infographic in the space on the book. Here they can write what pictures they will add or even try to plan the structure. Finally, ask them to make an infographic in their notebooks. Provide any needed assistance.

AK: *Answers will vary.*



Work in groups. Using your chart and questions, choose one Mexican dish to make an infographic. Write sentences for your infographic. Make sure you check the grammar and spelling is correct. Decide how you will design your infographic, the pictures you will include and how you want to illustrate it. Try to choose one picture or illustration to go with each sentence you write. Write everything in your notebooks.

Students should work in groups. Using their charts and questions, students choose a Mexican dish to make an infographic. They could look at the sentences they've written so far in order to write some sentences for their infographic. Remind them to check their grammar and spelling. Ask students decide on the design of their infographic, they have to consider how they will illustrate it and also how they want to present it so that they can begin to prepare the materials. Ask students to write everything in their notebooks. Remind students that they need all these elements to be put away in a safe place.

100

Work in pairs. Choose one Mexican dish that you both know and like. Then, answer the following questions about the dish.

What's the name of the dish?

What are the ingredients?

Do you know where it's from? Where?

Do you eat it hot or cold?

At what time of the day do you eat the dish?

Is there a special event where people eat this dish? When?

What makes this dish so delicious?

Continue working with your partner. With the answers to your questions, write a paragraph about your dish in your notebook. Then, write details to explain how you want to make your infographic. You can add some drawings below. Next, make your infographic in your notebooks.

Work in groups. Using your chart and questions, choose one Mexican dish to make an infographic. Write sentences for your infographic. Make sure you check the grammar and spelling is correct. Decide how you will design your infographic, the pictures you will include and how you want to illustrate it. Try to choose one picture or illustration to go with each sentence you write. Write everything in your notebooks.

Call to page 107 of the end of the unit and check what you know.
Answers in book 6 to 6.

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If students have the necessary equipment available, you can encourage them to access the link in their book to learn more about Mexican food.

Assess your progress!

Have students go to page 107 on their books. Call students' attention to the assessment. Read the instructions aloud and make sure students understand what they need to do. Go over the elements on the list again and make sure everyone understands it. Reassure students that there are no correct or incorrect answers in this assessment.

Read numbers 4 to 6 aloud and ask students to read along. Have students mark these parts according to their achievements. Encourage them to be honest and mark according to how they feel they have progressed. Provide any needed assistance. Remind them to include some comments about their progress or what they can do to improve.

Review and Product

Review



Interview a family member or friend about their favorite dish. Be curious and ask questions about the origin, ingredients and occasions when they eat it. Write down their answers in your notebook

Invite a volunteer to read the instructions out loud and ask questions to confirm students understand the instructions. Have them work in small groups to write sentences they may use to interview their family member or friend for this activity.

Once they interview their family member or friend, tell them to write their answers in their notebooks to share them with their classmates. Encourage them to include a picture or drawing to illustrate the information they gathered.

Product


Infographic about a Mexican Dish

Students can take turns to present their infographics for the rest of the class. All team members should share information about the dish. Encourage the audience to ask questions. Put the infographics up on the classroom walls. You can organize them by state, ingredients or even type of dish. You can then organize a "culinary tour" and invite others to the exhibition.

Once students have presented their product, direct students' attention to this section on their books. Read the instructions and questions along with students and make sure everyone understands what they need to do. Ask students to answer the questions. You may invite volunteers to share their answers with the rest of the class.

Review and Product

Interview a family member or friend about their favorite dish. Be curious and ask questions about the origin, ingredients and occasions when they eat it. Write down their answers in your notebook.



<https://www.nationalgeographic.com/culture/food/mexico/mexican-dancers-04/>
<https://www.vegetarian.com/food/mexico/>
to learn more about Mexican food.

1. Why do you think this product is important?
2. When can you use this product in your daily activities?
3. What characteristic of this product do you like the most?

Draw or paste a photo of your final product.

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Draw or paste a photo of your final product. Congratulations, you finished Unit 10 successfully!

Ask students to draw or paste a photo of their final product on the space provided to end the unit. Congratulate them on their achievements.

Alternative Product

As an alternative product, you could ask students to make a poster about a Mexican dish and present it to the class.

Checklist

The evaluation tool will allow you and your students to constantly assess their progress in order to improve. Assessments help you identify problem areas so that you can plan solutions on how to fix these problems. Throughout the unit there are two sections in which you will be directed to the Evaluation Tool. Make sure you follow the instructions and complete the Evaluation Tool. It is an amazing addition to anyone's English language learning

to the final tool

Read the statements. Check the box that corresponds to your opinion. Write down some ideas that could help you improve your work.

Identify each the role of each letter, word and word group in a text.

Understand general some text and identify which information is.

Ask questions to verify the information.

Link words and sentences.

Order sentences in a paragraph.

Choose a suitable text of information.

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UNIT 1

Track 1

Odyssey Activity Book Primary, Level 4. The recording is copyright of Cambridge University Press 2019. No part of the text or the recording may be reproduced in any form without permission in writing from the publishers.

Track 2

Miss Laura: Hi, Tom. Is something wrong?

Tom: Yes. I am worried. I just read an article about endangered species in Mexico. It looks like we have a serious problem.

Miss Laura: Yes, you're right. I'm concerned too. Mexico is home to many plants and animals but climate change and some careless activities have put some of them in danger.

Tom: What can we do to help, Miss Laura?

Miss Laura: You can talk to your friends and family about this problem. The best way to help endangered species is to understand how important they are. You can also reduce the use of water and place decals on your windows to protect birds from collisions.

Tom: Do you think that is enough? The problem is huge.

Miss Laura: Small things can make a difference if everybody participates, Tom.

Tom: Yes, you're right Miss Laura. Thanks, I feel better now.

Track 3

Nancy: Hi Sid. You look worried. What's wrong?

Sid: Hi Nancy. I feel terrible. I think I made a mistake.

Nancy: What happened?

Sid: I was at my grandparents house and I found a box I was trying to open it and I...er...broke it.

Nancy: Oh. I see. Well, that's bad.

Sid: Well...that's not the worst part. I...er...how should I put it...lied about it.

Nancy: You lied? Why would you lie?

Sid: My grandpa was very angry when he saw the box and when he asked me about it I told him my brother did it.

Nancy: Oh...

Sid: Now I am worried about what will happen when he finds out the truth.

Nancy: I understand your concern. Well, I think the only thing you can do is tell the truth...

Sid: Yeah, I know.

UNIT 2

Track 4

Last summer I went to the beach with my cousins and we had a great time together. One day we built a sailboat with a cardboard box and a red and white sheet. We had a lot of fun pretending to be pirates. We danced and sang around our boat. My cousin Anita used an empty plastic bottle to make a spyglass and we drew a treasure map! We really enjoyed being together! I hope we can meet again this summer.

Track 5

One cold October afternoon I was walking back home from school. A noise made me turn around and I saw a big black dog playing in a puddle. It looked like it was alone, so I wanted to bring it home with me. I went to get the dog it ran. It went to the forest. I ran after it. Suddenly, I saw a house. Imagine that! A little wooden cabin in the middle of the forest and in that cabin lived an old man. He was the dog's owner.

"Thank you," he said, "for bringing back my dog. Here are some strawberries, take them as a thank you gift."

I took the strawberries.

"Thank you," I said.

"Leave before it gets dark," he told me.

I looked up, the sky was really getting dark, I wanted to say goodbye but the man was gone! So I ran back to the road and returned back home. When my parents saw the bag of strawberries they said, "Great! Strawberries from the old man." We ate the strawberries for dinner that night. They were delicious, I never told my parents how I got them. I wonder how they knew...

Track 6

John: Hi Sara. what are you doing?

Sara: Hi John. I'm looking at this picture album.

John: Let me see. Hey, isn't this picture from the time we went camping with uncle Rick?

Sara: Yes! Haha. It was so funny.

John: I know! Do you remember when he fell into the river?

Sara: Yes, poor uncle Rick. The water was so cold.

Maya: What are you laughing about?

John: Oh we are just looking at pictures and remembering funny stories.

Maya: I want to hear the funny story!

Sara: Ok, sit down here and listen. When I, I mean, when John and I were younger, we went camping with uncle Rick.

Maya: Uncle Rick is so funny.

Sara: Yes, he is. As I was saying, we went camping with uncle Rick and he had very bad luck. When he was trying to put up the tent an apple fell from a tree and hit his head. Then, he slipped on a banana peel that John left on the way and fell into the river. It was a funny adventure and it never stopped being funny. He doesn't know how to cook so we ate horrible eggs every day for breakfast. Luckily we had tuna cans for lunch and some beans for dinner. It was boring eating the same thing every day...

John: I know, but I really enjoyed that trip. It was very fun. I wish uncle Rick wanted to go camping again.

Maya: He doesn't?

John: No, he said that camping is something he is never doing again.

UNIT 3

Track 7

Commercial jingle
Singer
Wash your hands,
wash your hands!
Learn the right way,
and keep germs away!

Commercial

Narrator:
Follow these steps every time you wash your hands:
1. Wet your hands with clean running water and turn off the tap.
2. Apply soap.
3. Scrub your hands together, don't forget to scrub the backs, between your fingers, your thumbs, and your finger tips.
4. Rinse your hands well under clean running water.
5. Dry your hands using a clean towel.

Commercial jingle
Singer
Wash your hands,
wash your hands!
Learn the right way,
and keep germs away!

Track 8

You may think that it is easy to follow instructions, but sometimes it isn't very simple. Some instructions can be difficult to understand and sometimes we may not want

to understand them. While in some cases not following instructions doesn't matter, there are other times when following instructions is very important, especially to take care of our health or to stay safe.

Cooking is one situation in which you might need to follow instructions. It can be in a recipe or just follow instructions so that you don't get hurt. Even if you feel inspired and want to experiment be sure to always listen to the instructions and never do anything that you are not supposed to do. It doesn't matter if you mess up the ingredients, but it can be dangerous if you aren't safe when using knives.

(silencio)

1. Cut the cheese in squares.
2. Wash and peel the cucumber and slice it.
3. Wash a lime and cut it in half.
4. Remove the peanut shells. Mix the raisins and peanuts together.
5. Put everything in plastic containers.
6. Fill a reusable bottle with water
7. Enjoy!

Remember:

Always ask an adult to help you cut and slice things.

UNIT 4

Track 9

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Excellent condition
Blue with red stripes
New tires
Includes a safety helmet
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English Encyclopedia
2018 Edition
Twelve volumes
Illustrated
Call: 569 6609 9094

Back-to-School Package
Everything you need in one package!
Includes:
Notebooks, pens, pencils, crayons, scissors, glue, erasers
and everything you need to go back to school
Only the best quality
Email: petergomez@email.com

Track 10

A: What are you doing?
B: I am trying to look at that ad.
A: Which one?
B: The one with the guitar.

A: Oh I see it. It's an ad about a band.
B: Yes, I need a band to come and play at Daniel's birthday party. Is there a phone number?
A: Wait, let me see... I think so...
B: What's the phone number? I'll write it down
A: Ok, it's 525892013.
B: Great. Thanks. Let's go.

UNIT 5

Track 11

Jennifer: Well, it's winter in Fort Collins and it's snowing. Kids take the school bus when its snowing. We make a snowman at recess and have snowball fights.
David: And we always go skiing on the weekends.
Jimena: That sounds like fun!
Jennifer: It is. but we also have to shovel the sidewalk every day.
David: That's really hard work.
Raúl: That's tough, I have to water the garden every day.
David: I'll trade ya!

Track 12

Miss Angeles: Let's welcome our exchange students from Fort Collins Colorado.
Class in unison: Hello, hi, welcome, how are you doing?

Jennifer (giggling): We are happy to be here.
Miss Angeles: Can we ask you some questions?

David: Sure!
Student 1: What sport activities do you do?
Jennifer: Well, David plays football and I play basketball twice a week.
Raúl: Oh, we play football here too.
Student 2: Do you mean the game where you run kicking the ball to score a goal?
David: Ha? No. I mean the game where you run and pass the football to score a touchdown.
Student 3: Oh, that's American football. We play soccer here.
Student 2: But we call it football.

Track 13

Jimena: Grandpa, what were your pastimes when you were nine or ten?
Grandpa José: Well, things were different then.
Raúl: Well, what sort of things did you do?
Grandpa José: Here is a game that you don't know.
Jimena: What is it?
Grandpa José (pulling a bag out of his pocket): You need these colorful round, glass balls.

Raul: Ah, those are marbles grandpa!
Jimena: Wow, they are beautiful.
Grandpa José: My friends and I used them to play in the sand.
Jimena: And how do they work? Do we throw them?
Grandpa José: no, you fit the marble between your thumb and your pointer finger. Like this.
Raúl: Then what?
Grandpa José: You flip your thumb forward and the marble shoots out.
Jimena: What for?
Grandpa José: To hit your marble out of the circle in the ground.
Raúl: When did you play it, Grandpa?
Grandpa José: We used to play everyday at recess and after school right here at the beach under this palm tree. Are you ready to play?

Track 14

A: What do you need to wash your hair?
B: Well, you need shampoo, of course, but you should use a conditioner too.

Raul: What do you need to go fishing?
David: Well, you need a fishing pole, of course, but you should take a net, a hook and worms!

UNIT 6

Track 15

How to Be a Good Researcher
 Knowing how to do good research is an excellent learning technique. Follow these tips to become a good researcher.

1. Ask good questions. The better the questions, the better the research results will be. If your question is too general like "What are animals?" you might not have enough time to find a good answer. On the other hand, if your question is too specific, like "What kind of animal produces wool?" you will not have the opportunity to research and learn new things.

- Remember that you can ask many different kinds of questions to find out all sorts of information, for example "How can we reach the sky?", "Who was the first man on the Moon?", "Why does the weather change?", "What are the seasons like?", "When were the pyramids built?", "How far can a person swim?", "Where do pandas live?" "How many types of snakes are there?" "What do dolphins do all day?"
2. Check your sources. Always use books, magazines, and online articles that were written by trusted authors. Ask your teacher for advice.
 3. Go beyond the surface. Don't give up easily. Look for different possible answers to your question, evaluate what you find, and decide if your curiosity is satisfied.

4. Don't copy the material. It is important to use your own words when you write the answer to your question. Give credit to the person who wrote the material you consulted.

Track 16

Pedro: Hi Laura. What are you doing?

Laura: Hi Pedro. I am working on my research project for English class.

Pedro: Oh I have to finish mine too. What topic did you choose?

Laura: I chose bats!

Pedro: Bats? You mean the animal?

Laura: Yes. I think bats are fascinating. Did you know that bats are mammals?

Pedro: Yes. I did know that. Have you found a lot of information?

Laura: Oh, yes! I went to the library and read two different encyclopedias. Then, I found a biology book that also had some information and then I was lucky enough to find a book about mammals that had a huge bat section.

Pedro: That's amazing. What other interesting things have you learned?

Laura: I found out that there are bat fossils that are around 50 million years old and apparently the skeletons look very similar to bats today.

Pedro: Wow! So bats haven't changed much over the years.

Laura: Exactly! And did you know that bats have a thumb and four fingers, just like humans!

Pedro: Really?

Laura: Yes! And they can use their wings to hold fruit or insects while eating.

Pedro: I didn't know there was so much interesting information about bats.

Laura: There is and I still want to use the Internet to find out more information for my presentation.

Pedro: I can't wait to see your presentation and find out more!

UNIT 7

Track 17

Sandy:

August 20th

Dear Gaby:

Hi! I miss you already. We are now in our new apartment. It is really tiny, very different from our house in Guadalajara! We don't have many things here. Only our beds and a dining table with four chairs. Mom says we will buy other things later. There is only one week left before I have to start school. My mom starts her new job on the same day. After unpacking our clothes, we have plenty of time to wander around the city. I have to say that it is very modern and very beautiful!

I'm sending you a big hug,

Sandy

Track 18

Sandy:

August 27th

Dear Gaby:

Hi! Today was my first day at school! It was awful! Sometimes it was hard for me to understand English. My mom says that I will get used to it very fast, but I feel silly now. My teacher is very nice but some kids made fun of me, because I asked her to repeat the same question three times. I wish I could be in Guadalajara with you!

I miss you so much,

Sandy

UNIT 8

Track 19

The Legend of the Ocelot

Many years ago the Ocelot roamed the central part of Mexico. He was a very friendly, large cat. His kingdom was surrounded by rocky mountains and dry sandy patches. There were bushes with thorns and cactus with prickly pear fruit in some areas. The Ocelot hunted for small animals for his dinner such as mice, rabbits, rats, birds, snakes, lizards and frogs. He also had fish sometimes for dinner.

How the Leopard got its Spots

Many years ago the Leopard roamed the high country of South Africa. His kingdom was surrounded by large dry sandy colored patches of land with bushes and some trees that the giraffe got her leaves from. The leopard hunted larger animals for his dinner. The giraffe and the zebra, gazelles, impalas and other large beasts live in the same region. He also had fish sometimes for dinner.

Track 20

Now, the Ocelot was a large friendly cat with beautiful fur that was golden and soft. He loved to watch the sky at night, especially the moon, who he loved. One night he saw a large light with a long tail flying across the sky. He was angry because he was sure that the comet was trying to bother his lovely moon and the stars.

"You are an intruder," he yelled at the comet. "leave the house of my lady, moon!"

But the comet became very angry and yelled back at the Ocelot, "Silence Ocelot! I am a mighty creature, and you can't talk to me like that! "Know that I love and admire my precious moon. I demand that you leave her house!, the Ocelot yelled back.

"You will be punished," replied the comet as she threw flaming arrows to the Ocelot.

The Ocelot ran and found a safe place to hide. However, the arrows had burned his fur and it was covered with black spots all over. The comet finally went away, as all comets do, but the Ocelot was never the same. Since that day he became very solitary and remained hidden in dark places. He slept during the day, and hunted during the night. He wasn't friendly anymore.

Track 21

The Woodpecker and the Toucan

Woodpeckers are small black and white birds with a very sharp beak for pecking. They didn't used to have the beautiful feathers on their heads. Toucans are a bit larger, with colorful feathers and a large rounded beak. Woodpeckers have always worked very hard to make homes for their families by making holes in trees with their beaks. The toucan never used to have a place to stay, he was always sleeping on different tree branches. One day, the toucan ran into the woodpecker who was building a little house for his family. Toucan was very surprised to see such excellent work and he stopped to chat. "Woodpecker, can you build me a little house when you finish yours?". The woodpecker said, "Yes, but I need something in return". And they agreed

So, woodpecker built a larger house for toucan in the tree next door. Toucan was very happy and asked him which three do you want?" Woodpecker chose three of the most beautiful red feathers and toucan placed them on his head. Their friendship has lasted to this day, and that is why toucans always look for an empty woodpecker home to spend the night. And Woodpeckers make new homes all the time. Woodpecker was very happy and to this day all woodpeckers carry the toucan's red feathers on their head.

UNIT 9

Track 22

Boy: Hello, good morning.

Clerk: Hello, what can I do for you?

Boy: I lost my jacket today. Can you help me?

Clerk: Sure. What does it look like?

Boy: It's a blue jacket with red stripes and a hood.

Clerk: OK, let me see. Is this your jacket?

Boy: Yes, it is! Thank you very much.

Clerk: No problem, you're welcome.

Track 23

Laura: Hi, miss. Can you help me?

Aquarium guide: Sure, what can I do for you?

Laura: I'm writing a school report about sea turtles. Can you tell me where to find them?

Aquarium guide: I can take you there if you want. Walk with me.

Laura: Oh, thank you very much. I appreciate your help.

Aquarium guide: No problem. Come this way. Here you are, this is the turtle habitat. All the turtles here were rescued from the sea, we are taking care of them now.

Laura: Oh, I see. How do you take care of sea turtles?

Aquarium guide: We feed them, give them medicine, heal their wounds and prepare them to go back to the sea when they get better.

Laura: Thanks a lot, miss, all this information is really interesting and helpful.

Aquarium guide: Oh, I was happy to help you. Do you need help finding the exit?

Laura: No, thanks. See you later.

Track 24

Abi: (*gasp*) Stop Mario, have you seen my bracelet?

Mario: No Abi, I'm sorry.

Abi: Can you help me look for it, please?

Mario: I just want to finish our project. I want to go home and watch TV.

Abi: I can't continue working until I find my bracelet. My grandma gave it to me. It can't be lost.

Mario: Ok, ok. I'm sorry. Let me help you.

Abi: Thanks. It has to be around here somewhere.

Mario: Let me look under here. Ta-da! I found it.

Abi: Thanks Mario!

Mario: I'm glad I could help. Now, let's finish this project please.

UNIT 10

Track 25

Mexican Vanilla

Vanilla is a gift to the world from Mexico. It is a member of the orchid family. Vanilla is native of Central America and the Caribbean but the first people who cultivated it were the Totonacs, the pre-Hispanic tribe that lived in Veracruz. Totonacs used vanilla as perfume and medicine and as an offer to their gods. When the Aztecs conquered the Totonacs they discovered vanilla and used it to flavor the traditional drink called xocolatl, made of cocoa beans.

Hernán Cortés, the conqueror of Mexico, took vanilla to Europe. Vanilla soon became an exclusive beverage of all European royalty.

It takes 18 months for the vanilla plant to produce flowers. The beautiful yellow flowers only live one day. During that time, a special kind of bee pollinates the plant that produces long pods containing the little seeds. These vanilla seeds flavor our ice cream and cookies today.

Track 26

The History of Chocolate

The Olmecs were the first pre-Hispanic group that used cacao beans. But it was the Mayans who first used them to prepare a drink called xocolatl. The Mayans believed that cacao was a gift from their gods and they used it to prepare a drink made with cacao beans, vanilla, chile, and other spices. Cacao beans were valued so much that the Mayans used them as money to buy things. After many years, the Aztecs started to use cacao as money and as an ingredient to prepare xocolatl. Hernán Cortés brought the cacao beans back to Europe. There they added sugar and milk to the recipe and created a sweet new drink. This drink was similar to the hot chocolate we drink today.

Tracklist Primary Level 4

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READER'S BOOK 4

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Key: U = Unit, W = Walkthrough

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Primary

Teacher's
Guide

4

Cambridge Odyssey provides students with excellent activities that help them develop their language skills and achieve global competencies. Its innovative content enables students to build their own knowledge while having a real life experience of the language.

Components:

- Activity Book
- Reader
- Teacher's Guide with Class CD that includes audio tracks and visual resources

The Activity Book contains engaging and challenging activities whereas the Reader is full of interesting narrative and informative texts that foster students creativity and imagination. The tracks and visual resources provide students with the perfect opportunity for extra practice. Odyssey gives teachers and students a smart and dynamic learning experience, which everyone enjoys.



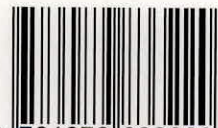
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