

CAMBRIDGE

Odyssey

Primary

Teacher's
Book

Stefania Villarreal Riva Palacio

5



Ciclo 3

Lengua extranjera. Inglés

Teacher's guide

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Odyssey Primary

Teacher's Book 5

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A short, practical note on planning and timing.

Being teachers, we know how time flies when preparing lessons and trying to accomplish our teaching goals as we lead students to achieve their learning outcomes, fall in love with the target language, follow on their progress and have a magical group management to foster language and life skills. Therefore, and considering the above before going deeper into the methodology that supports Odyssey, we want to share with you 2 practical reasons on the sequence the units follow and on the time needed for each lesson.

Sequence of units: 10 units to be taught throughout the school year in 40 weeks. Based on the social practice of the language and the learning outcomes each unit offers in the program, besides considering the student as an active participant and responsible for building learning strategies, we believe in taking students step-by step providing confidence at communicating, then immersing in the language and finally, analyzing what the language offers so that language and thinking skills can progress at the same time. Therefore we provide a mixture of learning environments that besides bringing variety to your class, students can grow in the language as they go through the steps mentioned above in a natural way.

Timing: every unit offers 4 lessons, a review and product lesson and an evaluation page. Every lesson is to be taught in a week because it also includes the Reader's book and working on subproducts. However, Odyssey was designed on providing flexibility for you to choose the order of units you would like to follow to adapt to your teaching needs. We just invite you to bear in mind that every unit lasts a month and that the lesson plans suggested in this Teacher's book are written in general terms as a set of steps which are there only as a tool but are not mandatory, so please feel free to use and adapt the materials but above all, enjoy!

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 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.

Thinking and Learning 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

Social Skills

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.

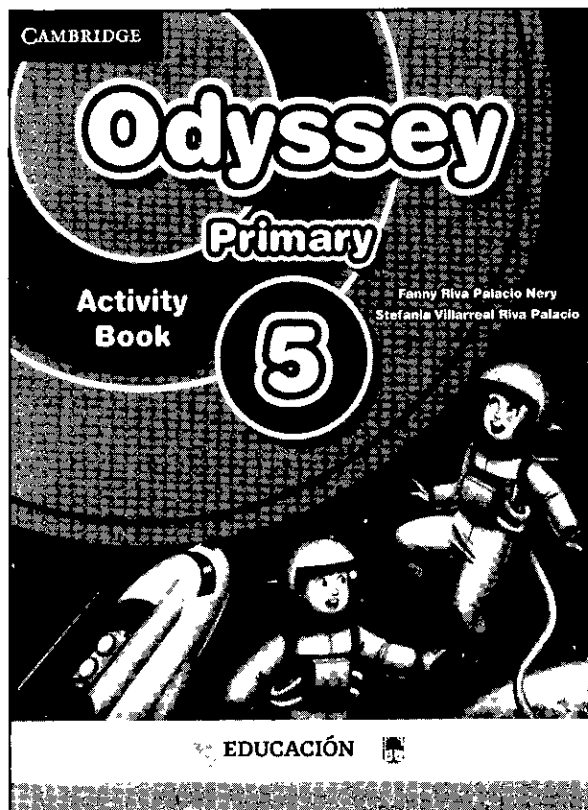
Evaluation

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 with. For the above, we have included an evaluation tool at the end of every unit for self and peer evaluation on learning outcomes mainly, and an extra, unit evaluation in your Teacher's book to check language progress without losing sight of the functional approach in the methodology.

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 5*. 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.



Activity Book

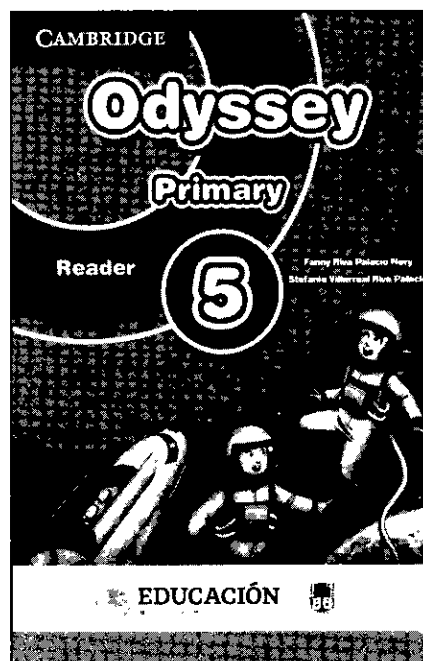
The Activity Book contains ten interesting units with motivating developmentally appropriate activities. Each unit comprises four lessons, a Review and Product page ending with an Evaluation designed for students to check on their progress based on the learning outcomes in the unit as well as evaluating their communicative abilities when interacting with others. 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.

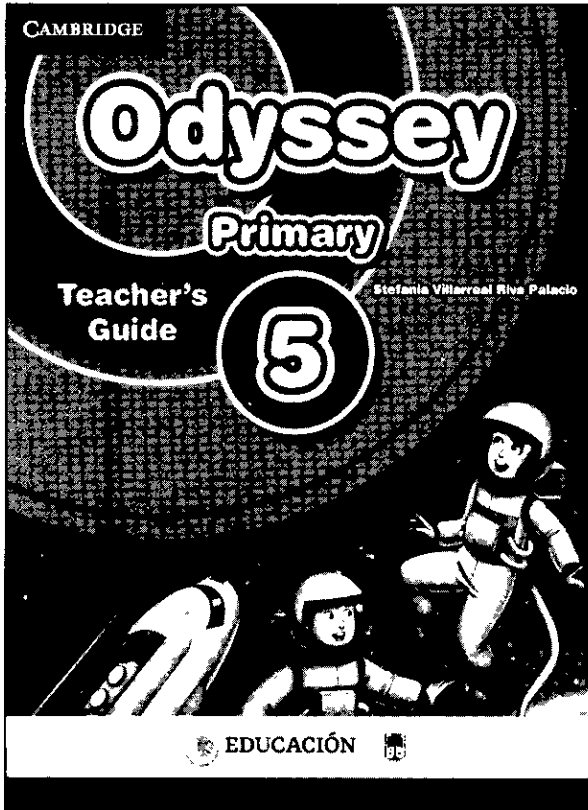
A description of this component is included on pages 10 and 11 in this book.

Reader

The Reader offers 10 beautifully illustrated reading selections, both narrative and informative and a glossary in each unit. This glossary includes key words presented in bold for easy identification which are found throughout the text, placed next to the corresponding glossary box which includes its base form and its definition. Each reading has also been recorded to provide students with work on both, listening and reading skills at the same time.

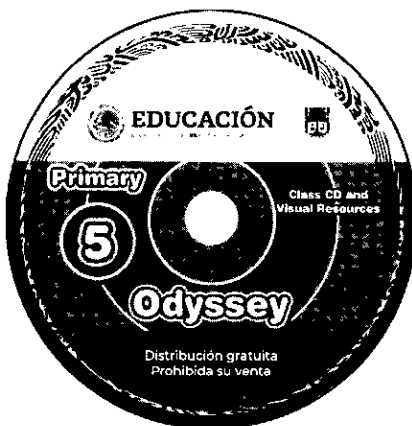
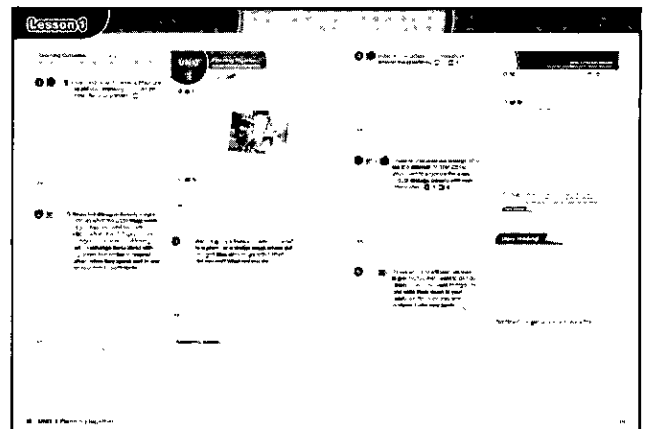
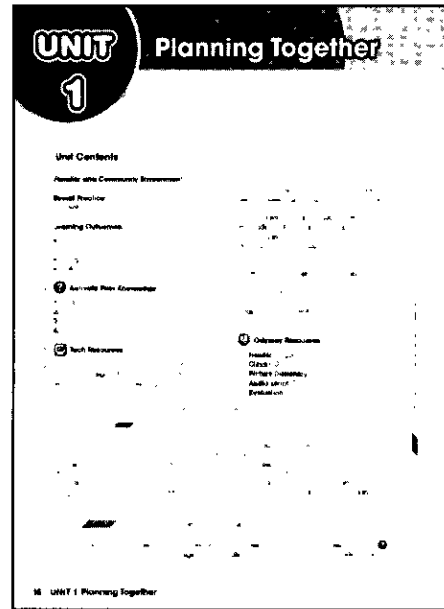


A correlation between the Reader's Book and the Activity Book is flagged in every unit (pair lessons) with an icon called Enjoy reading! where students are invited to read certain pages in their Reader and then, answer questions and exchange ideas and opinions with their classmates. However, and as a key feature in Odyssey, please bear in mind that you can follow the suggested plan or recommend your students to use their Reader whenever becomes more convenient to your teaching needs.



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 scripts, the track list and the visual resources (included in the CD) list, a set of 10 extra evaluations, 1 per unit; a set of 30 cutout flashcards, Bibliography and Webography for teachers and an acknowledgements page.



Class CD with audio activities and visual resources

The Class CD provides every listening task included in the Activity book as well as every reading in the Reader's book. You can also find a set of Visual Resources that can be photocopied, displayed on a computer screen, or projected on the board. We suggest using flashcards freely and according to your teaching needs and lesson plan. However, some ideas we can share is to use them to facilitate understanding of words, extend vocabulary, invite students to describe what they see, play memory games, build jigsaw texts (oral or written) and most of all, to provide variety in your class.

UNIT 4

Illustrated Guides

Lesson 1

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

What do the pictures show?
How do you know?

2 Read the text. Discuss what it is as a class.

Guide to Call on a Public Phone

Lift the receiver

Insert the coin or coins.

Dial the number

Speak.

3 As a class, say if the pictures and the text can go together and why.

4 An illustrated guide is a text that you can use to follow a sequence of steps to solve a problem. In pairs, discuss and answer the questions.

What elements can you see in the images and the text in Activities 1 and 2?

Is this guide useful for you? Why?

What problems can this guide help you solve?

How are the instructions in guides written?

42 UNIT 4

Academic and Educational Environment
Explores and Analyzes guides

5 What are some problems or things you would like to solve using an illustrated guide? Why could an illustrated guide be helpful? Write down your ideas.

.....

.....

6 Work in groups. Share with your classmates the problems or things that you would like to solve using an illustrated guide and why using a guide could be helpful. Then discuss the questions and write down your ideas.

Where do you think you can see illustrated guides?

What are some words or expressions you can find in illustrated guides?

7 Work in groups. In this unit, you will create a brief illustrated guide. Think and talk about illustrated guides you know. Do you look at guides? What guides do you look at? What words do you think a guide should include? Do you think the words you can use in a guide are similar or different to the words you use when you give directions? Why? Work together to reach an agreement on the topic of your brief illustrated guide. Then, you can write down words and expressions you could use in your brief illustrated guide. You may want to look at the guides in this lesson for words or ideas that you can include.

Enjoy reading!

In your Reader's book, enjoy reading pages 46 to 53 in "Illustrated Guides" to learn more about this topic. What type of illustrated guides did you find?

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Lessons

There are four two-page lessons in each unit. Each page contains a complete didactic sequence comprised 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. Every two lessons (pair lessons) you will find an Enjoy reading! icon that correlates with a text (story or fact) in the Reader's Book. This section also offers questions about the reading for students to answer and share with their classmates. In odd lessons you will find an icon where students are asked to assess their progress in an evaluation format where they can register their outcome and identify what they need to reinforce all done under your supervision.

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 and Product

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.

Review and Product

Review

With your product groups, reflect and discuss the following:

- What words are the most useful when writing a brief illustrated guide? Why?
- Why is the order of steps important?
- How did asking and answering questions help you make sure you included all the necessary information?
- What other things helped you when you made your brief illustrated guide?

Product

Brief Illustrated Guide

Guides can show us how to do something. Read the questions and share your ideas.

Do you think your brief illustrated guide could be helpful in your community? Why?

- What people from your community could use your brief illustrated guide?
- What brief illustrated guides could be useful for your community?
- Where in your community could you find a brief illustrated guide?

50 UNIT 1

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.

Evaluation Tool

Checklist

- Look at the illustrated guide you did in this unit and answer all the questions you mentioned.
- Circle the box that corresponds to your opinion.

	Yes	No
1 Analyze the information in a selected guide.	<input type="checkbox"/>	<input type="checkbox"/>
2 Understand the main idea in the message.	<input type="checkbox"/>	<input type="checkbox"/>
3 Present the message that delivers the idea.	<input type="checkbox"/>	<input type="checkbox"/>
4 Follow about 10-15 steps to do a basic calculation of tasks.	<input type="checkbox"/>	<input type="checkbox"/>
5 Write systems in their own words.	<input type="checkbox"/>	<input type="checkbox"/>
6 Produce images that illustrate the main idea.	<input type="checkbox"/>	<input type="checkbox"/>

- Read the statements and circle the ones that will help you to improve your work in this unit:
 - Ask the teacher to write a brief illustrated guide.
 - Read the brief illustrated guide and check to see if you are using basic vocabulary.
 - Ask the teacher to help you with the main idea.
 - Write the main idea in your own words.
 - Write the main idea in your own words.
- If possible, share your information with your teacher.

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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. And as mentioned on page 9 we suggest using them freely and also for better understanding of vocabulary, building knowledge, playing games, clarify doubts and even as evaluation tools having students describe or build sentences, ideas, written texts or exchanges where they can show what they can do in and with English. These visual resources are a great teaching tool.



Scope and Sequence

UNIT	Reader	Lesson 1
<p>Unit 1 Planning Together pp. 8-17</p> <p>Social Practice Exchanges expressions to organize events.</p>	<p>Planning a surprise pp. 6-19 Track 33</p>	<p>Learning Outcome</p> <ul style="list-style-type: none"> • Explores and listens to exchanges of expressions we use to organize events.
<p>Unit 2 Amazing Anecdotes pp. 18-27</p> <p>Social Practice Tells short, interesting anecdotes.</p>	<p>That really happened? pp. 20-33 Track 34</p>	<p>Learning Outcome</p> <ul style="list-style-type: none"> • Explores personal and funny anecdotes.
<p>Unit 3 Where Do You Want To Go? pp. 28-37</p> <p>Social Practice Shares information to get around the community.</p>	<p>Giving Directions pp. 34-45 Track 34</p>	<p>Learning Outcome</p> <ul style="list-style-type: none"> • Explores personal and funny anecdotes.
<p>Unit 4 Illustrated Guides pp. 38-47</p> <p>Social Practice Follows information in an illustrated guide to solve a problem.</p>	<p>Illustrated Guides pp. 46-59 Track 36</p>	<p>Learning Outcome</p> <ul style="list-style-type: none"> • Explores illustrated guides.
<p>Unit 5 Travel Logs pp. 48-57</p> <p>Social Practice Reads a travel log to discover natural aspects and cultural expressions.</p>	<p>The Stages We Go Through pp. 76-85 Track 38</p>	<p>Learning Outcome</p> <ul style="list-style-type: none"> • Explores short travel logs.

Lesson 2	Lesson 3	Lesson 4	Product
Learning Outcome <ul style="list-style-type: none"> • Interprets expressions used by the speakers. 	Learning Outcome <ul style="list-style-type: none"> • Expresses and responds to concerns in short dialogs. 	Learning Outcome <ul style="list-style-type: none"> • Takes the role of the speaker in a dialog. 	Dialog to plan an event.
Learning Outcome <ul style="list-style-type: none"> • Analyzes different aspects to talk about anecdotes. 	Learning Outcome <ul style="list-style-type: none"> • Talks about a personal anecdote. 	Learning Outcome <ul style="list-style-type: none"> • Talks about a personal anecdote. 	Recording an anecdote.
Learning Outcome <ul style="list-style-type: none"> • Analyzes different aspects to talk about anecdotes. 	Learning Outcome <ul style="list-style-type: none"> • Talks about a personal anecdote. 	Learning Outcome <ul style="list-style-type: none"> • Talks about a personal anecdote. 	Recording an anecdote.
Learning Outcome <ul style="list-style-type: none"> • Understands and follows instructions in illustrated guides. 	Learning Outcome <ul style="list-style-type: none"> • Understands and follows instructions in illustrated guides. 	Learning Outcome <ul style="list-style-type: none"> • Writes instructions. 	Illustrated Guide.
Learning Outcome <ul style="list-style-type: none"> • Guided reading. 	Learning Outcome <ul style="list-style-type: none"> • Distinguishes natural aspects and cultural expressions between Mexico and other countries. 	Learning Outcome <ul style="list-style-type: none"> • Writes descriptions and comparisons. 	Comparative Chart.

Scope and Sequence

UNIT	Reader	Lesson 1
Familiar and Community Environment		
Unit 6 This Is Me pp. 58-67 Social Practice Describes and compares appearance and abilities at different ages.	The Stages We Go Through pp. 76-85 Track 38	Learning Outcome <ul style="list-style-type: none"> • Listens and explores physical descriptions of known people.
Literary and Ludic Environment		
Unit 7 Role-Playing games pp. 68-78 Social Practice Accepts or rejects requests in role playing games.	Role Play pp. 86-103 Track 39	Learning Outcome <ul style="list-style-type: none"> • Listens to and explores expressions to accept or reject requests.
Academic and Educational Environment		
Unit 8 Questionnaires pp. 78-87 Social Practice Registers information about a topic to make a questionnaire.	Questionnaires pp. 104-115 Track 40	Learning Outcome <ul style="list-style-type: none"> • Explores questionnaires with different types of questions.
Familiar and Community Environment		
Unit 9 News pp. 88-97 Social Practice Exchanges opinions about radio news.	The Age Underground pp. 116-129 Track 41	Learning Outcome <ul style="list-style-type: none"> • Listens to and explores news related to familiar contexts.
Academic and Educational Environment		
Unit 10 What is That? pp. 98-107 Social Practice Gathers information about a topic to make museum labels and set up an exhibition.	Cool Museums pp. 103-141 Track 42	Learning Outcome <ul style="list-style-type: none"> • Explores museum labels.

Lesson 2	Lesson 3	Lesson 4	Product
Learning Outcome <ul style="list-style-type: none"> • Understands descriptions. 	Learning Outcome <ul style="list-style-type: none"> • Understands descriptions. 	Learning Outcome <ul style="list-style-type: none"> • Describes own physical appearance. 	Timeline.
Learning Outcome <ul style="list-style-type: none"> • Understands expressions to accept or reject requests. 	Learning Outcome <ul style="list-style-type: none"> • Exchanges expressions to accept or reject requests. 	Learning Outcome <ul style="list-style-type: none"> • Exchanges expressions to accept or reject requests. 	Short Dialog for a Role-Playing Game.
Learning Outcome <ul style="list-style-type: none"> • Reads questionnaires with different types of questions. 	Learning Outcome <ul style="list-style-type: none"> • Seeks and interprets information on a subject. 	Learning Outcome <ul style="list-style-type: none"> • Writes questions on a subject. 	Questionnaire.
Learning Outcome <ul style="list-style-type: none"> • Understands audio news. 	Learning Outcome <ul style="list-style-type: none"> • Understands audio news. 	Learning Outcome <ul style="list-style-type: none"> • Exchanges opinions. 	A survey.
Learning Outcome <ul style="list-style-type: none"> • Looks for information about a topic in different texts. 	Learning Outcome <ul style="list-style-type: none"> • Analyzes informative texts. 	Learning Outcome <ul style="list-style-type: none"> • Writes information. Shares information of museum labels. 	Museum Label.

UNIT 1

Planning Together

Unit Contents

Familiar and Community Environment

Social Practice:

Exchanges expressions to organize events.

Learning Outcomes:

- Explores and listens to exchanges of expressions we use to organize events.
- Interprets expressions used by the speakers.
- Takes the role of the speaker in a dialog.

Activate Prior Knowledge

1. What events can you plan?
2. What do you know about planning events?
3. How do you plan events?
4. What events did you plan in the past?

Tech Resources

Top tips for planning a successful community event:
<https://www.theguardian.com/voluntary-sector-network/2013/feb/05/tips-planning-successful-community-event>

Five tips on organizing an event for older people:

<https://www.theguardian.com/social-care-network/2016/feb/26/five-tips-organising-events-older-people>

These websites have a good variety of vocabulary that students will find useful when planning and organizing events. If students cannot have access to the websites, you may want to print out the lesson plan and activities from the first one or encourage students to look for the vocabulary words on a dictionary.

Whenever possible, check the website addresses provided. You might be able to use their information for extra activities. One way to make use of these resources is by prompting informal discussions where students can practice their language abilities related to the social practice of the language.

Odyssey Resources

Reader: pages 6-17


Class CD: tracks 2-10

Picture Dictionary: Activity Book, page 112

Audio script: Teacher's Guide, pages 136-138

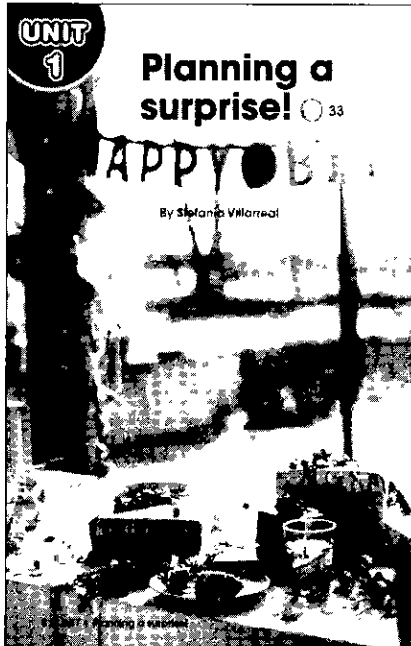
Evaluation: Teacher's Guide, page 150


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

To tap into students' prior knowledge, you could take a few minutes to ask the proposed questions on the  Activate Prior Knowledge section on this page. You could also use the pictures included in the Visual Resources for this Unit and encourage students to say what they think the kids are doing.

Reading Strategies

Narrative: *Planning a Surprise*





Ashid, John, Omar and Julia are good friends. They met last year at school. Ashid was very nervous because she had to chair be school's Ashid is a girl just like any other girl but with a difference. She needs to use a wheelchair to move around. She has a problem called muscular dystrophy. It means that the muscles in her body get weaker as time passes. Nowadays, her legs are very weak so the only way she can get around is on a wheelchair. Ashid was even worried because of this. In her old school some kids used to bother her because she used a wheelchair. Those kids couldn't understand that a wheelchair is not something you laugh about. It is just something some people need and it makes no sense making fun of it. Besides, a wheelchair doesn't make Ashid different from any other kid her age, she just needs to do some things in different ways.

weak/weaker (adjective) not strong physically
bother (verb) to cause problems for someone
wheelchair (noun) a chair on wheels that people who can't walk use to move around.

UNIT 1 Planning a surprise 7

R pp. 6-17 **D** 33

In this unit, students will learn how to plan an event using different expressions. They will also learn to interpret what speakers want to convey based on the expressions and tone of voice that they use. All this so that students can take the role of a speaker in a dialog to organize an event.

This unit's Story will allow students to read a short work of fiction where a group of children plan an event for one of their friends. You will be able to invite students to reflect if they've experienced similar things and encourage them to identify the way in which these characters plan their event. Students might be able to take ideas, expressions and other information from this reading so that they can enrich their final product.



You will also find some questions that can help students identify information that can help them enrich their final product.

The **D** indicates that there is an audio available. You could choose to play the Track and have students read along or you may just choose to ask students to read silently or to take turns to read aloud. Choose whichever strategy best works for you and your students. Perhaps if your students are still struggling with reading, you could have them listen to the recording and read before you ask them to read independently.

As you may already know, 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 exchanges of expressions we use to organize events.

- 1**   Listen and read the dialog. What are the children planning? How do you know? Tell your partner. **2**

You could ask *What can you see? What are the children doing?* and accept as many contributions they make. These kind of pre-listening activities can help prepare students for the listening activity, it also gives students the opportunity for class discussion and interaction among students. You may want to tell students that you can play the track several times in order to reduce the possible anxiety they might feel regarding a listening activity. After you have listened to and read the dialog, you could discuss the questions. You can ask them aloud and invite volunteers to participate.

AK: Students are planning a picnic. Answers may vary. I know because they say We are planning a picnic.

- 2**   Read the dialog in Activity 1 again. Discuss what the underlined words or phrases are used for. Think about what other things you need to organize a picnic and taking turns exchange these ideas with a partner. Remember to respect others when they speak and to wait for your turn to participate.

The first thing you might want to do is to ask students to identify the underlined words or phrases. You could elicit them and write them on the board. Then it might be a good idea to explain that this task can be broken up into several smaller tasks. It is important that students understand what they are going to do before they get paired up. You could first discuss the purpose of the sentences as a class and then have students discuss in pairs.

AK: The underlined words are used to ask and give information about plans/Answers may vary.

UNIT

1

Planning Together



Exchange expressions to organize events.


Lesson 1

- 1**   Listen and read the dialog. What are the children planning? How do you know? Tell your partner. **2**


Daniel: Hi, guys
Katy: Hi, Daniel
Lore: How are you, Daniel?
Daniel: Good. How are you?
What are you doing?
Katy: We're good.
Lore: We're planning a picnic. Do you want to come?
Daniel: A picnic? When?
Katy: Next Saturday at 1 pm.
Daniel: Oh, Where?
Lore: At Reyes Park.
Katy: Bring some food to share.
Daniel: I will. See you there!



- 2**   Read the dialog in Activity 1 again. Discuss what the underlined words or phrases are used for. Have you ever been to a picnic or a similar event? How did you organize it? What did you bring? Think about other things you need to organize a picnic and taking turns, exchange these ideas with a partner.

- 3**  Work in groups. Think of a time you went to a picnic or a similar event. Where did you go? Who did you go with? What did you eat? What did you do?

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- 3**  Work in groups. Think of a time you went to a picnic or a similar event. Where did you go? Who did you go with? What did you eat? What did you do?

Depending on your class' level, you might need to explain the questions and even the question words, e.g. where - is a place, who-is a person, what-is an object/thing. You may share an example so they can use it as a base for their discussion, e.g. I went to Chapultepec. I went with my mom. I ate bananas. I played soccer.

AK: Answers may vary. E.g. I went to a park. I went with my mom. I ate a sandwich. I ran and jumped.



Additional Activity

You can have students work in groups and set a time limit for them to come up with essentials they need to consider in order to plan a picnic and then invite each group to share their ideas with the rest of the class. They could also work on mentioning different places in their community where they could have a picnic.

4  **Listen to two different conversations. Answer the questions.** **3** **4**




You could elicit from students what the conversation they listened to first was about (planning a picnic). Ask students if they think it is possible they might listen to other conversations about planning something. It might help your students if you wrote the questions on the board and you played the tracks several times so they can identify elements that might allow them to answer the questions.

AK: Dialog A: 1. a school party, 2. A teacher and a girl, 3. Teacher and student; Dialog B: 1. A girl and a boy, 2. Yes, 3. decorations for the school party.

5   **Listen to and read the dialogs. What are the different and/or similar ways used to organize the event in both dialogs. Discuss with your classmates.** **3** **4**


You might want to give students something particular to focus each time you play the recording so they might try to find that particular element as they read, e.g. Let's listen and try to figure out what a student organizes with a teacher for a school party. How is the conversation? (more formal)

AK: Answers may vary. E.g. They are both conversations to organize an event. One is more formal, the other one is more casual/informal.

6   **In this unit, you will plan an event in groups. You may want to decide which events you want to organize and write them down in your notebook. You may also want to share it with your family.** 


You may choose to brainstorm events with the whole class to assist students who might not possess enough vocabulary or who might be too shy to speak aloud. Then, as students work in groups, you may want to walk around and try to identify students that might require further help.

Familiar and Community Environment
Explores and listens to exchanges of expressions we use to organize events.

4  **Listen to two different conversations. Answer the questions.** **3** **4**

1 **2** **3** **4**


1. What are they talking about? 3. Who are the people talking?
2. Who are the people talking? Are they friends?
4. What is their relationship? What are they talking about?

5  **Listen to and read the dialogs. What are the different and/or similar ways used to organize the event in both dialogs. Discuss with your classmates.** **3** **4**

1 **2** **3** **4**

Teacher: Hello, Elena. Are you ready for the school party?
Elena: Hi, teacher. Yes, my mom got me a new dress.
Teacher: That's great! I heard you were helping Maria with the decorations.
Elena: Yes. Everything is ready now. We just need to decorate everything on Saturday morning.
Teacher: Excellent! Let me know if you need any help. I'll see you around.
Elena: Thank you, teacher.

Elena: Hello?
Maria: Hi, Elena.
Elena: Hi, Maria. How are you?
Maria: I'm ok. Thanks. How are you?
Elena: I'm good.
Maria: Hey! I just wanted to make sure that I got the correct decorations for the school party. We need purple and white ribbons, right?
Elena: Yes. Oh, and if you find purple and white plastic flowers we can use them too.
Maria: Ok! I'll send you pictures of everything I find.
Elena: Great! Thanks.
Maria: Talk to you later.
Elena: Bye!

6  **In this unit, you will plan an event in groups. You may want to decide which events you want to organize and write them down in your notebook. You may also want to share it with your family.**

Enjoy reading!

In your Reader's book, enjoy reading pages 6 to 12 in "Planning a surprise" to learn more about this topic. What expressions to organize events can you find in the reading?



Enjoy reading!

This Unit's reading is a story related to the topic of planning events. You could encourage students to quickly leaf through the pages looking at the pictures and make predictions. Remember that you can also play Track 33 and have students read along. Encourage students to answer the question in their Activity Book, perhaps while working with their product groups.

Possible Changes and How to Face Them



Some students might not know anything about how to organize events, perhaps their families do not participate in big events or there may be families that do not celebrate any events at all. You can always assist your students by inviting other students to share their ideas or you can share your own. You could also focus on school events if that is the only thing your students are familiar with. Most schools have some celebrations, graduations or outings that you can perhaps link to the unit. It is important that you listen to what your students say.

Learning Outcome: Interprets expressions used by the speakers.

- 1**   **Listen to the dialog. In pairs, discuss why the kids are excited. What do people feel when they say "they are excited"? (D) 5**



You may begin this lesson by sharing with your students how you are feeling, you may want to use descriptive language, for example: *It is a marvelous day! Everything's going well and I'm happy!* Then, you can invite some volunteers to share how they feel too. It is not easy to monitor while students work in pairs, and it is easy to lose control of your class, make sure you show them a sign you will use to signal for them to be quiet and stop what they are doing. This way you won't have to raise your voice. Once students get into pairs, encourage students to discuss why the kids are excited. You may want to set some time for students to work with their partner and determine how people that "are excited" are feeling. You could walk around the classroom and make sure all students share their ideas with their partner. This might be a good opportunity to identify pairs that work well together and those that don't.

AK: Answers may vary. E.g. They feel happy./ They want to be there. / They want (something) to happen. / etc.



- 2**   **Listen to the dialog in Activity 1 again. Using your own words tell your teammates how you interpret the following expressions. (D) 5**

You may refer students to the Picture Dictionary on page 112. You could have volunteers read the expressions aloud. You can ask students to discuss their meanings with their partners. If necessary, you can ask students to write some notes in their notebooks. If you see struggling students, you could form groups by grouping some "stronger" students with "weaker" ones.


AK: Answers may vary. E.g. everything is almost done/ we just need to finish the details./ we still need to wait for something to get here. / I can help you if you let me know. / Bye.


- 1**   **Listen to the dialog. In pairs, discuss why the kids are excited. What do people feel when they say "they are excited"? How do people change their voice when they feel excited? (D) 5**



- 2**   **Listen to the dialog in Activity 1 again. Using your own words tell your partner how you interpret the following expressions. (D) 5**

- I have to finish getting everything ready.
- I can start when the ... get here.
- Call me if we need something else.
- See you later.

- 3**  **Share with your partner ideas to help the children organize their event. Write a short dialog using the expressions in Activity 2 and others you may know. You may want to go back to the dialogs on pages 8 and 9 to get some ideas for your dialog.**





- 3**  **Share with your partner ideas to help the children organize their event. Write a short dialog using the expressions in Activity 2 and others you may know. You may want to go back to the dialogs on pages 8 and 9 to get some ideas for your dialog.**

Since you might still be getting to know your students, you might not yet identify optimal pairs, however, try to pair students based on what you have observed. You might want to tell students that they can look back at the dialogs in this unit to look at structures and ideas. You may want to encourage them to mention elements that can help them organize an event. You could also brainstorm things that can be used to organize an event and write them on the board, e.g. food, decorations (balloons, confetti), napkins, plates, piñata, etc.

AK: Answers may vary.

You can ask students to visit the suggested web page to read information about planning a picnic. You may want to encourage them to identify and write down words, expressions and other elements that can be useful for them.

Learning Outcome: Takes the role of the speaker in a dialog.

1    **Read and listen to the dialog. People use different tones of voice to express what they feel, so you should focus on the tone of voice of each one of the characters to identify what they feel. How does the tone of voice change? What is the tone of voice the characters use? Discuss your answers with a partner.** 


You could first ask students to look at the picture and describe what they see. Then, you can explain that they are going to listen to a recording to listen to the tone of voice. You may want to exemplify "tone of voice". Then, you could play Track 7 as many times as you consider necessary for students to be able to understand the tone of voice and to identify the feelings that are being conveyed. You may want to invite volunteers to share their ideas and, if possible, encourage a short class discussion.

AK: Answers may vary. E.g. One of them sounds angry/unhappy. Even if they use polite words, the character doesn't sound happy, etc.

2  **Work in pairs. Discuss the questions below and follow the instructions.**





You may need to review feelings and emotions vocabulary, you could do this using gestures or having volunteers mime the emotions. You could also refer them to the Picture Dictionary on page 112. Before you pair up students, you might want to give them a "purpose" for their discussion, in this case, you could tell them that they should reach an agreement for their conclusion at the end of the activity.

AK: Answers may vary. You may sound rude. You might transmit the wrong message.

3  **Work in groups. What do you think is more important: the words and expressions you use or the tone of voice? Why?**

You could divide the class into groups. You may want to read the instructions aloud along with students and clarify in case of any doubts. You could ask students to discuss the questions with their group and encourage students to support their answers. As they work, it would be a good


Lesson 3

1    Read and listen to the dialog. People use different tones of voice to express what they feel, so you should focus on the tone of voice of each character to identify what they feel. How does the tone of voice change? What is the tone of voice the characters use? Discuss your answers with a partner. 


Tip: Being polite isn't just saying 'please' and 'thank you'. It's also choosing appropriate words and intonation to communicate.



Max: Please let me through.
 Mel: Tell me!
 Max: No, I'm sorry, but it is private.
 Mel: But I want to know what you told Tom.
 Max: Please leave me alone.
 Mel: Why can't you tell me?
 Max: I'm sorry, I have to go. I will see you later.
 Mel: No, wait! Where are you going?
 Max: Excuse me, I don't want to talk anymore. Good bye.

2  Work in pairs. Discuss the questions and follow the instructions.

Do you ever get annoyed on someone's ear? What do you think can happen if you use a different tone of voice? How does the message change? Test your theory by taking turns to ask your partner for a favor in the following ways: happy, angry, sad, scared. Share your conclusions as a class.

3  Work in groups. What do you think is more important: the words and expressions you use or the tone of voice? Why?

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idea to monitor and make sure all students participate. If. You may want to invite a volunteer from each group to share their ideas with the rest of the class.

AK: They are both equally important, although we should always try to watch our language.

Tip

You may want to go over the tip and share some examples, e.g. say Thank you in a polite way and then say it again in a very rude way. Call students' attention to the fact that even though it is the same expression, your tone of voice made it sound rude/not polite.



4 Listen to the dialog and pay attention to what Sam and Pablo say. Work with a partner and discuss: How do Sam and Fabio feel? How do you know? Share your ideas with the class. **8**

You may want to tell students that they are going to listen to another dialog and they have to think about how the characters feel and how they can know it. You could allow some time for students to read the dialog before playing the recording. Then, you can play Track 8 as many times as you consider appropriate. Then, have volunteers to tell you how Sam and Fabio feel and how they can know. Encourage as many students as possible to participate.

AK: Answers may vary. E.g. I think they feel excited because they are going to celebrate a birthday./ because of how they sound, etc.



5 Work in groups. Use different tones of voice to read the conversation in Activity 4 aloud and reflect on how the message can change depending on the tone of voice you use. Think about the questions Fabio used and discuss.

You could ask students to work in teams of 3, so each one plays a different role. You may explain that they are going to take turns and read the conversation in Activity 4 aloud using different tones of voice. Then, you can allow some time for students to talk about the questions Fabio used to find out information about the event. How effective are the questions?



6 Work in groups. You can now use your notes about the event you are planning from the previous subproduct session. Look at the questions in the lesson. What kind of questions do you need to ask to find out more information about an event? Write some questions and answers about your event. You can take turns to ask and answer them aloud to see if they are useful. The questions can help you plan your dialog later.



You could now review what you have been working with and have learned so far so that students can come up with some questions to find out more information about their chosen event. Encourage them to look at the questions in the conversations in this unit for help and ideas.



4 Listen to the dialog and pay attention to what Sam and Pablo say. Work with a partner and discuss: How do Sam and Fabio feel? How do you know? Share your ideas with the class. **8**



5 Work in groups. Read and listen to the conversation. Then, take turns to use different tones of voice to read the dialog aloud and reflect on how the message can change depending on the tone of voice you use. Think about the questions Fabio used and discuss. **8**

Woman: Hello?
Sam: Hello? May I speak to Fabio? This is Sam.
Woman: Hi, Sam: this is Fabio's mom.
Sam: Hello.
Woman: Give me a moment.
Sam: Ok.
Fabio: Hello?
Sam: Hi, Fabio.
Fabio: Hi, Sam.
Sam: Do you want to come to my birthday celebration on Saturday at the ...?
Fabio: Yes! At what time?
Sam: At noon.
Fabio: Great! Let me tell my mom. I'll see you there!
Sam: Great! See you there. Bye.
Fabio: Bye.
Woman: This Saturday?



6 Work in groups. You can now use your notes about the event you are planning from the previous subproduct session. Look at the questions in the lesson. What kind of questions do you need to ask to find out more information about an event? Write some questions and answers about your event. You can take turns to ask and answer them aloud to see if they are useful. The questions can help you plan your dialog later.

Enjoy reading!

In your Reader's book, enjoy reading pages 13 to 18 in "Planning a surprise!" to learn more about this topic. What kind of questions do the characters ask when planning their event? What type of things do they solve or arrange for their event by asking questions?

Enjoy reading!

You may want to invite volunteers to share what they remember about the story before you continue reading. Remember that you could play the audio and ask students to read along. You may go over the question in the Activity Book and encourage students to answer them with their product group so that they can complement their product.

Possible Challenges and How to Face Them

Some students might not understand what the tone of voice is. If this happens, you can model a sentence for students using different tones of voice to show them how it is not just the words, but also the tone of your voice what helps you convey the meaning you want to. Encourage them to notice how it is not the same to ask for something using a neutral or polite tone of voice and doing the same being rude.



4 Read and listen to the conversation. Find what you can say to accept an invitation. What do you say when you can't go somewhere? What do you say when you propose something different? Are there any other expressions you may add? Which ones? Make some notes.

10

The purpose of this activity is for students to be exposed to expressions they could possibly use to reject an invitation. You may want to encourage them to identify the key phrases or words for this purpose.

AK: I'm sorry, I can't...; Can you meet...? Maybe we can meet....?



5 Work with a partner to share your answers in Activity 4. Make a graphic organizer to classify the phrases you use when you accept an invitation, when you can't go somewhere, and when you propose something different.

You can have students work with a partner to share their answers from Activity 4. You can now ask students to make a graphic organizer and classify their words or phrases. You may want to draw one or two examples of graphic organizers (Venn diagram, mind map, etc.) to exemplify. You could invite a few volunteers to share their graphic organizers with the class.



6 Work in groups. You can now use the notes from previous sessions to write a dialog. Remember to include greeting expressions to be polite. Check for spelling, grammar and punctuation. Make the necessary changes for your dialog to be interesting. Write a final version of your dialog and take turns to practice it.



You may want to encourage students to review the dialogs seen in this lesson so that they might organize their ideas to write their own dialogs. You may also want to determine when and where they will present their dialogs.

4 Read and listen to the conversation. Find what you can say to accept an invitation. What do you say when you can't go somewhere? What do you say when you propose something different? Are there any other expressions you may add? Which ones? Make some notes.

A: Hey, do you want to go to the movies this Friday?
B: I'm sorry, I can't on Friday. Maybe we can meet on Sunday.
A: I have lunch with my grandparents every Sunday. Can you meet on Thursday at 4 pm?
B: Yes, Thursday at 4 is great. What movie will we watch?
A: What about the new comedy?
B: Ok, that's fine. I love comedy. I'll see you on Thursday.
A: See you!

5 Work with a partner. Share your ideas from Activity 4. In your notebook, make a graphic organizer to classify the phrases you use when you accept an invitation, when you can't go somewhere, and when you propose something different.

6 Work in groups. You can now use the notes from previous sessions to write a dialog. Remember to include greeting expressions to be polite. Check for spelling, grammar and punctuation. Make the necessary changes for your dialog to be interesting. Write a final version of your dialog and take turns to practice it.

Reflect on the following:
 Is it easy or difficult to write the final version of your dialog? Why?
 Is it easy or difficult to say your dialog aloud? Why?
 I think I need to work more on _____

Assess your progress!



If you chose to ask students to use a specific section in their notebooks to write their answers and comments for this section, you could ask them to do so now. You could also ask them to look back at what they wrote the last time they assessed their progress and identify if something improved.

Possible Challenges and How to Face Them

Some students might not understand when it is their turn to speak. You could have volunteers read a dialog aloud and point out how the end of a question or a statement sounds so that they can identify when it is their turn to speak.

Review and Product

With your product group, discuss the following:

The purpose of this activity is for students to reflect and think about what they learned in this unit. Encourage them to think about the product they worked on and the different uses of the expressions and phrases they learned and practiced in this unit. You could invite a volunteer from each group to share their ideas with the class. You could also share feedback on their work and performances or elements you think they need to improve.

Product

Dialog to plan an event

The purpose of discussing these questions is for students to think about practical uses of their learning outside of the classroom. You may want to choose the interaction that might benefit your students the most. Try to guide students so that they realize that we can use English and its structures in many different ways and not just the way they learn it in the classroom, just like their mother tongue!

Review and Product

Review

With your product group, reflect and discuss the following:

1. What phrases or expressions can you use to greet somebody?
2. How can you invite someone to an event?
3. How can you accept an invitation to an event?
4. How can you decline an invitation?
5. Which event can you plan in your community?
6. Who would you invite to that event in your community?

Product

Dialog to plan an event

1. Are there any events in your community that are special? Which ones?
2. When do those events take place?
3. Where do those events take place?
4. Who goes to those events?

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Alternative Product

As an alternative product you could have students work to organize an event that you can actually bring to life on a certain date during English class. For example, you could ask them to organize an open class where they can show other students and members of faculty and/or even their parents their abilities to communicate in English; or you could encourage them to organize an English picnic (or something similar) where students will spend some time socializing only in English.

Observation Guide

The evaluation tool will allow you and your students to assess their progress in order to improve. Assessments can allow you to identify problem areas so that you can plan solutions to help your students fix those problems. The purpose of this observation guide is for students to work with a partner to come up with a short dialog that mimics what they worked on during this unit. As they have a conversation using their dialog, students observe their partner and write the number they consider best represents their partner's performance on this task. You may want to go over the table and the scale along with students and clarify any doubts. Remind students that there are no correct or incorrect answers and that they should be as honest and objective as possible, this way, they might help their classmate improve and it can also help them improve. After they have had their conversation, then the pairs can exchange what they recorded on the chart so that students can mark the "Me" section. You could demonstrate how to share short positive feedback, e.g. I think you still need to work some more when you are the speaker in the dialog because sometimes you didn't know when it was your turn to talk. Finally, students can read number 3 and, depending on what they discussed with their partner, choose the strategies they can use to improve. It might be important for you to walk around the classroom as students work so that you make take notes that you may use to assist struggling students.

Evaluation

Once you finish the Unit, you could use the evaluation on page 150 and make photocopies that you may use to evaluate your students.

Evaluation Tool

Observation guide

- With a partner think about an important celebration, a birthday, Children's Day, etc. and write a short dialog to plan an event. Exchange ideas to correct your dialog.
- Say your dialog. Observe and listen carefully to your partner. Check the correct box.

able to understand the expressions we use to organize events?		
able to interpret expressions used by the speaker?		
able to take the role of the speaker in a dialog?		

Scale
0 = never 2 = usually
1 = sometimes 3 = always

- Read and choose the things you can do to improve
When I am talking to somebody I will
 - pay attention to the sentence or questions my partner says or asks
 - pay attention to my partner's gestures or body language
 - pay attention to the tone of voice
 - respect my turn to speak.
 - use the appropriate words to express my ideas

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UNIT 2

Amazing Anecdotes

Unit Contents

Literary and Ludic Environment

Social Practice:

Tells short, interesting anecdotes.

Learning Outcomes:

- Explore personal and funny anecdotes.
- Analyze different aspects to talk about anecdotes.
- Talk about a personal anecdote.

Activate Prior Knowledge

1. What stories do you like to hear?
2. What stories do you like to tell to others?
3. What stories do your family members share?
4. What is the best part about retelling an event?

Tech Resources

Tell a story or personal anecdote

<http://learnenglishteens.britishcouncil.org/exams/speaking-exams/tell-story-or-personal-anecdote>

Accidents anecdote

<https://www.teachingenglish.org.uk/article/accidents-anecdotes>

Whenever possible, check the website addresses provided. You might be able to use their information for extra activities. One way to make use of these resources is by checking the websites and choosing the information you consider relevant so that you can adapt it for your class and use it as an extra activity related to the social practice of the language.

Odyssey Resources


Reader: pages 20-33

Class CD: tracks 11-14

Picture Dictionary: Activity Book, page 113

Audio script: Teacher's Guide, pages 139-140

Evaluation: Teacher's Guide, page 151

To tap into students' prior knowledge, you could take a few minutes to ask the proposed questions on the  Activate Prior Knowledge section on this page. You could also use the pictures included in the Visual Resources for this Unit and encourage students to say what is happening in the pictures and to share ideas about what this unit might be about, e.g. Maybe we will learn about things that people did!

Reading Strategies

Narrative: *That really happened?*



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In this unit, students will explore different fun anecdotes in order to understand how to retell an anecdote orally; this will allow them to order their ideas so that they can share their own anecdotes.

In this unit, students will read the story of a girl who visits her aunt and uncle and experiences a summer that will allow her to share anecdotes once she returns to school. You will be able to invite students to reflect if they've experienced similar things and encourage them to identify the events that become anecdotes, as well as the structure of anecdotes and the elements that make them up. Students might be able to expand their understanding of the important elements for this unit's final product.

You will also find some questions that can help students identify information that can help them enrich their final product.

As it was mentioned before, 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. Remember that you can always use the audio so that students can listen as they read along.

Learning Outcome: Explores personal and funny anecdotes.



1 Look at the picture and talk with a partner what you think the anecdote is about.

You can begin by calling students' attention to the picture and encouraging them to describe what they see. You could form pairs and ask them to discuss with their partner what they think what happened in the picture and what the anecdote is about. You could monitor students as they work and make sure all students are on task. Then, may want to invite a few volunteers to share their theories with the rest of the class. The purpose of this activity is to get students to start thinking about anecdotes / things people might experience.

AK: Answers may vary.



2 Read the anecdote. How does the anecdote make you feel? Share and discuss your feelings with your partner.

You could ask a volunteer to read the instructions aloud. You may have students read individually or have volunteers take turns to read the text aloud. You may refer students to the Picture Dictionary on page 113 before they read. You might also need to review feelings and emotions so they can complete the task. Choose strategy that works best for your class, e.g. flashcards with emotions (happy, sad, angry, scared, surprised), gestures, etc. You may invite volunteers to share how the anecdote made them feel with the rest of the class. It would be a good idea to share your ideas with the class as well.



3 Work with a partner. Discuss the following questions. What are your favorite memories? Are there funny stories in your family? Which ones?

Students can work with a partner. It is important to remember that students need to understand what they need to do before you pair them up, this way, they can use time for efficiently because they know what you expect them to do from the very beginning. You may want to remind students to speak in English. You could invite a few volunteers to share some of their exchanges with the rest of the class. While it doesn't need to be systematic, it is important to have some "feedback time" every now and then after pair or work so students don't feel like they wasted their time. You may want to share some examples

UNIT

2

Amazing Anecdotes

Tells short, interesting anecdotes.

Lesson 1

1 Look at the picture and talk with a partner what you think the anecdote is about.



2 Read the anecdote. How does the anecdote make you feel? Share and discuss your feelings with your partner.

On my eleventh birthday my parents organized a birthday party. I don't usually have birthday parties, but for some reason my parents wanted to throw a big party that year. I wasn't going to complain. My grandparents have a big garden and they lent it to us so we could have the party there. I was able to invite all my classmates. My mom was so excited she even made the pinata.

The day of the party, I put on my favorite shirt and my lucky sneakers. I was very excited. Everyone started arriving and we were having a lot of fun. We broke the pinata and then it was time for the cake.

My aunt Jose made the cake. It was a huge cake and it said "Happy Birthday Gabo". They put 11 candles and lit them in the kitchen and then my aunt decided she wanted to take the cake to the table all by herself. She could barely carry it, she was almost at the table when she tripped and fell. The cake flew up on the air and landed on top of a group of my friends and splattered everyone around the table, even my grandpa's head. It was hilarious. I laughed a lot. I felt bad that my aunt Jose's hard work was ruined, but everyone looked really funny covered in cake.

While everyone was getting cleaned up, my uncle Javier went to the bakery and bought another cake. My birthday party was really fun.

3 Work with a partner. Discuss the following questions. What are your favorite memories. Are there funny stories in your family? Which ones?

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to help students, e.g. One of my favorite memories is my 9th birthday. There was a big cake. My grandpa invented a funny dance too.

Possible Challenges and How to Face Them

Students might not be comfortable talking about their own birthday experiences; this is why you may want to ask students to choose, as a class another type of anecdote, for example: first day of school, a friend's birthday party, a soccer matc, etc. This way, they would be speaking about something they like

Additional Activity

As an additional activity, you could share a personal anecdote with your students. Then, you could invite them to think if they have had similar experiences and invite anyone who desires to share their anecdote with the rest of the class. Another possibility could be talking about the best birthdays they have experienced in their lives and explain why those birthdays were memorable.

4



Work in pairs. Read the graphic organizer and discuss the questions with your partner. You can read the anecdote in Activity 2 again if you want to.

The purpose of this activity is for students to look at the different elements that make up an anecdote, as well as a way to organize these elements before (or even after) writing an anecdote. You can use the questions they discuss with a partner to clarify doubts and come up with their own ideas. You walk around the class while they discuss the questions and take some moments to listen to the language the pairs are producing.

AK: Answers may vary. E.g. a. The graphic organizer shows elements from the anecdote that are organized into categories. b. Yes, because an anecdote is like a story. c. I would include some objects that make the anecdote funny, e.g. the cake.

5



Exchange something funny that happened to you last week with a partner. You can first organize your ideas like in Activity 4 and see if it makes it easier for you to tell your anecdote.

You may want to elicit some ideas about why organizing their ideas in a graphic organizer might help them better share their anecdote with their classmate, e.g. You can write down the details and use the organizer to make sure you don't forget them. You may want to encourage them to draw a graphic organizer before they interact in pairs. You could encourage them to look at the anecdote Activity 2 to get ideas on how to share their own. You could have volunteers share if they think the organizer helped or not and why.

AK: Answers may vary.

6



In this unit, you will tell and record personal anecdotes in groups. You may want to decide how many anecdotes you want to tell. Take turns to share anecdotes with your group. You can make some notes or use graphic organizers like the one on Activity 4 to order your ideas to tell your anecdotes.



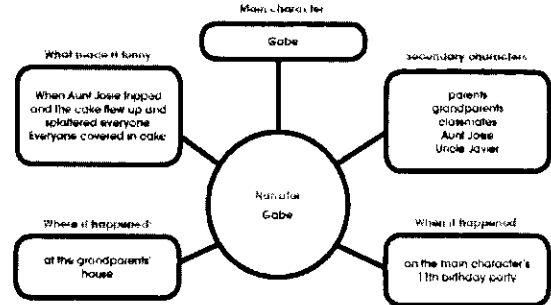
You can tell students that they could use graphic organizers to order their ideas to share anecdotes with their group. You may want to tell them to keep written information for future sessions so that they can complete their product.

Library and Ludic Environment
Explores personal and funny anecdotes

4

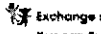


Work in pairs. Read the graphic organizer and discuss the questions with your partner. You can read the anecdote in Activity 2 again if you want to.



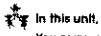
- What does the graphic organizer show?
- Do you think these elements are important for a personal funny anecdote? Why?
- What other elements would you include to organize the elements of your personal anecdote? Why?

5



Exchange something funny that happened to you last week with a partner. You can first organize your ideas like in Activity 4 and see if it makes it easier for you to tell your anecdote.

6



In this unit, you will tell and record personal anecdotes in groups. You may want to decide how many anecdotes you want to tell. Take turns to share anecdotes with your group. You can make some notes or use graphic organizers like the one on Activity 4 to order your ideas to tell your anecdotes.

Enjoy reading!

In your Reader's book, enjoy reading pages 20 to 27 in 'That really happened?' to learn more about this topic. What makes the events in the story funny?

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Enjoy reading!

At this moment you could ask students to use their Reader's book and read pages 20 to 27. You can decide to focus on the elements that you feel might benefit your students and support their learning during this unit, for example, elements in the narration. Students can discuss the question in their Activity Books in pairs, groups or as a class depending on your needs. It can give them one more opportunity to practice identifying the funny elements in an anecdote.

Possible Challenges and How to Face Them

Some students might not be familiar with some vocabulary and this might make it more difficult for them to understand the anecdotes in this lesson. To solve this problem you could use different strategies; you could ask them to identify the unknown words and form groups so that they can try to guess the meaning from context or you could also have them look for the meaning of the words in their dictionaries or see if those words are included in their book's glossary.

Learning Outcome: Talks about a personal anecdote.



1 Read the anecdote. Find the words that are used to connect sentences and place them on the mind map according to what they are used for.

You may refer students to the Picture Dictionary on page 113. You can ask students to read the anecdote and think about the characters, details and the way the author expresses his/her emotions in the story. You could also let students become aware of the sequence of events in the anecdote. It might be a good idea to review words that connect sentences before you ask them to complete the mind map, e.g. to show sequence- first, then, next; to say that something happened at the same moment: while; to say reason: because, etc.

AK: to compare: as-as; to say something happened at the same moment: while; to say reason: because; to contrast: but; to exemplify: such as; to show sequence: first, then.

Additional Activity

As an additional activity, you could prepare an anecdote to read aloud and/or hand out to your class. This anecdote should have no ending. Form groups and have students come up with their own endings for the anecdote and then encourage a volunteer from each group to read their ending aloud for the rest of the class. You can vote on the most surprising ending.

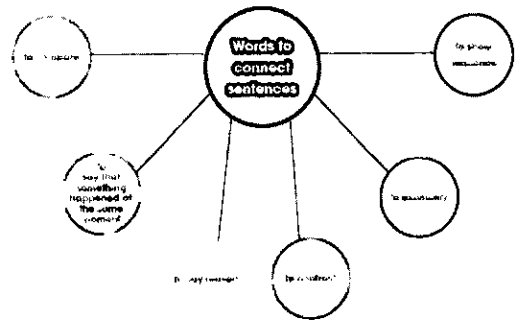
Possible Challenges and How to Face Them

Students might not be familiar with mind maps or how to use them to organize information. You could draw the mind map on the board and complete it with the class.



1 Read the anecdote. Then work with a partner to find the words that are used to connect sentences and place them on the mind map according to what they are used for.

Last year we planned a surprise for my mom on Mother's Day. It was my brother's idea. Dad was on board too. We even got my grandpa to help us so that we could get the surprise ready. On Mother's Day morning, we didn't say anything to my mom, we all pretended it was just any other day. Then, my grandpa came and picked up my mom and took her somewhere. I'm not sure where though. While they were gone, we prepared the surprise. First we cleaned the whole house. Then, we baked a cake. We worked together to finish the cake because we are not very good at baking. We were going to cook some lunch too, but dad decided that we shouldn't risk burning down the house, we just cleaned. We had to choose what to order for lunch, there were many options such as pizza, pasta, hamburgers, tacos, tortas, and many more. It was so difficult to choose. My dad chose pasta in the end. While we were waiting for the pasta we decorated the house too. Finally, mom arrived back at home. We shouted "Happy Mother's Day", and she was very surprised. We ate the pasta and then we ate the cake. The cake was as good as we could expect. That means not very good in this case, but mom didn't say anything. She was very happy about the surprise.



2 🗣️ 🗣️ **In groups, share your mind maps. Discuss why those words are important.**

You could divide the class into groups and ask students to share their mind maps with their teammates. You may want to encourage students to first notice if they all agree on the words that they have included in the mind map. What you might want to have students focus on is how these words help us connect sentences, so we can write more complex sentences which makes our stories (narrations, speech, etc.) much more fluent and natural. You could ask them to talk about why these words are important. We suggest you invite volunteers to share their ideas with the rest of the class.

AK: Answers may vary.

3 🎧 🗣️ **Listen to the anecdote about a surprise celebration. Then, discuss the following questions:**
🎧 12 🎧 13

You could ask students to pay attention and listen to the anecdote. You could play Track 12, which is a recording in which the voice is very flat and then play Track 13, which is a recording where the speaker uses an average intonation, speed, volume, etc. Then, you could ask students to discuss the questions. You may want to call their attention to how the way we speak (intonation, pacing, etc.) can either help or make it more difficult for someone to understand us. You could ask them to think about how you can know if someone is angry or excited just by listening to their voice. You may also read the Tip in the box and perhaps elicit examples from students. You might want to remind them that it is important to practice speaking so they can have a better intonation and pronunciation and it is easier for others to understand them. You can also discuss the questions in open class.

AK: -Yes, -the intonation, volume, speed, etc.,
Answers may vary, but the second one,
Answers may vary, because it is more natural.

4 🗣️ 🗣️ **Anecdotes are short interesting or fun stories about a real incident or person. What anecdotes can you tell? Share your anecdotes in groups. Try to keep in mind the ways in which we use our voice to share our stories, the words we use to connect our ideas and the words and phrases you have learned to share personal experiences.**

The purpose of this activity is to give students the opportunity to have more oral practice and also apply some of the knowledge they have gained in these lessons.

Literacy and Logic: Environment
Talk about a personal anecdote.

2 🗣️ 🗣️ In groups, share your mind maps. Discuss why those words are important.

3 🎧 🗣️ Listen to the anecdote about a surprise celebration. Then, discuss the following questions: 🎧 12 🎧 13

- Were both recordings about the same anecdote?
- What is the difference between the first recording and the second recording?
- Which one do you think is easier to understand?
- Why do you think that one is easier to understand?

Tip
The way we say things is as important as the words we use to say them. It helps people understand what we are trying to say, our feelings, and even our attitude.

SURPRISE

4 🗣️ 🗣️ Anecdotes are short interesting or fun stories about a real incident or person. What anecdotes can you tell? Share your anecdotes in groups. Try to keep in mind the ways in which we use our voice to share our stories, the words we use to connect our ideas and the words and phrases you have learned to share personal experiences.

5 🗣️ 🗣️ Work in groups. Discuss and make some notes about the elements in this lesson that you can use to write sentences to tell your anecdote. You can now use your notes or graphic organizers from the previous subproduct sessions and the elements from this lesson to write sentences to tell your anecdotes. Remember that you will record them later.

Enjoy reading!
In your Reader's book, enjoy reading pages 28 to 32 in "That really happened?" to learn more about this topic. Who shares a personal anecdote in the story?

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AK: Answers may vary.

5 🗣️ 🗣️ **Work in groups. Discuss and make some notes about the elements in this lesson that you can use to write sentences to tell your anecdote. You can now use your notes or graphic organizers from the previous subproduct sessions and the elements from this lesson to write sentences to tell your anecdotes. Remember that you will record them later.**


You may want to elicit what students learned in this lesson and invite them to share their ideas about how they can use what they learned on their product. Encourage them to look at the elements in the lesson to write down the elements that will help them complete their product.

Enjoy reading!

At this moment you could ask students to use their Reader's book and read pages 28-32. You could ask them to retell what they remember from the story. You can discuss the question in their Activity Books and you could also ask them to identify other elements from this lesson, for example words to connect sentences in the reading.


Lesson 4

Learning Outcome: Talks about a personal anecdote.

- 1**  Look at the pictures and work with a partner to make predictions on what the anecdote is about. Give reasons to explain your answers.

You could draw students' attention to the pictures in Activity 1 and ask them to describe what they see. Then, you could divide the class into pairs and have students make predictions on what the anecdote is about. You can encourage students to give reasons to explain their answers. You may want to monitor students as they work and have them share as many details as they can. You could ask a few students to share their ideas with the class and write them on the board.

AK: Answers may vary.

- 2**  Now, listen to the anecdote in Activity 1 and see if your predictions were correct. Order the pictures while you listen to the anecdote. How did the girl express her emotions? Was she scared? How do you know? Does her voice change as she tells the story? What can you notice? **14**

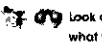
You may want to tell students that they are going to listen to an anecdote and see if their predictions were correct or not. You could also ask students to order the pictures as they listen to the anecdote. You could play Track 14 once and ask students to look at the board and see if their predictions were correct. You can play Track 14 so students can order the pictures. You can then go over the questions so that you can discuss them as a class and encourage students to share their ideas on how the girl's voice changes as she tells the story.

AK: Top to bottom, left to right: 4, 1, 6, 3, 2, 5


Additional Activity

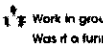
As an additional activity, you could share an anecdote about an animal (or animals) with your students and then form groups and encourage students to come up with their own anecdote about animals. Next, you could ask a member from each group to share their anecdote with the rest of the class.

Lesson 4


- 1**  Look at the pictures and work with a partner to make predictions on what the anecdote is about. Give reasons to explain your answers.



- 2**  Now, listen to the anecdote in Activity 1 and see if your predictions were correct. Order the pictures while you listen to the anecdote. How did the girl express her emotions? Was she scared? How do you know? Does her voice change as she tells the story? What can you notice? **14**


- 3**  Work in groups. What do you think about the anecdote? Was it scary? Was it a funny anecdote? How did the girl make you feel when listening to the story?

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- 3**  Work in groups. What do you think about the anecdote? Was it scary? Was it a funny anecdote? How did the girl make you feel when listening to the story?


You could have students work in groups. You could ask a volunteer to read the instructions aloud and make sure all students know what to do. They could share their thoughts about the anecdote and what their feelings about it. You might want to remind students to speak in English. You may want to invite volunteers to share their opinions with the rest of the class.

AK: Answers may vary. E.g. I liked the anecdote. I don't think it was scary. It was nice, more than funny. The girl made me feel happy.

4  **Think of an anecdote you may want to write about. Look at the diagram and complete it to help you write your own anecdote.**


You could ask students to work individually and think of an anecdote they may want to share. Students could complete the diagram to help them write their own anecdote. You could brainstorm as a class before they begin to work on their own.

AK: Answers may vary.


5  **When you finish, read it aloud for your partner. Then, discuss: Did you use different tones of voice? When did you use them? How did you use them? What was the order of events that happened? Which characters did you include in your story? Was it easy to understand the anecdote your partner told you? Why?**

You can ask students to use the information they wrote in the diagram in Activity 4 and read the anecdote for a partner. You could draw their attention to the questions in the instructions and discuss them. You may want to encourage students to think about the things that made it easy (or not) to understand their partner's anecdote.

AK: Answers may vary.

6  **Work in groups. You can now use the notes or graphic organizers from previous sessions to write the final version of your anecdotes. You may want to outline the events first. Then think of how you can record them. Just audio? Audio and video? Plan how to record your anecdotes. Practice reading it beforehand so that they are easier to record. Record your anecdotes and bring it to class. Play them for your classmates. Invite your classmates to share if they have ever experienced something similar.**


You can ask students to find their teammates from the previous subproduct activities. You can ask them to take out their notes about the anecdote they chose so they write a final version of their anecdote. Depending on the available equipment, students may record their anecdotes using audio or audio and video. They could practice reading their anecdote aloud so that it is easier to record. If you and your students do not have the technology or resources to record their anecdotes, you may ask them to





4  **Think of an anecdote you may want to write about. Look at the diagram and complete it to help you write your own anecdote.**


Brainstorm a list of anecdotes
Describe one anecdote from your list your anecdote

Outline the events in your anecdote

First
Then
Finally

5  **When you finish, read it aloud for your partner. Then, discuss: Did you use different tones of voice? When did you use them? How did you use them? What was the order of events that happened? Which characters did you include in your story? Was it easy to understand the anecdote your partner told you? Why?**

6  **Work in groups. You can now use the notes or graphic organizers from previous sessions to write the final version of your anecdotes. You may want to outline the events first. Then think of how you can record them. Just audio? Audio and video? Plan how to record your anecdotes. Practice reading it beforehand so that they are easier to record. Record your anecdotes and bring it to class. Play them for your classmates. Invite your classmates to share if they have ever experienced something similar.**

Reflect on the following

- Is it easy or difficult to write the final version of an anecdote? Why?
- Is it easy or difficult to tell an anecdote aloud? Why?

I think I need to work more on _____

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discuss and determine how they will present the retelling of their anecdote for the rest of the class. You can provide any needed assistance.

Assess your progress!

If you chose to ask students to use a specific section in their notebooks to write their answers and comments for this section, you could ask them to do so now. You could also ask them to look back at what they wrote the last time they assessed their progress and identify if something improved.

Possible Challenges and How to Face Them

You might need to present vocabulary before you begin working in this lesson. Students may share very simple sentences that do not include describing words, if this were to happen, you could write some of their ideas on the board and work with the whole group to include some adjectives in order to make the sentences more interesting.

Review and Product

With your product groups, reflect and discuss the following:

The purpose of this activity is for students to reflect and think about what they learned in this unit. Encourage them to think about the product they worked on and the different uses of the expressions and phrases they learned and practiced in this unit. You could invite a volunteer from each group to share their ideas with the class. You could also share feedback on their work and performances or elements you think they need to improve.

Product

Recording an anecdote

The purpose of discussing these questions is for students to think about practical uses of their learning outside of the classroom. You may want to choose the interaction that might benefit your students the most. Try to guide students so that they realize that we can use English and its structures in many different ways and not just the way they learn it in the classroom, just like their mother tongue!

Review and Product

Review

With your product groups, reflect and discuss the following:

1. What words and expressions can you use to show surprise?
2. How do you make an anecdote interesting?
3. Why is it useful to organize your ideas before you tell an anecdote?
4. How can you express emotions when you tell an anecdote aloud?

Product

Recording an anecdote

Anecdotes are experiences. Anyone can share anecdotes. Read the questions and share your ideas.

1. Are there anecdotes from your community that make it special? Which ones?
2. Who can you ask about anecdotes from your community?
3. Who would you share your recorded anecdotes with?
4. Are anecdotes from your community something that can connect the people that live there? Why?
5. How can sharing anecdotes make your community a better place?

Self and co-evaluation card

The evaluation tool will allow you and your students to assess their progress in order to improve. Assessments can allow you to identify problem areas so that you can plan solutions to help your students fix those problems. The purpose of this self and co-evaluation card is for students to use the skills they learned in this lesson to share an anecdote with a partner so that he or she might observe and listen carefully in order to be able to complete the "My partner's evaluation" section on this tool. You may want to go over the card and clarify any doubts. You may want to ask students to complete the "Self-evaluation card" before they look at how their partner's evaluated them. As students exchange information with their partners, you may want to ask them to think and reflect on why the evaluations might be very similar or very different. Remind them there are no right or wrong answers. You could invite volunteers to share if their partner's evaluation is similar to their self-evaluation and share their ideas to explain why this might have happened. It might be important for you to walk around the classroom as students work so that you make take notes that you may use to assist struggling students throughout the school year.

Evaluation

Once you finish the Unit, you could use the evaluation on page 151 and make photocopies that you may use to evaluate your students.

Evaluation Tool

Observation guide

- 1 Think of an amazing anecdote. Write it down.
- 2 Work in pairs. Taking turns, tell your anecdote to your classmate. Observe and listen carefully to your partner. Check the correct box.

My partner's evaluation


1	understand the structure and elements of anecdotes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	use the appropriate words and expressions to tell anecdotes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	tell an anecdote aloud with the correct pronunciation, rhythm and intonation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Reflect on your own presentation and check the correct box

Self-evaluation

1	understand the structure and elements of anecdotes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	use the appropriate words and expressions to tell anecdotes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	tell an anecdote aloud with the correct pronunciation, rhythm and intonation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

"I can" = 3
 I find little difficulty to = 2
 I can't and need help = 1



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UNIT

3

Where Do You Want To Go?

Unit Contents

Familiar and Community Environment

Social Practice:

Shares information to get around the community.

Learning Outcomes:

- Explores directions.
- Understands instructions to go from one place to another.
- Gives directions.
- Writes directions.

Activate Prior Knowledge

1. What places do you know in your town or city?
2. What are you worried or concerned about?
3. What do you do when someone asks you for directions?

Tech Resources

Directions

<http://learnenglishkids.britishcouncil.org/en/word-games/directions>

Giving directions

<http://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/giving-directions>

Whenever possible, check the website addresses provided. You might be able to use their information for extra activities. One way to make use of these resources is by checking the websites and choosing the information you consider relevant so that you can adapt it for your class and perhaps use it as an extra activity related to the social practice of the language.

Odyssey Resources


Reader: pages 34-45

Class CD: tracks 15-19

Picture Dictionary: Activity Book, page 114

Audio script: Teacher's Guide, pages 141-142

Test: Teacher's Guide, page 152.

To tap into students' prior knowledge, you could take a few minutes to ask the proposed questions on the  Activate Prior Knowledge section on this page. You could also use the pictures included in the Visual Resources for this Unit and encourage students to say what is happening in the pictures and to share ideas about what this unit might be about, e.g. Maybe something related to maps.

Reading Strategies

Facts: *Giving Directions*



R pp. 34-45 **D** 35

In this unit, students will explore how to ask for, give and follow directions from one place to the other so that they can understand how to do it and come up with their own guide with a map and/or illustrations and their directions that others can follow.

In this unit, students will read some facts that relate to the social practice of the language. The information they will read about in this fact will allow students to expand their vocabulary and to broaden their understanding of how to ask for, write, give and follow directions. Students might be able to use some of the ideas and information from the reading to complement their product for this unit.

You will also find some questions that can help students identify information that can help them enrich their final product.

As it was mentioned before, reading is an essential part of learning any language and it is also a sequential skill. When students read informative texts or facts as we usually call them, we allow students to develop their comprehension skills, we also allow them to build background knowledge and vocabulary of a specific topic that will allow them to complement their English language learning. 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. Remember that you can always use the audio so that students can listen as they read along.

Learning Outcome: Explores directions.



1 Read the conversation. Which words does the person use to give directions? Are person B's directions easy to follow? Why? How do you get to a place you don't know?

You could show a map before students begin working on the tasks and elicit what we can use maps for. You can refer students to the Picture Dictionary on page 114. You can choose the best strategy for your class to read the conversation. You may want to ask each question so that students can share their answers and opinions.

AK: Answers may vary. E.g. The person says turn right, turn left, we are here, continue straight, blocks, museum, next to, etc. / I think the directions are hard/easy to follow because (they are clear/ there are too many/etc.). A person asks for directions to find out how to get to a place. To get to a place I don't know I ask for directions/ look at a map, etc.



2 Look at the map. Trace the route person A has to follow to get to the museum. How does looking at a map can help you understand and follow instructions better?

You can begin this activity by calling students' attention to the map and eliciting what it is and what it is used for. Then, you can tell students to pay attention to the conversation in Activity 1 to trace the route person A has to follow to get to the museum. Once students have done this, you can have them discuss as a class the question in the instruction: *How does looking at a map can help you understand and follow instructions better?* Accept as many contributions they want to share and help them reflect on the importance of asking and giving directions. You can encourage students to explain, as best as they can, how a map can help us follow directions better or you could share examples, e.g. because you can look at where the streets are, etc.

AK: Answers may vary.



3 In groups discuss the following: Why are maps useful tools? When would you use maps?

UNIT

3

Where Do You Want To Go?

Exchange information to get around the country

Lesson 1

1 Read the conversation. Which words does the person use to give directions? Are person B's directions easy to follow? Why? Why does a person ask for directions? How do you get to a place you don't know?

A: Excuse me

B: Can I help you?

A: Yes please. How can I get to the museum?

B: Let's look at your map. We are here on Maple Street. So continue straight on and turn right on Park Street. Continue straight two more blocks, then turn left on Island Avenue and you'll find the museum there, right next to the Italian restaurant.

A: Great! Thank you so much.

2 Look at the map. Trace the route person A has to follow to get to the museum. How does looking at a map can help you understand and follow instructions better?

3 In groups discuss the following: Why are maps useful tools? When do you use maps? When would you use maps?



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It is important that you make sure everyone understands the questions before they get into their groups. You can then encourage students to discuss the questions with their teammates. Then, you may want to invite volunteers to share their ideas with the rest of the class.

AK: Answers may vary.


Additional Activity

You could ask students to imagine there is a new student in their class. They can think of places do that the new student might need help identifying in school. You can ask students to discuss the question in pairs, groups or you can do it as a whole group. You could also ask students to imagine that it is not just a new student, but a student that comes from another city and share places that the student might find useful.

- 4**   Listen to a person talking about places in a city or town. Work with a partner and talk about the places in your city or town. Does person mention some of them? Which ones? What types of places from the ones the person mentions can be found in your community? Can you find in your community any of the means of transport the person mentions? Make some notes about them. **D 15**




You may want to review vocabulary of places in the city or town such as: pharmacy, movie theater, grocery store, school, library, bakery, etc. You may tell them that what they should try to focus on is on the places mentioned in the recording so that they may figure out if they also exist in their community.

AK: Answers may vary.


- 5**  Listen to a person giving directions. Trace the route and compare it with a partner. Discuss the following questions: How did you find following instructions? Easy or difficult? Why? Which words helped you follow directions? **D 16**


You may want to review some vocabulary for following directions such as turn (right/left), exit, walk, straight. You could choose to pause the recording to allow students to trace the route. You could also remind them that you can play the recording several times if it is needed.

AK: Answers may vary.


- 6**   In this unit, you will make a quick illustrated guide. Work in groups. Read the dialogs in this lesson. Identify words and phrases to give directions, places in a city and means of transportation. Write them in your notebook and organize them into the different categories. 

You may want to explain that the purpose of this quick illustrated guide they will make this unit is to get around their community or a neighborhood they choose. Since some students might struggle with the words and phrases they have to identify, you could help them come up with useful categories, e.g. *restaurants, museums, stores, monuments*, etc.

- 4**  Listen to a person talking about places in a city or town. Work with a partner and talk about the places in your city or town. Does person mention some of them? Which ones? What types of places from the ones the person mentioned can be found in your community? Can you find in your community any of the means of transport the person mentions? Make some notes about them. **D 15**

- 5**  Listen to a person giving directions. Trace the route and compare it with a partner. Discuss the following questions: How did you find following instructions? Easy or difficult? Why? Which words helped you follow directions? **D 16**



- 6**  In this unit, you will make a quick illustrated guide. Work in groups. Read the dialogs in this lesson. Identify words and phrases to give directions, places in a city and means of transportation. Write them in your notebook and organize them into the different categories.

Enjoy reading!

In your Reader's book, enjoy reading pages 34 to 39 in "Giving Directions" to learn more about this topic. What words or phrases to give directions can you identify in the reading?

Enjoy reading!

At this moment you could ask students to use their Reader's book and read pages 34-39. You can decide to focus on the elements that you feel might benefit your students and support their learning during this unit. Always encourage students to communicate their ideas about the reading; in this case, you could invite them to share what they think about the characters or why they think the events in the story have unfolded as they have so far.

Possible Challenges and How to Face Them

Students may not be familiar with different means of transportation or places mentioned in Tracks 15 and 16, so you could present this language before they listen to the recording. For example: museum, movie theater, restaurant, grocery store, police station, hospital, post office, bus, car, bike, on foot. You could play the recording and have them mention the ones they do not know and have students do their research on what they are or you could be prepared with some flashcards to show them the images and they add these words to their lexicon.

Learning Outcome: Understands instructions to go from one place to another.

- 1** **Listen to the conversation. Follow the route the person has to follow to get to the post office.** **17**

The purpose of this activity is for students to practice their listening comprehension. You could challenge them not to read the conversation although it is there. You could ask them to cover it with a sheet of paper and see how well they can do without reading. You may want to refer them to the Picture Dictionary on page 114.

- 2** **Read the dialog in Activity 1 again. Circle the words that mention places. Underline the words or abbreviations that indicate distance and compare with the ones you use in your native tongue.**

You could elicit places in a town or city. You could also write some abbreviations on the board, such as cm, in., etc. and encourage students to identify what they are. If necessary, explain that they are abbreviations. You might need to explain that in the USA, they don't use the metric system, so their measurement units are different from the ones in Mexico.

AK: Circle: post office, school, grocery store, library, amusement park. Underline: 800 m and 200 mls.

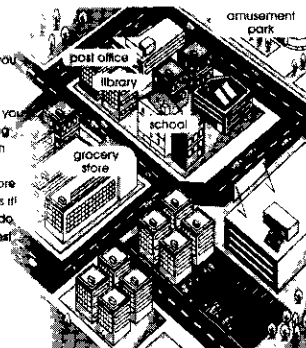
- 3** **Work with a partner. You can use a map in this unit or from any other source. Take turns. Choose a starting and an ending point. Plan the directions you'll give your partner. Ask your partner to trace the route. Did your partner get to where you were planning? Why? Why not?**

One strategy you could share with your students is for them to first identify the starting and ending points, then they could trace the route they want to use to guide their classroom. Encourage them to identify left and right. Once they have done this, they could write short simple sentences to explain their directions. These are the ones they could use with their partners. Students can use any map they choose, and if the resources are available, they could get one from the web.

AK: Answers may vary.

- 1** **Listen to the conversation. Follow the route the person has to follow to get to the post office.** **17**

- A: Excuse me. I need to get to the ...
Is it very far away?
B: No, it's not that far, maybe 800 m. Do you need directions?
A: Yes please.
B: OK. Keep going straight ahead. When you get to the school, turn left. Keep walking until you reach the ... Turn right at the corner. You'll see the post office. It is right ... the grocery store and ... the ... You can't miss it!
A: Thank you very much. Before you go, do you know where ... could find the nearest amusement park?
B: Oh, that is far away. I don't know the exact distance but it's probably 200 m away.
A: Oh, wow. Well, thanks anyway.
B: No problem.



- 2** **Read the dialog in Activity 1 again. Circle the words that mention places. Underline the words or abbreviations that indicate distance and compare with the ones you use in your native tongue.**

- 3** **Work with a partner. You can use a map in this unit or from any other source. Take turns. Choose a starting and an ending point. Plan the directions you'll give your partner. Ask your partner to trace the route. Did your partner get to where you were planning? Why? Why not?**

You may find maps from different cities: <https://learningenglish.balancouncil.org/category/topics/maps-and-directions>

Additional Activity

To practice intonation when giving instructions, you could have students listen to Track 17 and ask them to repeat as a class the instructions they hear. You could also divide the class into pairs so they take turns reading the conversation aloud.

Possible challenges and how to face them

Students might not be familiar with some of the vocabulary that is necessary when asking for and/or giving directions, for example some prepositions of place or left, right and straight. One way in which you could solve this problem would be by presenting or reviewing this vocabulary before you begin working on the book. You can do this with pictures and repetition or even with an activity where you get your students moving. For example, you could rearrange the tables. You could form groups and then say some prepositions of place and have students place themselves as indicated in relation to the tables, chairs or anything else you indicate, for example: *Students, get behind a desk. Get between two chairs. Take two steps left, etc.*

4



Listen to the dialog in Activity 1 again. Circle the keywords or phrases as you listen that are used to give directions to go from one place to another. In pairs, think of other words or phrases that are useful to give directions. 17

You may want to elicit words and phrases used to give directions that students might know or remember. You could challenge students not to look at the conversations in this lesson and to try to remember the words and phrases to give directions.

AK: next to the..., turn left, you can't miss it, keep going straight again, turn right, keep walking.

5



Work with a partner. Draw a map. You can copy one from the unit. Then take turns to give directions to your partner. Your partner follows them on your map. Exchange roles.

Students may want to look at the maps and conversations in this unit to be able to complete the activity. You could allow them to draw their own maps if you think some students are up to the challenge. You could try to pair stronger students with weaker ones for this activity so that the stronger student might help his /her peer with the expressions.

AK: Answers may vary.

6



Work in groups. You can now take out your notes of the previous subproduct. Discuss how you can make directions easier to follow. Which words can you use? How can you organize these directions? Write words or phrases you think might be useful and important to understand and give directions to get from one place to another in a clear way. You could go back to Unit 2 and look at different graphic organizers that could be useful.



You may want to ask students to think about the directions they have listened to and read so far. What can they notice about the way they are organized? How can directions be clear? You may want to elicit ways to order information and tell students to remember the graphic organizers from Unit 2.

Primary and Secondary Environment
 Developing Communication Skills to Support Learning

4 Listen to the dialog in Activity 1 again. Circle the keywords or phrases as you listen that are used to give directions to go from one place to another. In pairs, think of other words or phrases that are useful to give directions. 17

Excuse me. You can't miss it.

Thanks anyway. Turn left.

Keep going straight again.

Keep walking. Turn right.

5 Work with a partner. Draw a map. You can copy one from the unit. Then take turns to give directions to your partner. Your partner follows them on your map. Exchange roles.

6 Work in groups. You can now take out your notes of the previous subproduct. Discuss how you can make directions easier to follow. Which words can you use? How can you organize these directions? Write words or phrases you think might be useful and important to understand and give directions to get from one place to another in a clear way. You could go back to Unit 2 and look at different graphic organizers that could be useful.

Reflect on the following

- What makes it easy or difficult to give directions?
- Do you think it is easy or difficult to give directions? Why?

I think I need to work more on

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Assess your progress!




Before starting this section, you could ask students to close their books and reflect on the different activities they have done so far. You may want to encourage them to tell you what they did: understand instructions to go from place to place, etc. You could ask volunteers read the instructions and sentences aloud so that you can clarify any doubts. You can then ask students to mark the sentences according to how they feel and to write something they think they need to work more on. You can invite volunteers to share this section with the class, in pairs or groups.

If resources are available, you could ask students to visit the web page on page 34 to learn more about giving directions.




Learning Outcome: Gives directions.

- 1**  **Read and listen to the conversation. Do people know each other? How do you know? Are they polite? Why? Share your ideas with the class. 18**


You could ask students to mention if they know the cardinal points and if they do, elicit them. If there is anyone that knows where north is, you could also have that student show you. You may want to ask students to identify specific sections in the conversation that allowed them to discuss and answer the questions.

AK: Answers may vary. Susie and Mike know each other, but they don't know Pete. Susie and Mike and talking before Pete interrupts. At first, Susie and Mike aren't polite with each other because they are arguing. Pete is polite and they are polite with Pete.


- 2**  **Based on the explanation Susie gives, write the cardinal points. Compare your work with a partner and explain how you followed the instructions to identify the cardinal points. What words in the conversation were useful to identify them? Discuss this with your partner.**

You might want to turn this into a challenge. You can choose to ask students to read or listen to the conversation or even both. The challenge could be to be the first student to draw the cardinal rose with the cardinal points Susie mentions first. can draw a compass rose on the board and invite volunteers take turns to complete it.

AK: Students draw a cardinal rose with north, south, east, and west (a bonus could be to include northeast).

- 3**  **Work with another partner. Look at the dialog and find the sentences in the conversation that are polite when asking for instructions. What other sentences could be useful and polite to ask for directions? Is there just one way of asking for directions? What other ways could you think of?**

Lesson 3

- 1**  **Read and listen to the conversation. Do people know each other? How do you know? Are they polite? Why? Share your ideas with the class. 18**

Mike: I'm taking you we have to go south

Susie: I'm sure we have to go west

Mike: The nearest bus stop is definitely to the south

Susie: No I'm sure we have to walk west. The bus stop I'm talking about is the one right in front of the police station

Peter: Sorry to interrupt you

Mike: It's not a problem. Can we help you?

Peter: I was wondering if you could give me directions please

Susie: Where do you need to go?

Peter: I need to go to the park

Mike: Oh it's really close by, northeast of the town

Peter: I'm sorry I don't know the cardinal directions


Susie: Oh don't worry, look. North is this way. Now that we are looking towards the north, south is right behind us. East is to the right and west is to the left

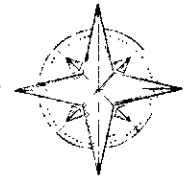
Peter: Ok, so the park is that way.


Mike: Correct. Northeast. Just continue straight and turn right on 1st Street. Walk straight two blocks and you'll see it

Peter: Thanks

Susie & Mike: No problem

- 2**  **Based on the explanation Susie gives, write the cardinal points on the compass. Compare your work with a partner and explain how you followed the instructions to identify the cardinal points. What words in the conversation were useful to identify them? Discuss this with your partner.**



- 3**  **Work with another partner. Look at the dialog and find the sentences in the conversation that are polite when asking for instructions. What other sentences could be useful and polite to ask for directions? Is there just one way of asking for directions? What other ways could you think of?**

To learn more about giving directions you may go to the following website:
<https://learningforkids.brilliant.org/word-games/directions>

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You could elicit from students what polite is and invite them to share examples of politeness, e.g. saying please and thank you. You may want to remind them that we can also show politeness with other words and our tone of voice.

Additional Activity

You could bring a compass to class in order to identify the cardinal points where you are located. Then, you could rearrange the classroom, form groups and have students come up with a series of directions within the classroom using the cardinal points. Next, you can have students take turns to follow the directions they came up with or you could also be the one that follows the directions.

You can ask students to visit the web page to read expressions they could use to give directions. You could encourage them to write down the ones they consider the most useful and share them with their classmates.

4



Listen to the dialog in Activity 1 again. Work with a partner and identify the words, phrases and expressions the speakers use to give and ask for directions. Pay attention to the way the pronounce these expressions and try to imitate them. Discuss: Do you think that pronouncing words clearly is helpful to give instructions to get from one place to another? Does the tone of voice affect the message? Make some notes. 18

You may want to demonstrate how pronunciation can affect how others understand us, it might be useful to let them know that having an accent has nothing to do with correct pronunciation, and that what is important is actually sounding out the letters correctly, you could exemplify by saying a word with bad pronunciation and then with the correct pronunciation, e.g say *nort* and then say *north*. You could also show them what happens when you speak very quietly or very loud.

AK: Answers may vary.

5



Read the conversation in Activity 1 and look at the map in Activity 4. Work with a partner and use the phrases you wrote in Activity 4 to create a dialog to ask and give directions. Share your dialog with the rest of the class.

You could ask students to work in pairs. You can ask students look at the map in Activity 4 and read the conversation in Activity 1 one more time and work with their classmate to write a dialog to ask and give directions. You may want to ask them to look at the previous lessons for ideas to write their dialogs.

AK: Answers may vary.

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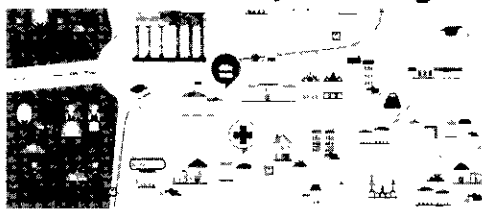


Work in groups. Bring out your work from the previous sessions. Choose a neighborhood in your community you know well. Decide which places you will include in your quick guide, write them down.

You can ask students to work with the same groups they have worked in the previous subproduct activities. You may want to encourage students to discuss the neighborhoods they know and to choose the neighborhood in their

Possible Challenges and How to Face Them

4 Listen to the dialog in Activity 1 again. Work with a partner and identify the words, phrases and expressions the speakers use to give and ask for directions. Pay attention to the way the pronounce these expressions and try to imitate them. Discuss: Do you think that pronouncing words clearly is helpful to give instructions to get from one place to another? How does the tone of voice affect the message? Make some notes. 18



5 Read the conversation in Activity 1 and look at the map in Activity 4. Work with a partner and use the phrases you wrote in Activity 4 to create a dialog to ask and give directions. Share your dialog with the rest of the class.

6 Work in groups. You can now take out your words and phrases to ask for and give directions from the previous session. Choose a neighborhood in your community you know well. Decide which places you will include in your quick guide, write them down.

Enjoy reading!

In your Reader's book, enjoy reading pages 40 to 44 in "Giving Directions" to learn more about this topic. Which hps do you consider are the most important when giving directions? 18

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community that they know best. Students can discuss and decide the places that they will include in their guide and write those down too. You might want to monitor and help as needed.

Enjoy reading!

At this moment you could ask students to use their Reader's book and read pages 40-45. You can decide to focus on the elements that you feel might benefit your students and support their learning during this unit. Always encourage students to communicate their ideas about the reading; in this case, you could invite them to share something they didn't know before but now, thanks to the reading, they've learned.



Possible Challenges and How to Face Them

Students might not be familiar with polite expressions or they might not understand why it is important to be polite when asking for or giving directions. In this case, you can first of all explain the importance of being polite in all situations in life and then talk about how we can express politeness in English, other than please and thank you. You can use the dialog in Activity 1 for this purpose or prepare some polite expressions beforehand.

- 4**  **Work in pairs. Draw a map of a town. Consider including places you can find in your community and places you have learned in this Unit. Discuss with a partner: Why are these places important in a community?**



Students can work in pairs. You can have students draw the map of the town they want following the instructions. It could be important that they consider including places they can find in their community and names of places they have learned in this Unit. Students can then discuss in pairs why they think those places are important.

AK: Answers may vary.


- 5**   **Write some sentences to give directions from different places on your map to another place. Work with another pair. Share your sentences and your map. Ask the other pair some questions to find out where the places are. Look at the example:**



Students can continue working with their partner from the previous activity. You may want to review the example before they begin. You might also want to review question words if you think your students might benefit from it. You could have each pair get together with another pair and ask them to exchange their maps and share their sentences aloud. The pairs can take turns to ask questions to find out more information about where their classmates' places are.


AK: Answers may vary.

- 6**  **Work in groups. You can now use the notes from previous sessions to make your quick guide. Choose some places in the neighborhood. Write some sentences to give directions. Illustrate your guide with a map or maps. Share your guide with the class.** 

Students can now use their work from previous session and apply what they have been practicing to create their quick illustrated guide, you could ask them to choose what they will do first, write the directions or draw their map, encourage them to think about what might make the work easier and what can help them make their instructions clearer. You may want to decide how they will present their guides to their classmates.

4  **Work in pairs. Draw a map of a town. Consider including places you can find in your community and places you have learned in this Unit. Discuss with a partner. Why are these places important in a community?**

5   **Write some sentences to give directions from different places on your map to another place. Work with another pair. Share your sentences and your map. Ask the other pair some questions to find out where the places are. Look at the example: Where is the police station?**

6  **Work in groups. You can now use the notes from previous sessions to make your quick guide. Choose some places in the neighborhood to write some sentences to give directions. Illustrate your guide with a map or maps. Present your guide to the class.**

Is it difficult or easy to make your quick guide around the neighborhood? Why?
 Is it difficult or easy to give and follow directions? Why?
 I think I need to work more on _____

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Assess your progress!



You may want to tell students that this reflection can allow them to think over their learning process and try to understand how they used and applied what they learned and how they might improve to have better outcomes. You could tell them there are no correct or incorrect answers here and the important thing is for them to think about their experience.

Review and Product

With your product groups, reflect on and discuss the following:

The purpose of this activity is for students to reflect and think about what they learned in this unit. Encourage them to think about the product they worked on and the different uses of the expressions and phrases they learned and practiced in this unit. You could walk around as they discuss the questions and take notice of the language they are using, you could even make some notes to share feedback that you could share later. You could invite a volunteer from each group to share their ideas with the class.

Product

Quick Guide Around the Neighborhood

As mentioned in previous units, the purpose of discussing these questions is for students to think about practical uses of their learning outside of the classroom. You may want to choose the interaction (be it pair work, group discussions, whole class discussion, etc.) that might benefit your students the most. Encourage them to answer the questions while keeping their community and people from their community in mind, even if people in their community don't speak English, the idea of this reflection is to get students to think about how everything we learn in our classroom can be used in real life too.

Alternative Product

As an alternative product, you could ask students to choose a point A and a point B at school or the neighborhood and then they should come up with their directions. They can draw a map and trace the route they came up with. Then, students could take turns to present their map and their directions while acting them out as if they were actually following them.

Review and Product

Review

With your product groups, reflect on and discuss the following:

1. What words or phrases can you use to give directions?
2. How do you give and follow directions?
3. When can you use your quick guide?

Product

Quick Guide Around the Neighborhood

1. How useful would be to make a quick guide for people in your community? Why?
2. Who can you give your quick guide to? What for?
3. Do you think a quick guide of a public place in your community can be useful? Why?

Rubric

The evaluation tool will allow you and your students to assess their progress in order to improve. Assessments can allow you to identify problem areas so that you can plan solutions to help your students fix those problems. The purpose of this Rubric is for students to look at the quick illustrated guide they made as a product for this unit and reflect on the elements mentioned in this tool. It might be useful for students to work with a partner, or you could even form small groups, so that they can work together to complete it. You may want to go over the Rubric and the Scale to clarify any doubts. Encourage them to think carefully and be honest with their answers for each of the statements. You may want to remind them that there are no right or wrong answers and that the aim of this tool is to help them improve. Remind them that the only way in which you can help them is when they identify what they still need to work on or what they are struggling with. Encourage them to share their information with another partner, yourself or with the class and give reasons for their choices. It might be important for you to walk around the classroom as students work so that you make take notes that you may use to assist struggling students throughout the school year.

Evaluation

Once you finish the Unit, you could use the evaluation on page 152 and make photocopies that you may use to evaluate your students.

Evaluation Tool

Rubric

- 1 Look to a quick illustrated guide from a neighborhood and talk about it with your partner. Exchange ideas.
- 2 Read the rubric and circle the box that best describes your work in this unit. Tell your partner or your teacher why.

1	I explore directions.	I know how to differentiate who gives and who follows directions and I know what directions are for.	I know how to differentiate who gives and who follows directions.	I understand what directions are used for.
2	I understand directions to go from one place to another.	I know how to ask questions to clarify information.	I know how to ask some questions to clarify information.	I understand some questions to ask for directions.
3	I describe the environment as a reference.	I know how to explain my location and the location of others in a town or city.	I know how to explain my location in a town or city.	I know some words to talk about the places in a town or city.
4	I give directions.	I know how to make directions in a polite and respectful way.	I know how to ask for directions.	I know when someone asks for directions.

I write directions to get to one place to another.	I know how to write sentences to give directions and I answer questions to add more details. I can use my written work to mark a route on a map.	I know how to write sentences to give directions and I answer questions to add more details.	I know how to write sentences to give directions.
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Best = 2 points	3 + points - Outstanding
Ok = 1 point	5 + points - Good
Need help = 0 points	3 + points - Poor

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UNIT 4

Illustrated Guides

Unit Contents

Academic and Educational Environment

Social Practice:

Follows information in an illustrated guide to solve a problem.

Learning Outcomes:

- Explores illustrated guides.
- Understands and follows instructions in illustrated guides.
- Writes instructions.

Activate Prior Knowledge

1. What is an illustrated guide?
2. What types of illustrated guides do you think there are?
3. What kind of illustrated guide do you find useful?
4. How can illustrations help you understand instructions?

Tech Resources

<https://www.teachingenglish.org.uk/article/presenting-vocabulary>

<https://www.britishcouncil.org/voices-magazine/how-promote-active-learning-classroom>

Whenever possible, check the website addresses provided. The information might help you plan your lessons or you might be able to adapt something extra activities. One way to make use of these resources is by identifying how you can adapt the information to assist students to practice the language.

Odyssey Resources


Reader: pages 46-59

Class CD: tracks 20

Picture Dictionary: Activity Book, page 115

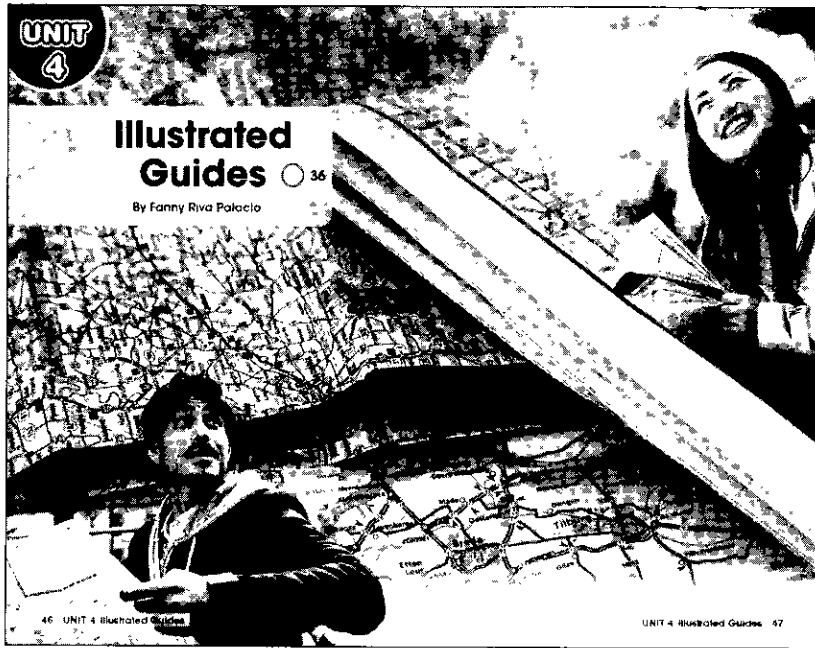
Audio script: Teacher's Guide, page 142

Test: Teacher's Guide, page 153

To tap into students' prior knowledge, you could take a few minutes to ask the proposed questions on the  Activate Prior Knowledge section on this page. You could also use the pictures included in the Visual Resources for this Unit and encourage students to say what is happening in the pictures and to share ideas about what this unit might be about, e.g. Maybe something about how to do things.

Reading Strategies

Facts: *Illustrated Guides*



R pp. 46-59 **D** 36


In this unit, students will explore and read questionnaires with different kinds of questions, research and interpret information about a topic and write questions about it. This will allow them to come up with a questionnaire that they will present as their final product.

In this unit, students will read some facts that relate to questionnaires. The information presented in the reading will allow them to analyze the meaning and use of question words and it will also let them look at different questionnaires that might help them when they have to come up with their own.

You will also find some questions that can help students identify information that can help them enrich their final product.

You can always invite them to analyze the information they learn not just from the factual information that explains what illustrated guides are, but also from the guides they will find throughout the reading. As it was mentioned before, reading 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. Remember that you can always use the audio so that students can listen as they read along.

Learning Outcome: Explores illustrated guides.

1  **Look at the images and discuss the questions as a class.**

You may want to start this unit by inviting students to share how they have learned to do things, it can be common things like tying their shoelaces, how to use a certain appliance, etc. They might answer that someone taught them, you could invite them to think about things that people close to them cannot teach them, what would they do? You could tell them that sometimes there are illustrated guides that show us how to do things. You can ask students to describe what they see in the picture, encourage them to describe the action the person is doing (calling on the phone/using a phone)

AK: Answers may vary.

2 **Read the text. Discuss what it is as a class.**


You can choose to read the text in a way that might be the most beneficial for your students. Try to make them notice that they are instructions that people can follow to call using a public phone.

AK: Answers may vary.

3 **As a class, say if the pictures and the text can go together and why.**

You may invite students to point out details in the picture. You could bring a picture of a public phone to class too. You may want to encourage them to compare the cell phone and the public phone and ask them if they are both used the same way (while it is similar because they are both phones, cell phones have a different use and would need different instructions).

AK: Answers may vary.

4  **An illustrated guide is a text that you can use to follow a sequence of steps to solve a problem. In pairs, discuss and answer the questions.**

You could invite students to think about ways in which the guide could be illustrated so that it better represents the instructions. You may want to have students notice the elements such as the title, the numbered steps, the way the instructions are presented (imperatives), etc. You could also invite them to think about how the instructions are written and why they think they are presented this way.


UNIT

4

Illustrated Guides

Follows information in an illustrated guide to solve a problem.

Lesson 1

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


**What do the pictures show?
How can you know?**

2 Read the text. Discuss what it is as a class.

Guide to Call on a Public Phone


1. Lift the receiver.
- Insert the card or coins.
- Dial the number.
- Speak.

3 As a class, say if the pictures and the text can go together and why.

4  An illustrated guide is a text that you can use to follow a sequence of steps to solve a problem. In pairs, discuss and answer the questions.

What elements can you see in the images and the text? In Activities 1 and 2?

1. Is this guide useful for you? Why?
2. What problems can this guide help you solve?
3. How are the instructions in guides written?




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UNIT 4

AK: Answers may vary. 1. Picture: A phone/someone on the phone. Text: A title, steps, numbers, imperative sentences, etc. 2. Yes/No because I know (don't know) how to use a public phone. 3. How to use a public phone. 4. They are short, use imperative verbs, are a sequence of steps, etc.


Possible Challenges and How to Face Them

Students might have little or no exposure to illustrated guides. This might make it difficult for students to work on the activities. It is important to make students feel confident about the topics we are dealing with. To get students engaged, you might want to have volunteers who are familiar with illustrated guides to share their knowledge with their classmates. You could also bring some illustrated guides, even if they are in a language other than English, and allow students some minutes to explore them and familiarize themselves with them.

- 5**  **What are some problems or things you would like to solve using an illustrated guide? Why could an illustrated guide be helpful? Write down your ideas.**


You could assist students by having a brainstorming session with the whole class where they share some ideas about problems that could be solved with illustrated guides.

AK: Answers may vary.

- 6**  **Work in groups. Share with your classmates the problems or things that you would like to solve using an illustrated guide and why using a guide could be helpful. Then discuss the questions and write down your ideas.**

You could elicit from students the reasons they believe illustrated guides can be useful, you could also ask them to compare them to guides that are not illustrated. You could also elicit the kind of words or phrases we can see in illustrated guides. Remember that it is important to make sure everyone knows what the task is before getting students into groups so that they do not lose focus. You might want to tell them to reach an agreement to answer the questions.


AK: Answers may vary. E.g. In instruction manuals, in amusement parks, etc. / Put, Insert, Lift, etc.

- 7**  **Work in groups. In this unit, you will create a brief illustrated guide. Think and talk about illustrated guides you know. Do you look at guides? What guides do you look at? What words do you think a guide should include? Do you think the words you can use in a guide are similar or different to the words you use when you give directions? Why? Work together to reach an agreement on the topic of your brief illustrated guide. Then, you can write down words and expressions you could use in your brief illustrated guide. You may want to look at the guides in this lesson for words or ideas that you can include.**




One strategy you could use is to discuss the questions as a class, unless you have a very big class, then it might be better for students to discuss in groups and perhaps have volunteers share their ideas with the rest of the class. You might want to remind them about the importance of writing down the words and expressions they identify so they might use them in future steps of their product.

- 5** **What are some problems or things you would like to solve using an illustrated guide? Why could an illustrated guide be helpful? Write down your ideas.**

- 6**  **Work in groups. Share with your classmates the problems or things that you would like to solve using an illustrated guide and why using a guide could be helpful. Then discuss the questions and write down your ideas.**

Where do you think you can see illustrated guides?
What are some words or expressions you can find in illustrated guides?

- 7**  **Work in groups. In this unit, you will create a brief illustrated guide. Think and talk about illustrated guides you know. Do you look at guides? What guides do you look at? What words do you think a guide should include? Do you think the words you can use in a guide are similar or different to the words you use when you give directions? Why? Work together to reach an agreement on the topic of your brief illustrated guide. Then, you can write down words and expressions you could use in your brief illustrated guide. You may want to look at the guides in this lesson for words or ideas that you can include.**

Enjoy reading!


In your Reader's book, enjoy reading pages 46 to 53 in "Illustrated Guides" to learn more about this topic. What type of illustrated guides did you find?

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Enjoy reading!


At this moment you could ask students to use their Reader's book and read pages 46-53. The reading might also help students get some more words and expressions they could use when working on their product. You can also discuss the question in their Activity Book so that they also talk about the guides they saw.

Learning Outcome: Understands and follows instructions in illustrated guides.

1  **Read the guide. In groups talk about why a guide like this one can be useful or not. Why is it useful? Is it clear and easy to follow?**


You can begin working with the book by calling students' attention to the pictures and encouraging them to identify the objects they know, for example: *shoes, newspaper, hand, clean, calendar, etc.* After allowing students to discuss the questions, you could invite volunteers to share their ideas with the rest of the class. You could also ask some questions to have them think about its usefulness, for example, Who wears shoes? Who needs to take care of shoes? Who knows how to take care of shoes? etc.

AK: Answers may vary.

2  **Work in pairs. Read the guide in Activity 1 again. Look at the orange words. Can you figure out the meaning of the words? Write them down. How did you figure out the meaning of the words? Share your strategies with a partner.**


You might share some strategies with your students such as guessing the meaning of words from context, this means to read the unknown word and then look at the words that surround them to try to figure out what the unknown word means. You could also refer students to the Picture Dictionary on page 115 to confirm their guesses.

AK: Answers may vary.

3  **Work in pairs. Do you notice that there are some words that help you follow the sequence of steps to follow? Which are these words? Why are they important?**

You might want to tell students that they have seen some of these words before in Unit 2 when they learned about words to connect sentences. You might want to ask students to identify the words and try to explain how they help order the steps. You may also invite them to share why sometimes the order of steps is important.

AK: First, secondly, next, then, finally.

1  **Read the guide. In groups talk about why a guide like this one can be useful or not. Why is it useful? Is it clear and easy to follow?**

School Shoe Care

First, take off your shoes as soon as you get home from school.


Secondly, let them dry near an open window.


Next you can put newspaper inside the shoes to dry them overnight.

Then use a damp cloth to clean the dirt on the shoes.

Use shoe polish to shine your shoes two times a month.

Finally don't put things on top of your shoes so they don't change their shape.

2  **Work in pairs. Read the guide in Activity 1 again. Look at the orange words. Can you figure out the meaning of the words? Write them down. How did you figure out the meaning of the words? Share your strategies with a partner.**

3  **Work in pairs. Do you notice that there are some words that help you follow the sequence of steps to follow? Which are these words? Why are they important?**

Possible Challenges and How To Face Them

Some students might not know how to guess the meaning of words from context. If this is the case, we suggest you share with your students strategies so that they are able to practice this skill, for example: First, determine what the topic of the text or sentence that you are looking at is; secondly, look at the word and determine what it is (what part of speech?); then, look at the words around it for clues; next, look at the sentences around it for more clues; finally, take a guess about its meaning and then check the guess.

4



Listen and read along. Then, talk in groups. Which guides do you think would be useful to read? Why? What elements do you think are the most important ones in guides? What do you need to do to follow the steps in a guide? Write down your ideas in your notebooks and share with your class. **20**

You may want to write the questions on the board so that it is easier for students to discuss them after they have listened to and read the text. You could invite them to predict what the text is about based on the picture and the words in orange. You may refer students to the Picture Dictionary on page 115.

AK: Answers may vary. E.g. When I get a new toy/gadget/appliance, it could be useful to read a guide because it is new and I don't know how to use it. I think the most important elements are the steps and the pictures. To follow the steps in a guide you need to first identify them, then read them, etc.

5



Work in small groups. Read the text in Activity 4 and in your notebook write about places or situations in which illustrated guides could be useful. You may want to think about public places, at school or at home! Where could it be useful to have a guide to follow?

You may want to encourage students to make notes, you can tell them that sometimes, it is useful to take notes as we discuss ideas so that we remember the conclusions we reached. They could use these notes to share their ideas with the rest of the class.

AK: Answers may vary. E.g. When you want to make a craft, when you want to put together an object, when you get a new gift, when you want to enter a specific building, when you want to know how to find a book at the library, etc.

6



Work in groups. Take out the words and expressions you could use in your brief illustrated guide from last session. Did you include any words that you can use to follow the sequence of steps to follow? Do you think these words could be useful for your own guides? Why? How can you determine what steps to follow? How can

4



Listen and read along. Then, talk in groups. Which guides do you think would be useful to read? Why? What elements do you think are the most important ones in guides? What do you need to do to follow the steps in a guide? Write down your ideas in your notebooks and share with your class. **20**

A guide is something that gives information or instructions to help people understand something. An illustrated guide includes information or instructions and pictures that help you understand these instructions or information. The guides that have instructions include steps

There are many different kinds of guides, for example guides to put things together like a toy so that you can find important places in a new place, guides for everyday activities, like how to take care of your shoes or how to brush your teeth, guides to solve problems, like what to do when you are feeling or how to use a phone that you don't know how to use and many more.



5



Work in small groups. Read the text in Activity 4 and in your notebook write about places or situations in which illustrated guides could be useful. You may want to think about public places, at school or at home! Where could it be useful to have a guide to follow?

6



Work in groups. Take out the words and expressions you could use in your brief illustrated guide from last session. Did you include any words that you can use to follow the sequence of steps to follow? Do you think these words could be useful for your own guides? Why? How can you determine what steps to follow? How can you make your guide useful? What do you need to include to make an illustrated guide that is clear? If possible, write down your ideas so that you can use them as you work on your product.

Reflect on the following

- What makes an illustrated guide a useful tool?
- What makes it easier for you to understand an illustrated guide?
- How can you make sure you follow the steps in an illustrated guide?

I think I need to work more on

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you make your guide useful? What do you need to include to make an illustrated guide that is clear? If possible, write down your ideas so that you can use them as you work on your product.



You could write the questions on the board so that students can look at them for reference. You may want to encourage them to use their previous work and think about what they learned in this lesson and how they could incorporate it to their brief illustrated guide.


Assess your progress!



You might want to remind students that this is an opportunity they have to think about the things they have learned well, what they are still learning and what they feel like they still need to learn, so there are no correct or incorrect answers. Some students might worry about the answers to these questions, but you can remind them they can keep them short and simple and just use their own words.


Lesson 3

Learning Outcome: Understands and follows instructions in illustrated guides.

- 1**  **Read the guide and work with a partner to discuss the following questions: What is it for? What problems does it solve? How do you know this? How is information in this guide organized?**


You may want to first form pairs and then have a volunteer read the instructions aloud. You might need to make sure that everyone understands what needs to be done. You could set a time limit for students to complete the task. You may want to monitor and make sure all students are on task. You may want to encourage students to make some notes to organize their ideas. You could also invite volunteers to share their answers to the questions and see if others agree or disagree and why.

AK: The purpose of this guide is to help people understand emotions. It is organized in clear steps.

- 2**  **You may remember from Unit 2 that anecdotes have a beginning, a middle and an ending. Think about the elements that let you know the parts of an anecdote. Then discuss the questions as a class.**


You could ask students to look back at Unit 2 or you might just invite students to share examples of the parts of an anecdote. You can guide the class discussion by asking each question and choosing specific students to answer them. You might want to encourage students that don't speak much to participate by asking them questions, if they don't participate because they feel insecure or their level is still low, you could help them participate while also making them feel safe by asking questions where they agree or disagree or perhaps confirm what another student said, e.g. Gaby, did Pedro say there are elements in guides that follow an order? Or do you agree with what X just said?


AK: 1 & 2. Answers may vary. 3. first, then, next, finally.

- 3**  **Answer the questions in pairs. Then, share your ideas with the rest of the class.**

You can get students into pairs. Then, you might want to go over each question and make sure everyone understands them. You may want to monitor and make sure everyone

Lesson 3

1  **Read the guide and work with a partner to discuss the following questions: What is it for? What problems does it solve? How do you know this? How is information in this guide organized?**




Sometimes things happen that make us feel different emotions. It can be difficult to understand those emotions. It can also be difficult to feel better. You can follow these steps the next time you feel angry.

Sometimes you can feel so angry you don't even know what to do. First, take a deep breath and count to ten slowly in your mind as you feel the air go. Then, walk away. Go somewhere where you can be alone. Next, think about something really hard, imagine that your anger is leaving. You can also run or walk fast at a safe place until you feel better. Finally, use words to explain your feelings. Try not to hurt people with your body or your words. Once you feel calm, you can talk with the person that made you feel angry.

2 You may remember from Unit 2 that anecdotes have a beginning, a middle and an ending. Think about the elements that let you know the parts of an anecdote. Then discuss the questions as a class.

- Do you think illustrated guides contain elements that follow a particular order? Why?
- Do you know words that are used to order the steps in instructions?
- Can you identify words to order steps in the guide in Activity 1? Which ones?

3  **Answer the questions in pairs. Then, share your ideas with the rest of the class.**

- Do you think steps need to be followed in order? Why? _____
- When should you follow steps in order? _____
- When can you follow steps in different order? _____


Sometimes writing instructions is not easy. Visit <https://www.thoughtco.com/instructions-composition-term-1691071> to learn more about this topic.


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is on task. You might need to remind students to speak in English. We recommend you set a time limit for students to complete this activity. Next, you can invite volunteers to share their ideas with the rest of the class. You might want to encourage further participation by asking others to either agree or disagree on their classmates' answers.

Additional Activity


As an additional activity you could have students work in groups and think about something they can write some steps about and that you have to follow in a specific order so that it can be completed; it can be anything and it can be simple, for example, how to put on your uniform, how to put on your shoes, how to prepare your backpack for school, etc. Then, you could encourage them to write some short simple steps using the sequencing words they learned about in this lesson. You might want to ask them to draw an illustration for their steps. Finally, you could invite the groups to share their work with the rest of the class.

You could invite students to visit the web page to read more about how to write instructions. 

- 4**  **Read the guide in Activity 1 again. Underline the words that tell you what to do. Write them down here. How did you identify them? Do you think it is important to have words that tell you what to do? Why? Discuss the questions with a partner.**


You may want students to work individually completing the first part of the activity where they underline the verbs and write them down. We suggest you check and correct the answers as needed. You could have students discuss the questions with the student sitting in front of them or behind them. You can read the information in the Tip box and encourage students to notice the difference between both sentences. You might want to invite volunteers to share their answers and conclusions with the rest of the class.

AK: take, count, walk away, squeeze, run, walk fast, use, try


- 5**  **Work in pairs. Look at the words in Activity 4. What is similar about them? What is different? What type of words do you need to use to write steps or instructions? Make some notes.**

The purpose of this activity, just like in the previous activity, is for students to identify the use of imperatives in instructions. You may want to ask students to focus on how we can use verbs to write instructions.

AK: Answers may vary.

- 6**  **Work in groups. Take out your work from previous sessions. Think about the brief illustrated guide you are going to create. Share your ideas about the following: How can you make sure the steps are clear? Is it the sentences? The pictures? Both? How can you determine what pictures to include? Do you think you can illustrate a guide that doesn't need a picture for every step? How? What kind of sentences can you find in illustrated guides? You can also go back to Unit 3 and look at the ways we give directions. What similarities and differences can you find? Then, you can start writing the steps for your guide, using the words and ideas you wrote down in previous sessions. As you write the steps, keep in mind that your**


Academic and Educational Environment
Illustrated guides and letters help people understand things.


4  **Read the guide in Activity 1 again. Underline the words that tell you what to do. Write them down here. How did you identify them? Do you think it is important to have words that tell you what to do? Why? Discuss the questions with a partner.**

Tip:

- Could you take a deep breath?
- Take a deep breath.

When we compare these two sentences, we can notice that one is a request and the other one is an instruction.

5  **Work in pairs. Look at the words in Activity 4. What is similar about them? What is different? What type of words do you need to use to write steps or instructions? Make some notes.**

6  **Work in groups. Take out your work from previous sessions. Think about the brief illustrated guide you are going to create. Share your ideas about the following: How can you make sure the steps are clear? Is it the sentences? The pictures? Both? How can you determine what pictures to include? Do you think you can illustrate a guide that doesn't need a picture for every step? How? What kind of sentences can you find in illustrated guides? You can also go back to Unit 3 and look at the ways we give directions. What similarities and differences can you find? Then, you can start writing the steps for your guide, using the words and ideas you wrote down in previous sessions. As you write the steps, keep in mind that your brief illustrated guide is something that can help someone else understand something.**

Enjoy reading!

In your Reader's book, enjoy reading pages 54 to 58 in "Illustrated Guides" to learn more about this topic. Which illustrated guide could be useful for you? Why?

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brief illustrated guide is something that can help someone else understand something.




You may want to write the questions you want students to discuss so that they can continue working on their product. You can refer students to Unit 3 so that they can look at ways in which we give directions, they can use them to compare them and identify the verbs and how they are similar (or different). You could ask them to look at the lessons in this unit if they need to before they start writing their instructions.

Enjoy reading!


At this moment you could ask students to use their Reader's book and read pages 54-58. Students might be able to take some elements from the reading and use them on their product. You could also ask students to discuss the questions in their Activity Book, you could ask them to do so in pairs, small groups or even as a class.

Learning Outcome: Writes instructions

- 1**  **Read the guide. Work with a partner and try to answer all of the questions reading and analyzing the text. Which ones could you answer? Why? Circle the questions that you can use to talk about the text.**


Students can complete this activity in pairs so you may want to pair students in a way in which you consider appropriate. You can go over the questions in the instructions and ask them to discuss and answer them so that they can identify and circle the correct questions. You might want to encourage students to reread the text and the questions in order to complete this task. It might be a good idea to elicit answers from volunteers and see if everyone else agrees.

AK: What is it about?, Who is it for?, What type of text is it?, Where can you find a text like this one?


- 2**  **Work in pairs. Read the guide in Activity 1 again. Follow steps 1 and 2 and write down your ideas below. What problem do you want to fix? Why?**

Students can work with a partner to complete this activity too, so you could ask them to continue working with their partner from the previous activity or you could ask them to switch partners depending on your and your students' needs. Encourage students to determine the problem they want to fix and explain their reasons.

AK: Answers may vary. E.g. I want to be able to talk to my brother without fighting because that could make our lives better.

- 3**  **Continue working with your partner. Once you are sure about the problem, create your plan. Write a first draft in your notebooks.**

Students can now continue working with their partner from the previous activity, but you may want to ask students to stop working for a moment so that you can focus on the instructions and clarify any doubts. You might need to make sure everyone understands how you expect students to come up with their first draft. You could explain that a first draft is a good way to elaborate on the main points of their work so that they can see if they need to include something or perhaps remove something. You may want to remind them to do this in their notebooks. You could set a time limit.

- 1**  **Read the guide. Work with a partner and try to answer all of the questions reading and analyzing the text. Which ones could you answer? Why? Circle the questions that you can use to talk about the text.**


A Guide to Solving Problems


First, figure out what the problem is. Then, make sure you are specific about the problem. The more specific the easier to solve. For example
I am sick. This is the big problem.
My stomach hurts very bad. This is more specific.
Next, create a plan.
What can you do to fix your problem?

Make a list of steps. You can illustrate these steps to make them easier to understand and follow.
Finally, don't give up. It is possible that your plans don't always work. You can always make new plans.
It is easier to fix problems if you turn your problems into a plan.

What is it about?

Where can you find a text like this one?

- 2**  **Work in pairs. Read the guide in Activity 1 again. Follow steps 1 and 2 and write down your ideas below. What problem do you want to fix? Why?**

- 3**  **Continue working with your partner. Once you are sure about the problem, create your plan. Write a first draft in your notebooks.**

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You may want to monitor and help students as needed. You might want to let students know that they will continue to work with this partner on some more tasks in this lesson.

AK: Answers may vary.

Additional Activity

As an additional activity, you could bring some illustrated guides to class or use any of the illustrated guides in the *Activity Book*. Then, you can ask students to work in pairs and use that guide to answer the questions they learned about in Activity 1. You might want to remind students to speak in English. You could invite volunteers to share their answers with the rest of the class.

4



Get together with another pair. Talk about your problem and exchange your drafts. Was the draft clear? What can you do to make it better?

Students can continue working with the same partner, but now they can also get together with another pair. You might want to allow students to decide with whom they want to work with now. You may want to set a time limit. Students can now take turns to exchange their problems and drafts. You can also clarify the questions so that students know to provide some feedback to the classmates they are working with. You could encourage them to look at previous activities and lessons if they think it could be helpful.

AK: Answers may vary.

5



Work with your partner. Write the final draft of your steps to solve the problem. Make a drawing to illustrate them. Work with another pair and ask each other questions about your guide.

You might want to remind students to work with their partner from the previous activity. You can go over the instructions along with students and make sure everyone understands what needs to be done. Now, you can ask students to write the final draft of their steps and illustrate them. You could ask them to do this on a separate sheet of paper. Then, you can ask students to get together with another pair and take turns to ask questions about their guides. You could ask them to work with the pair that is sitting closest to them. You may want to elicit some example questions and monitor closely so that you make sure everyone is taking turns asking and answering questions. You could invite some volunteers to share their work with the rest of the class.

AK: Answers may vary.

6



Work in groups. What things from this lesson can help you create your brief illustrated guide? Do you think asking and answering questions can be useful? Why? Why do you think people write different drafts when they write things? After you share your ideas on these questions, you can bring in your work from previous sessions and work with your group to create your illustrated guide. Make as many drafts as you consider necessary. You may want to take turns to read your first draft or even share it

Get together with another pair. Talk about your problem and exchange your drafts. Was the draft clear? What can you do to make it better?

Work with your partner. Write the final draft of your steps to solve the problem. Make a drawing to illustrate them. Work with another pair and ask each other questions about your guide.

Work in groups. What things from this lesson can help you create your brief illustrated guide? Do you think asking and answering questions can be useful? Why? Why do you think people write different drafts when they write things? After you share your ideas on these questions, you can bring in your work from previous sessions and work with your group to create your illustrated guide. Make as many drafts as you consider necessary. You may want to take turns to read your first draft or even share it with someone else to see what you can improve. You can also write questions to help you make sure you include all the necessary information.

Assess your progress!

Reflect on the following:

- How hard or easy is it to write steps for a brief illustrated guide? Why?
- What helps you order your ideas before you start to write?
- How did you decide how to illustrate your brief guide?
- I think I need to work more on _____

with someone else to see what you can improve. You can also write questions to help you make sure you include all the necessary information.



You may want to encourage students to use all their information from previous sessions, as well as what they learned and practiced in this lesson to create their final version of their brief illustrated guides. You could explain that people write drafts because it is a way to make sure that all the information you include is accurate, useful and correct. Decide how they will present their work.

Assess your progress!



You may want to tell students that this reflection can allow them to think over their learning process and try to understand how they used and applied what they learned and how they might improve to have better outcomes. You could tell them there are no correct or incorrect answers here and the important thing is for them to think about their experience.

Review and Product

With your product groups, reflect and discuss the following:

The purpose of this activity is for students to reflect and think about what they learned in this unit. Encourage them to think about the product they worked on and the different uses of the words and abilities they learned and practiced in this unit. You could encourage them to think about other uses of ordering steps and for asking and answering questions, etc. You could invite a volunteer from each group to share their ideas with the class. You could also share feedback on their work and performances or elements you think they need to improve.

Product

Illustrated guide

The purpose of discussing these questions is for students to think about practical uses of their learning outside of the classroom. You may want to choose the interaction that might benefit your students the most. Encourage them to keep in mind their community and the people from it while they discuss these questions. Try to guide students so that they realize that we can use English and its structures in many different ways and not just the way they learn it in the classroom, just like their mother tongue!

Review and Product

Review

With your product groups, reflect and discuss the following:

1. What words are the most useful when writing a brief illustrated guide? Why?
2. Why is the order of steps important?
3. How did asking and answering questions help you make sure you included all the necessary information?
4. What other things helped you when you made your brief illustrated guide?

Product

Brief Illustrated Guide

Guides can show us how to do something. Read the questions and share your ideas.

1. Do you think your brief illustrated guide could be helpful in your community? Why?
2. What people from your community could use your brief illustrated guide?
3. What brief illustrated guides could be useful for your community?
4. Where in your community could you share a brief illustrated guide?

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Alternative Product

As an alternative product you could have students work to make an illustrated guide for school, for example: *a guide to use the library, a guide to the bathroom, a guide to study for exams, etc.*

Checklist

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

The purpose of this Checklist is for students to look at the illustrated guide they worked on throughout this unit so they can analyze the elements they included and complete the Checklist in order to reflect on their work and assess it along with their progress and achievements. You may want to over the Checklist and clarify any doubts. Encourage them to think carefully and be honest with their answers for each of the statements. Once they have completed the checklist, they can read the statements and circle the ones that helped them improve their work. You may want to invite volunteers to share what they circled if they feel comfortable doing it. It might be important for you to walk around the classroom as students work so that you make take notes that you may use to assist struggling students throughout the school year

Evaluation

Once you finish the Unit, you could use the evaluation on page 153 and make photocopies that you may use to evaluate your students.

Evaluation Tool

Checklist

- 1 Look at the illustrated guide you did in this unit and analyze all the elements you included.
- 2 Check the box that corresponds to your opinion.

	Yes	No
1 Analyze the elements in illustrated guides	<input type="checkbox"/>	<input type="checkbox"/>
2 Understand information to follow steps.	<input type="checkbox"/>	<input type="checkbox"/>
3 Understand the images that illustrate steps	<input type="checkbox"/>	<input type="checkbox"/>
4 Follow steps or instructions to check that I understand them	<input type="checkbox"/>	<input type="checkbox"/>
Write sentences that describe steps	<input type="checkbox"/>	<input type="checkbox"/>
6 Choose images or words that I can use when writing steps	<input type="checkbox"/>	<input type="checkbox"/>
- 3 Read the statements and circle the ones that will help you to improve your work in this unit.
 - Learn more words to write a brief illustrated guide
 - Extract the main ideas and details from reading texts
 - Organize the most useful information into steps
 - Write correct steps or instructions.
 - Choose the most appropriate images to illustrate a guide
- 4 If possible, share your information with your teacher

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UNIT 5

Travel Logs

Unit Contents

Literary and Ludic Environments

Social Practice:

Reads a travel log to discover natural aspects and cultural expressions.

Learning Outcomes:

- Explores short travel logs.
- Guided reading.
- Distinguishes natural aspects and cultural expressions between Mexico and other countries.
- Writes descriptions and comparisons.

Activate Prior Knowledge

1. Where does your family travel?
2. What place would you like to visit?
3. What other place in the world do you think is like the place you live in? Why?

Tech Resources

<https://www.fluentu.com/blog/educator-english/esl-culture-lessons/>

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

https://ngl.cengage.com/assets/downloads/devref_pro0000000156/refining_chapter_8.pdf

<https://www.teachingenglish.org.uk/article/comparison-game>

<https://www.teachingenglish.org.uk/article/other-cultures>


Whenever possible, check the website addresses provided. You might be able to use their information for extra activities. One way to make use of these resources is by checking the websites and choosing the information you consider relevant so that you can adapt it for your class and perhaps use it as an extra activity related to the social practice of the language.

Odyssey Resources

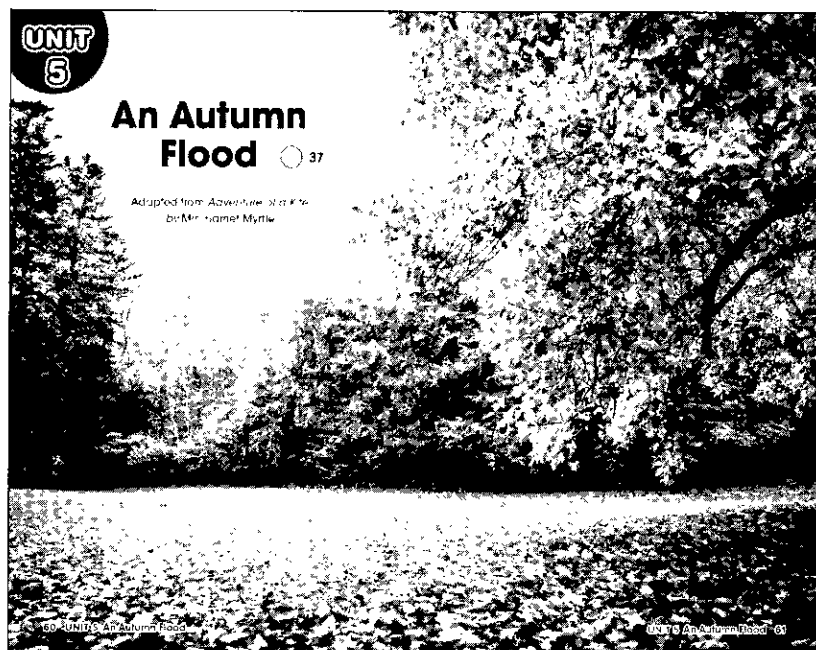
Reader: pages 60-75

Picture Dictionary: Activity Book, page 116

Evaluation: Teacher's Guide, page 154

To tap into students' prior knowledge, you could take a few minutes to ask the proposed questions on the  Activate Prior Knowledge section on this page. You could also use the pictures included in the Visual Resources for this Unit and encourage students to say what is happening in the pictures and to share ideas about what this unit might be about, e.g. I think we will learn about nature.

Narrative: *An Autumn Flood*



R pp. 60-75 **D** 37


In this unit, students will explore natural aspects and cultural expressions of different countries. This will allow them to learn how to come up with their own descriptions so that they can identify similarities and differences and make comparisons.

In this unit, students will read a story that relates to the social practice of the language. The information they will read an adapted narrative short story where they will travel to Scotland alongside the characters, they will read descriptions about a different culture and they will also be able to picture images of the scenery that surrounds the characters. Students might be able to take some elements from this narrative and use it to complement their product and learning throughout this unit.

You will also find some questions that can help students identify information that can help them enrich their final product.



As it was mentioned before, reading 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. Remember that you can also use the audio track for students to listen as they read along.

Learning Outcome: Explores short travel logs.

- 1**  **Look at the pictures. What type of animals do you see? What type of food do you see? Predict what type of story they tell. Share your predictions with your classmates.**

You may want to have a brainstorming session where students share animals they know, landscapes and food they know. For example you could write a word on the board to define the topic and encourage students to share other ideas, e.g. Mountain (for landscapes). Eagle (for animals). Hamburger (for food). Then you may want to call students' attention to the pictures and encourage them to describe what they see and come up with ideas of possible stories related to the pictures.

AK: Answers may vary.

- 2**   **Read the text and work with a partner to discuss if your predictions were correct and why. What type of text did you read? What does the text describe? As you read, underline words you don't know. With your partner figure out the meaning of these words.**

You may refer students to the Picture Dictionary on page 116. You could encourage students to make predictions about the text based on the pictures and the words in the Picture Dictionary. Choose the strategy that might work best for your students to read the text, perhaps if you have some very strong readers, you could have them take turns to read the text aloud while the other students read along. Encourage them to underline unknown words so that they can look up those words in the dictionary.


AK: Answers may vary.

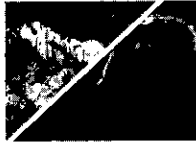

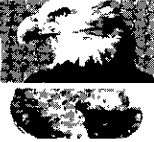
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

5

Travel Logs

Lesson 1

1  **Look at the pictures. What type of animals do you see? What type of food do you see? Predict what type of story they tell. Share your predictions with your classmates.**

2   **Read the text and work with a partner to discuss if your predictions were correct and why. What type of text did you read? What does the text describe? As you read, underline words you don't know. With your partner figure out the meaning of these words.**

Summer in Montana

Last summer I went to visit my family in Montana. Montana is a state in the USA. Montana has a lot of national parks. The national parks have great and natural beauty, lots of natural landscapes and beautiful mountain views. There are also lakes, rivers and mountains. The people that visit the national parks like a good camping, hiking, fishing, picnicking, bird watching and seeing an elk. It is a great opportunity to learn wildlife about many different animals like antelope, bears, bald eagles and brown owls. Some birds and flowers are a big part of Montana's culture. There is also a lot of Native American history in the area. People are very nice and friendly and you have to watch what words you use in appropriate words such as please, can afford the locals. I ate delicious food, but my favorite was a milkshake like blackberry, strawberry and licor. Burgers. They were delicious.

I also went to the Museum of the Rockies. It is a museum that has different collections of the physical and cultural history, people and animals of the Rocky Mountains. The Rocky Mountains extend across states and Montana is one of them.

If you can try to visit Montana. It is a great trip.


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Additional Activity


As a group, you could discuss the things that let you learn more about a different culture. Why do these things let you learn more? You could also have students complete a diagram explaining the things that help them learn more about different cultures and they could classify these into different groups.

Possible Challenges and How to Face Them


Your students might not be familiar with the use of a dictionary, if this is the case, you should spend some minutes at the beginning of the class explaining your students how to use a dictionary, for example: how to find the section of the dictionary with the first letter of the word they want to find, how to identify the guide words, how to scan down the page to find the word that you are looking for, how to read the definition and how to determine if that definition is the one that you were looking for.

3  **Work with your partner and discuss the questions about the reading:**



One strategy you could use for pair work is to tell students what you expect them to share at the end of the interaction, in this case, you could tell them you would like them to share at least two animals (preferably not cat or dog), one food item and if there is a similar places, at least one.


4  **Work with a partner. Read the text in Activity 2 again and analyze the information that the narrator, the person that tells the story, includes in his travel log. Find examples of each one of them. Does he describe people, food and places? Does he write about something that happened in the past?**

You may want to read the Tip box and clarify doubts. You could ask students to read with their partners so that they can discuss and answer the questions. You could walk around as they discuss and take notes on the language they are using, if you identify any incorrect use of language, you could share some general feedback at the end of the lesson.


5  **Work in groups. Share your answers in Activity 4 and make some notes on the different elements you found. Can you classify them into different groups? How? Discuss your ideas in your groups and share your conclusions with the class.**


You could encourage students to share the graphic organizers they know, you could even invite them to show organizers that they have used in previous Units. If time permits, you could have each group share their graphic organizers with the class.

6  **Work in groups. In this unit, you will create a comparative table about different aspects of your country or your community and another place. Read the text in Activity 2 again. Identify the elements described in the text, natural, man-made, cultural, etc. Then, decide how you can classify the following elements in your notebooks using a graphic organizer: geographical aspects, man-made constructions and cultural expressions. You may want to discuss what places you would like to compare. You can go back to Unit 2 and look at some graphic organizers to get ideas.** 

3  **Work with your partner and discuss the questions about the reading:**


- Are there similar animals in your community?
- Which animals are there in your community?
- Is the food similar or different in your community?
- Are there similar places in your community?

4  **Work with a partner. Read the text in Activity 2. Analyze the information that the narrator, the person that tells the story, includes in his travel log. In your opinion, what was the most interesting part of his summer? Why? Does he describe people, food and places? Does he write about something that happened in the past?**

5  **Work in groups. Share your answers in Activity 4 and make some notes on the different elements you found. Can you classify them into different groups? How? Come up with a graphic organizer for your notes in your notebook. Discuss your ideas in your groups and share your conclusions with the class.**

Tip

A travel log is a notebook that records traveler's experiences. Explorers always write a travel log to leave a testimony of what they experienced during a journey.

6  **Work in groups. In this unit, you will create a comparative table about different aspects of your country or your community and another place. Read the text in Activity 2 again. Identify the elements described in the text, natural, man-made, cultural, etc. Then, decide how you can classify the following elements in your notebooks using a graphic organizer: geographical aspects, man-made constructions and cultural expressions. You may want to discuss what places you would like to compare. You can go back to Unit 2 and look at some graphic organizers to get ideas.**

Enjoy reading!

In your Reader's book, enjoy reading pages 60 to 66 in "An Autumn Flood" to learn more about this topic. What elements does the reading describe?

You could elicit from students what a comparative table is, if they do not know, you could draw a simple table on the board where you write Mexico on one column and USA on the other one, you can then use it to explain that we can use comparative tables to compare similar elements, e.g. Animals, there are animals both in Mexico and the USA, but not all the animals are the same, while there are jaguars in Mexico, there are elk in the USA, but there are mountain lions in both countries. You could also elicit examples of geographical aspects, man-made constructions and cultural expressions to assist students with this step of their product.

Enjoy reading!

At this moment you could ask students to use their Reader's book and read pages 60-66. You can decide to focus on the elements that you feel might benefit your students and support their learning during this unit. You might encourage students to quickly leaf through the story and predict what the story is about based on the pictures. Encourage students to discuss the question in their Activity Books, they could find that some words can be useful for their products.

Lesson 2

Learning Outcome: Guided reading.

1 Organize the paragraphs in the travel log. Then, work in small groups and take turns to read the text in the correct order aloud to compare answers.

You can refer students to the Picture Dictionary on page 116. To order the paragraphs, you could use different strategies or have students follow different steps. You could ask students to first read each paragraph and identify the topic sentence of each paragraph, this means choosing the sentence that can tell you what the paragraph is about. Students can then identify time related words such as first, then, noon, etc. Then can also look for specific nouns that might be repeated in different paragraphs, e.g. breakfast-breakfast. Students could then try to understand the progression of events in the different paragraphs or sentences. Of course you could use another strategy that could help your students better.

While students are reading in small groups, you could encourage them to read silently, then, depending on the size of your class, you could ask some simple comprehension questions to each group to check their understanding.

AK: 1, 3, 5, 2, 4, 6

2 Discuss the questions as a class.

You could get students into pairs. You can go over the questions and clarify any doubts students may have. You might want to give students some time to discuss the questions. You can monitor students as they discuss the questions and make sure everyone is on task. You might need to remind students to speak in English. Then, you could have each pair get together with another pair to exchange ideas. Finally, you could have volunteers share their answers with the rest of the class.

AK: Answers may vary. E.g. 1. I think the author enjoyed the trip because it says I really enjoyed this one day trip. 2. I think the author likes the place because he uses words like beauty and amazing. 3. It makes me want to be there and breathe the air.

3 Read the text in Activity 1 again and find words that you think mean the same

You may want to spend some minutes defining the words in the activity with students, it is essential that they know

Lesson 2

1 Organize the paragraphs in the travel log. Then, work in small groups and take turns to read the text in the correct order aloud to compare answers.

Me and my family visited a wonderful place in Mexico. It was a short one day trip from Mexico City. We went to a beautiful place for magic. A lake called Xochimilco.

After breakfast we continued our trip. The natural beauty we saw on the way was amazing. Hills, roads, trees and flowers were all around.

Then, we walked to the path to the Tepic mountain and went up the mountain. We wanted to see the path and at the top. We saw many different species of plants and birds. It was a great way to admire the beauty of nature. The view from the top of the Tepic mountain was wonderful. You can see the valleys that are around it. The air was very fresh and filled me with energy. We were so lucky because the preparation in the first we stopped at a restaurant in the mountains and breakfast. I ordered quesadillas and my mom had some mushroom soup.

We arrived at the town after 10 hours. There are many alternative to home services here. There are also many shops that sell many different kinds of things. Some of them are natural handmade objects.

We then climbed down the mountain a path. When we left, we stopped to eat some street food. The owner started the fire and I really enjoyed this. The delicious

2 Discuss the questions as a class.

Did the author enjoy the trip? How can you know?

What do you think the author feels about the place in the text? Explain what makes you think this way.

What does the author make you feel when you read 'the air was really fresh and filled me with energy'?

3 Read the text in Activity 1 again and find words that you think mean the same.

road
ascend
environment
pretty

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the meaning so that they might find the synonyms. You could use different strategies, you could prepare some pictures beforehand that you can use to present and define the words.


AK: road-path, ascend-went up, environment-natural, pretty-beauty.

Additional Activity

You could form pairs or groups and ask students to share any trips they might have taken where the interesting or exciting part was nature, perhaps a trip to a mountain, lake, river, forest, etc. Encourage them to share everything they remember.


Possible Challenges and How to Face Them

It is possible that some students might find too challenging to work on some activities individually, if this is the case with any of your students, feel free to pair them up or form groups so that students can help each other while they work on the activities. Always remind your students to speak in English.

- 4**  **In pairs, talk about the strategies you used to find the words. Did you use the dictionary? Did you pay attention to the words that were around them?**



You may want to make sure students understand what they will discuss before they get together with their partners. The purpose of this activity is for them to identify that there are different ways in which we can find the meaning of unknown words and this can help us grow our vocabulary.

AK: Answers may vary.

- 5**  **Work in pairs. Read the following sentences from the text and discuss the questions.**


You could write the sentences on the board so that students can look at them while they work. You could share an example if you think it could help students or you could elicit places (encourage them to think about Unit 5), actions (they could think about Unit 2 and Unit 4) and places from this unit.


AK: Answers may vary. 1. There is a pronoun or noun followed by a verb.; 2. The pronoun or nouns let us know how many; 3. The verb/action., 4. the nouns that refer to places. , 5. Yes, because if you don't, then people can't know what you did and where you did it.


- 6**   **Using what you practiced in the previous activity, find what the characters did at different places. Identify the places too. Organize them below.**

You may want to encourage students to use the techniques they used in the previous activity in order to identify words that are actions or places in the reading in Activity 1.


AK: actions: visited, saw, walked, stopped, ate, arrived, climbed down, eat, love, enjoy places: Morelos, Mexico, Tepoztlán, Tepozteco Mountain, restaurant, Tres Marias, town center, shops

- 7**  **Work in groups. Take out your graphic organizer from last session. Identify elements in this lesson that can help you make a comparative table that you can add to your graphic organizer. If you have reached an agreement on the place you**


4  **In pairs, talk about the strategies you used to find the words. Did you use the dictionary? Did you pay attention to the words that were around them?**

5  **Work in pairs. Read the following sentences from the text and discuss the questions.**

We stopped at a restaurant in Tres Marias and ate breakfast.
We arrived at the town center before noon.
We walked the path to the Tepoztlán Mountain and went up the mountain.
How do we know what the people do?
How do we know how many people do it?
What let us know what they do?
How can we know where they do it?
Is it important to include information about places and activities during a trip? Why?

6  **Using what you practiced in the previous activity, find what the characters did at different places. Identify the places too. Organize them below.**

actions _____ places _____


7  **Work in groups. Take out your graphic organizer from last session. Identify elements in this lesson that can help you make a comparative table that you can add to your graphic organizer. If you have reached an agreement on the place you are going to compare, start looking for information for another graphic organizer. Exchange ideas with your teammates and complement your organizers. They will help you create your comparative tables.**

Reflect on the following:

What are the strategies you use to understand the meaning of words in a text?
How can a graphic organizer help you understand and organize information from a reading text?
I think I need to work more on: _____

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are going to compare, start looking for information for another graphic organizer. Exchange ideas with your teammates and complement your organizers. They will help you create your comparative tables.



With their teammates, students can now work together to identify elements they can add to their graphic organizer. You may want to ask them to look at previous lessons for help if they need to.

Assess your progress!



You can remind students that this is an opportunity they have to think about the things they have learned well, what they are still learning and what they feel like they still need to learn, so there are no correct or incorrect answers. Some students might worry about the answers to these questions, but you can remind them they can keep them short and simple and just use their own words.

Lesson 3

Learning Outcome: Distinguishes natural aspects and cultural expressions between Mexico and other countries.



1 Look at and read the text. Where do you find a text like this one? Who writes this type of text? Which cultural aspects does the author mention? How do you know this? Would you like to know more about this trip? What else would you like to learn? Why?

You may want to start the lesson by drawing students' attention to the web page in Activity 1 and ask students to identify the type of text (an email). Then you can have a volunteer read the instructions aloud and make sure all students understand and answer the questions in open class.

AK: Answers may vary. The Internet, a person who goes on a trip, a festival, when it is celebrated, how it is celebrated, where the festival comes from, how the streets are adorned.



2 Work in pairs. Read the text in Activity 1 again and identify things that are described in the text. Write them down. Think about the words and expressions the author uses to describe the trip. How would you use these words and expressions to talk about your trips? Would they make your trip more interesting for your friends and family? Why do you think so?

You could have students work in pairs. You can ask students to read the text in Activity 1 again and identify things that are described in it. It can be important that they answer the questions and reflect on how they would use the words and expressions to talk about their trips and how they could write a more interesting story. You might want to encourage them to think about describing words.

AK: Answers may vary. The author describes when the festival is celebrated, how it is celebrated, where the festival comes from, how the streets are adorned, what the children do, what you can do.



3 Get together with another pair and add more examples. Talk about the importance of using words and

Lesson 3

1 Look at and read the text. Where do you find a text like this one? Who writes this type of text? Which cultural aspects does the author mention? How do you know this? Would you like to know more about this trip? What else would you like to learn? Why?

Our last family trip was very exciting. We went to Sendai, a city in Japan. We were lucky because we were able to attend the Tanabata Matsuri festival. Sendai has the biggest celebration of this festival in Japan. Tanabata means evening of the seventh and Matsuri means festival. The date of the festival can vary because of the lunar calendar. It is celebrated on the 7th day of the 7th month. The traditional story of this festival is that two gods named Orihime and Hikoboshi fell in love and can only meet once a year; they are represented by the stars Vega and Altair. The streets are adorned with colorful streamers that make the buildings look like trees in a forest. Children act out plays about the legend. You can write your wishes on strips of paper and hang them on decorated bamboo branches. They say that these wishes can come true.



2 Work in pairs. Read the text in Activity 1 again and identify things that are described in the text. Write them down. Think about the words and expressions the author uses to describe the trip. How would you use these words and expressions to talk about your trips? Would they make your trip more interesting for your friends and family? Why do you think so?

3 Get together with another pair. Share your notes and add more examples. Talk about the importance of using words and expressions to describe places and experiences.

Would you like to learn more about Japan? Visit <https://kids.nationalgeographic.com/explore/countries/japan/> and find more interesting facts.

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expressions to describe places and experiences.


You can now have each pair get together with another pair. You can tell students to exchange their sentences so that they can complement their work. You may want to encourage students to talk about the importance of using words and expressions to describe places and experiences. You could invite different pairs to share one or more of their sentences and their opinions too.

AK: Answers may vary.

Additional Activity



As a class, you could discuss why different cultures have festivals. What are festivals for? Why do they think they are an important part of culture? Do they know other festivals from different countries? Which one would they like to go to? Why? You could also organize students to perform this task in pairs or small groups. You may want to write the questions on the board and have students discuss the questions with their classmates.

You can ask students to visit the web page in the box to read more about animals. You could encourage them to choose their favorite animals and find out where, besides a zoo, they could see them in real life!

- 4**  **Work in pairs. Think of a festival or celebration in your culture or community that is similar to the one mentioned in the text. Use the graphic organizer to remember important details, for example: When does it take place? Where does it happen? Are there any cultural aspects involved?**



You can have students work in pairs. Next, you can ask students to talk with their classmate and complete the graphic organizer. If they cannot think of a similar festival or celebration, you could encourage them to talk about any other local festival or celebration that they know about; remember that you can always help them choose an appropriate celebration to complete the activity if needed.

AK: Answers may vary.


- 5**   **Work with another pair. Share the information about the festivals you chose. Talk about the similarities and differences between your festivals and the one in the text in Activity 1.**



Students can continue working with their partner and get together with another pair to talk about the similarities and differences between their festivals and the one in the text in Activity 1. You could invite a few volunteers to share their information with the class.



AK: Answers may vary.

- 6**   **Work in groups. Take out your work from previous sessions. Think about the comparative table you are going to create. Think of and discuss natural aspects and cultural expressions from your community and write them down in your notebooks. Then, choose one item and write down as many sentences as you can to describe the natural aspect or the cultural expression you chose. Do the same with the place you are going to compare.**

Students can now use their work from previous sessions to write sentences to describe the cultural expressions and natural aspects. You might want to elicit from students examples of describing words. You could invite them to remember in which units they practiced describing words, e.g. Unit 2. You may want to remind them that in order to compare, we need to have details to do so.

- 4**  **Work in pairs. Think of a festival or celebration in your culture or community that is similar to the one mentioned in the text. Use the graphic organizer to remember important details, for example: When does it take place? Where does it happen? Are there any cultural aspects involved?**

- 5**   **Work with another pair. Share the information about the festivals you chose. Talk about the similarities and differences between your festivals and the one in the text in Activity 1.**

- 6**   **Work in groups. Take out your work from previous sessions. Think about the comparative table you are going to create. Think of and discuss natural aspects and cultural expressions from your community and write them down in your notebooks. Then, choose one item and write down as many sentences as you can to describe the natural aspect or the cultural expression you chose. Do the same with the place you are going to compare.**

Enjoy reading!

In your Reader's book, enjoy reading pages 67 to 74 in "An Autumn Flood" to learn more about this topic. What did the characters see? Where did they arrive? What did they do when they arrived? Who did they rescue? What is your opinion about the trip from the story?

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Enjoy reading!

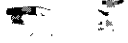
At this moment you could ask students to use their Reader's book and read pages 67-74. You can discuss the questions in their Activity Books to check comprehension.

Possible Challenges and How to Face Them

You could encourage students to share whatever knowledge they might have about other cultures while they are working on their product, regardless if this knowledge is incorrect or a cliché. Spend no more than five minutes. There are many preconceived ideas people can have about different cultures and their traditions and by sharing them, you can identify the elements students might need to research a little bit more in order to have more tools to make their comparisons. You could encourage them to research some elements if they are planning on including them on their table. Elicit reliable sources of information (encyclopedias, books, educational websites, etc.)


Lesson 4

Learning Outcome: Writes descriptions and comparisons

- 1**  **Read the text and work with a classmate to find words and expressions you think the author uses to compare these two places. Look at the underlined example.**


You may want to first ask students to identify the underlined words and elicit their meaning. Then choose the best strategy for your students to read the text. You could also have students share any knowledge they might have about Brazil and India as a short pre-reading task.

AK: Answers may vary: very different, the most, very beautiful, huge, crazy, variety, beautiful.

- 2**  **Work in pairs. Choose a country from the ones mentioned in the text in Activity 1 and compare this country to Mexico.**


You may want to review some describing words (adjectives) before they begin. You could have a short brainstorming session where students share words that they think can be used to describe Mexico.

AK: Answers may vary.

- 3**  **Work with a different partner. Talk about the elements that you compared in Activity 2 and discuss:**


You may review the questions before you ask students to pair up and discuss. Walk around while they talk to identify the language they are using. You could use this opportunity to identify mistakes that you could correct at the end of this activity during a short feedback session.

Lesson 4


- 1**  **Read the text and work with a partner to find words and expressions you think the author uses to compare these two places. Look at the underlined example.**

I had the opportunity to have to two very different countries, Brazil and India. I know that they are separated by many miles, but not only that they are also extremely different and the experiences are very different too. I start with Brazil. Brazil is a beautiful country. It is a big country. It has the most natural resources. In the world, they are one of the most diverse. There are 26 protected areas in Brazil. The wildlife in Brazil is amazing: spider monkeys, jaguars, anacondas, piranhas and ocellots. I didn't visit any of man-made structures in Brazil, but I saw a lot of nature and I think India is also a very beautiful country. It is huge. It is very diverse too from the Himalaya mountains to tropical beaches. Crazy cities and many cultural aspects too. Religion in India can sometimes be very important. There are a variety of religious festivals that are celebrated in this country. Sometimes it seems like there is a festival every month. During many festivals, people fast. This means that they don't eat until a certain time. They pray, sing, dance and sing hymns as part of their celebrations. I loved India because of its beautiful culture.

What are the differences between these two places?

- 2**  **Work in pairs. Choose a country from Activity 1 and compare it to Mexico.**

It is a big country.

- 3**  **Work with a different partner. Talk about the elements that you compared in Activity 2 and discuss:**


What words or expressions can you use to talk about similarities and differences between places?

What do you think are cultural differences?

SA 1.5.1.6


Additional Activity

Before this lesson you could prepare some information, natural aspects and cultural expressions, from another country that you can use during class. You might want to have students work in groups and use the information you provide to compare Mexico to this other country. You might even choose to assign which elements each group should compare. We suggest you set a time limit. Once the time limit is up, you could invite a volunteer from each group to share their comparisons and write the ideas on the board. You might even draw a graphic organizer with these elements.

- 4**  **Work with a partner. Choose two places in your country. Think about the aspects you can compare between these two places and write them down, for example: natural aspects, language, festivals, etc. Write some sentences to describe these places.**


Students can work in pairs. You might want to go over the instructions along with students and make sure everyone understands what needs to be done. You could ask students to look back at previous lessons to get ideas for this activity. You could also brainstorm places in the country before they begin and you could even share some examples. E.g. Natural aspects such as trees, animals, mountains, hills; language such as Spanish, Mixteco, Nahuatl, Maya, etc. You might want to invite volunteers to share their ideas with the rest of the class.

AK: Answers may vary.


- 5**  **In pairs, design a chart or graphic organizer where you can compare the two places you thought about in activity 4. Talk about the things you didn't know about the place and how different they are.**


Students could work in pairs to design a chart or graphic organizer and compare the two places they thought about in Activity 4. Students can design the graphic organizer in their notebooks and use it to talk about the things they didn't know about the place before sharing their thoughts with the class.


AK: Answers may vary.

- 6**  **Work in groups. Take out your work from previous sessions. Add more elements you want to compare. Once your graphic organizers are complete, you can use them to guide you as you draw your chart and write sentences to compare both places. You can look at the chart in Activity 4 for inspiration. You may want to make a first draft and check spelling, grammar and punctuation before you make your final comparative chart and present it to the class.**



4  **Work with a partner. Choose two places in your country. Think about the aspects you can compare between these two places and write them down, for example: natural aspects, language festivals, etc. Write some sentences to describe these places.**

5  **In pairs, design a chart or graphic organizer in your notebook where you can compare the two places you thought about in Activity 4. Talk about things you didn't know about the places and how different they are. Share with the class.**

6  **Work in groups. Take out your work from previous sessions. Add more elements you want to compare. Once your graphic organizers are complete, you can use them to guide you as you draw your chart and write sentences to compare both places. You can look at the chart in Activity 4 for inspiration. You may want to make a first draft and check spelling, grammar and punctuation before you make your final comparative chart and present it to the class.**

Reflect on the following

- How hard or easy is to write sentences to compare two places?
- What helps you organize your ideas before you write?
- Why did you choose the places to compare?
- I think I need to work more on

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You may want to elicit from students the strategies they have used to compare elements during this and previous lessons. Remind them to apply these strategies and knowledge to complete their product. You may also want to decide how students will present their product to their classmates.

Assess your progress!

Before starting this section, you could ask students to close their books and reflect on the different activities they have done so far. Then, you could go over the questions and make sure they understand them. Remind them there are no right or wrong answers.

Review and Product

With your product groups, reflect and discuss the following:

The purpose of this activity is for students to reflect and think about what they learned in this unit. Encourage them to think about the product they worked on and the different uses of the words and abilities they learned and practiced in this unit. You may want to elicit words that are useful when making comparisons and also strategies to organize ideas. Encourage them to identify the benefits of organizing ideas before writing. You could invite a volunteer from each group to share their ideas with the class. You could also share feedback on their work and performances or elements you think they need to improve.

Product

Comparative Chart

The purpose of discussing these questions is for students to think about practical uses of their learning outside of the classroom. You may want to choose the interaction that might benefit your students the most. Encourage them to keep in mind their community and the people from it while they discuss these questions. You may also encourage students to think about other uses of description words, comparisons, organizing ideas, etc. in the English language outside of the classroom so students notice that there are many ways in which the language can be used in real life.

Alternative Product

As an alternative product, you could have students work in groups and research cultural expressions or natural aspects of two different countries; half of the team researches a country and the other half the other one. Then, with their information, encourage them to write a short text describing what they researched. To present their product you can invite the groups to have a short conversation so that their classmates can hear their descriptions and point out the similarities and differences.

Review and Product

Review

With your product groups, reflect and discuss the following:

- What words are the most useful when you compare two places?
- What helped you organize your ideas?
 - Why do you think it is necessary to organize your ideas before you start writing?
 - What other things helped you when you made your comparative chart?

Product

Comparative Chart

- Do you think your comparative chart would be helpful in your community? Why?
- What people in your community would use a comparative chart?
- What interesting things from your community did you learn with this comparative chart?

Descriptive Evaluation Scale

The evaluation tool will allow you and your students to assess their progress in order to improve. Assessments can allow you to identify problem areas so that you can plan solutions to help your students fix those problems. The purpose of this Descriptive Evaluation Scale is for students to work with a partner, analyze the comparative table they did in this unit and complete the Descriptive Evaluation Scale in order to reflect on their work and assess it along with their progress and achievements. You may want to go over the descriptors and clarify any doubts. Remind students that the best way to improve is to analyze what you've been doing. Encourage them to think carefully and be honest with their answers for each of the statements. As students share their answers with a partner and discuss the things they both can do to improve their work, it might be important for you to walk around the classroom so that you make take notes that you may use to assist struggling students throughout the school year. You could also invite volunteers to share how they feel so far and what they believe they have achieved or how they have improved.

Evaluation

Once you finish the Unit, you could use the evaluation on page 154 and make photocopies that you may use to evaluate your students.

Evaluation Tool

Descriptive Evaluation Scale

- 1 With a partner analyze the comparative table you did in this unit.
- 2 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.

1	I am able to read and understand short texts about life.	I feel
2	I am able to understand what the author discusses in cultural texts.	I feel
3	I am able to describe cultural aspects and cultural practices in my country.	I feel
4	I am able to describe cultural aspects and cultural practices in my country.	I feel

Scale

Not good - I am unable to understand, express or recreate this.

Good - I am able to understand, express or recreate this sometimes and/or with some help.

Excellent - I am able to understand, express or recreate this all the time and I feel confident.

- 3 Share your answers with your partner. Discuss the things you both can do to improve your work.

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UNIT 6

This is me

Unit Contents

Familiar and Community Environment

Social Practice:

Describes and compares appearance and abilities at different ages

Learning Outcomes:

- Listens and explores physical descriptions of known people.
- Understands descriptions.
- Describes own physical appearance.

Activate Prior Knowledge

1. Who is your favorite artist? What does he or she look like?
2. What things do people talk about when they describe themselves?
3. How do you describe yourself?



Tech Resources

<http://esol.britishcouncil.org/content/teachers/lessons-and-activities/teaching-beginners/describing-person>
<https://www.teachingenglish.org.uk/article/photographs>

If you don't have Internet access, you don't need to worry because the links are provided as extra resources that you could choose to adapt and use as extra activities.



Odyssey Resources


Reader: pages 76-85

Class CD: tracks 21-24

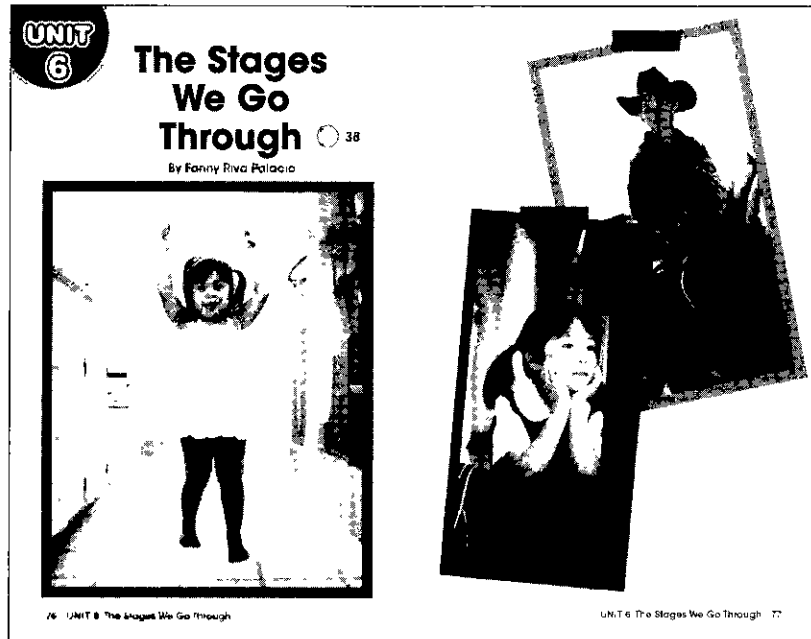
Picture Dictionary: Activity Book, page 117

Audio script: Teacher's Guide, page 143-144

Evaluation: Teacher's Guide, page 155

To tap into students' prior knowledge, you could take a few minutes to ask the proposed questions on the  Activate Prior Knowledge section on this page. You could also use the pictures included in the Visual Resources for this Unit and encourage students to say what is happening in the pictures and to share ideas about what this unit might be about, e.g. Maybe something about how we grow up!

Facts: *The Stages We Go Through*



R pp. 76-85 **D** 38



In this unit, students will describe and compare the appearance and abilities at different ages. This will allow them to come up with descriptions of themselves which they will then be able to use in their final product.

In this unit, students will read some facts that relate to the social practice of the language. The information they will read will also allow them to think about the way we change as we age and it might allow them to analyze the reasons why there are some things that they could do when they were little but not anymore and vice versa.

You could also invite students to try to identify the moment in the development in which they are at right now. How can they know? What things have changed?



You will also find some questions that can help students identify information that can help them enrich their final product.

Learning Outcome: Listens and explores physical descriptions of known people.

- 1**   **Listen to the conversation. What are people doing? What are they talking about? Do you have these conversations with your family? Do you see family pictures or albums? Discuss these questions as a class.** **21**



You could refer students to the Picture Dictionary on page 117. You could also use the provided flashcard on page 166 to present or review curly hair. You may invite volunteers to share their answers to the questions. Remind students you can play the audio as many times as they need. As they answer, encourage students to notice that the people are talking and looking at a photo album. You could ask them if their families keep photo albums too.

AK: Answers may vary.

- 2**   **Look at the pictures and read and listen to the descriptions in Activity 1 again. Choose which pictures are the ones the characters describe. Then discuss the questions as a class.** **21**

You could challenge students not to read the text and just focus on listening to complete the activity. You might want to elicit ways to describe the people in the pictures before you listen to assist students.

AK: The first and fourth pictures. Answers may vary.

- 3**   **In pairs, take turns to describe the pictures in Activity 2. Together, try to think of more words that you could use to describe people.**



Students can take turns to describe the pictures in Activity 2 and you should encourage them to think of more words they can use to describe people. You could brainstorm describing words that we can use to describe people. You could also encourage students to think about the different ways in which we can describe people, e.g. their looks, what they are like, etc. You can even ask them to make some notes if they think they could be helpful. You may want to elicit their descriptions and write them on the board. They could also copy what you write on the board so that they can use the words and expressions in future activities.

UNIT



6





This is Me
Listening and speaking

Lesson 1



1   **Listen to the conversation. What are people doing? What are they talking about? Do you have these conversations with your family? Do you see family pictures or albums? Discuss these questions as a class.** **21**

A: What are you looking at?
B: Pictures. Old pictures.
A: Is that dad?
B: I think so. The kid in the picture has brown hair, brown eyes and light brown skin.
A: Yeah, just like dad.
B: Look, black straight hair, brown eyes and... Who is it?
A: It's aunt Silvia!

2   **Look at the pictures and read and listen to the descriptions in Activity 1 again. Choose which pictures are the ones the characters describe. Then discuss the questions as a class.** **21**

What words were helpful to determine the pictures the characters were describing? Why?

3   **In pairs, take turns to describe the pictures in Activity 2. Together, try to think of more words that you could use to describe people. Write them down in your notebook.**

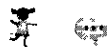
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AK: Answers may vary. Eg. The boy on the left has brown hair. His skin is light brown. His eyes are small. His hair is curly. The girl on the left has fair skin and brown eyes, her hair is long, etc.

Additional Activity

As an additional activity, you could bring some magazines, newspapers or cut outs of famous people (or even not famous people). Then, you could form groups and hand out images for students to take turns to describe to their group or you could also ask them to work together to come up with a description of that person and then have a volunteer from each group share their description with the rest of the class. Next, they can show the picture and you can see how accurately they were able to describe the person on the picture.

4



When describing body parts, we should first know their names and words to describe them, for example: Big eyes, thin lips. Work with a partner and talk about other body parts you can describe and what you can say about them. Make a list of all the possible combinations you can think of.

You could ask students to stand up in their places and call out body parts and ask them to touch them to review vocabulary. You may ask students to brainstorm describing words with their partner to complete the activity. You could walk around the classroom to identify the vocabulary they are using.

AK: Answers may vary.

5



Look at the conversation in Activity 1 and identify the things that are described. How do you know what is described? Which are the words that let you know? Write them down, then, think of things you can describe with these words.

You can have students read the conversation in Activity 1 again and ask students to identify the things that are described. Students can make some notes before sharing them with the class. You could ask each question and encourage students to share their answers with the rest of the class so that other students might benefit from their classmates' strategies.

AK: hair, eyes, skin. /Because there are describing words before the body parts, curly, dark, brown, light straight./Answers may vary.

6



Work in groups. In this unit, you are going to make a timeline about yourselves. A timeline is a graphic representation of the passing of time as a line. Share your ideas and opinions about these questions with your group: Do you think you need to look at the past or something old in order to make a timeline? Why? Do you ever look at pictures of you or your family? What can you see in pictures from when you were younger? What can you describe about members of your family? Work together to write down words and phrases that you can use to describe what people look like.



4



When describing body parts, we should first know their names and words to describe them, for example: Big eyes, thin lips. Work with a partner and talk about other body parts you can describe and what you can say about them. Make a list of all the possible combinations you can think of.

5



Look at the conversation in Activity 1 and identify the things that are described. How do you know what is described? Which are the words that let you know? Write them down, then, think of things you can describe with these words.

6



Work in groups. In this unit, you are going to make a timeline about yourselves. A timeline is a graphic representation of the passing of time as a line. Share your ideas and opinions about these questions with your group: Do you think you need to look at the past or something old in order to make a timeline? Why? Do you ever look at pictures of you or your family? What can you see in pictures from when you were younger? What can you describe about members of your family? Work together to write down words and phrases that you can use to describe what people look like.

Enjoy reading!

In your Reader's book, enjoy reading pages 76 to 80 in "The Stages We Go Through" to read about the things people can do at different ages. What can you describe of when you were a baby?



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You could draw a timeline on the board, it is possible that students already know what it is from other class, like History, but they might not know its name in English. If they know what it is, encourage them to demonstrate how it can be used (ordering events). You could write the questions on the board and encourage students to discuss with their groups. You may remind them that all the words and expressions they come up with could be useful for their product so they might want to write them down.

Enjoy reading!



At this moment you could ask students to use their Reader's book and read pages 76-80. You can then ask students to work in pairs, small groups or as a class to answer the question in their Activity Books, encourage them to share simple sentences that contain physical descriptions.

Learning Outcome: Understands descriptions

- 1**   **Listen to the conversation. What is wrong? Can you do the same things you could do when you were younger? Can your parents do the same things you can do? Talk about this with a partner. 22**


You may refer students to the Picture Dictionary on page 117. You can tell students they are going to listen to a recording so that they can pay attention and answer the questions with a classmate. You can play Track 22 once or twice to have them answer the questions. Then, you could form pairs and have students discuss the questions. You could invite students to share if they can relate or not.

AK: Someone doesn't understand their homework.
Answers may vary.



- 2**   **Look at the picture. Choose the sentences you think can describe the person in the picture. Then talk with a partner and think about the things you have in common with the person in the picture? Why? Why not?**

You may refer students to the Picture Dictionary on page 117. You could go over the sentences before you ask students to work on the task. You may want to ask them to identify words to make descriptions. You might want to make sure that they know what they are going to talk about with their partner before they get into pairs. You could share some examples of "things in common", e.g. My hair is short.



AK: I am very small. My hair is short. I can't eat real food./I can crawl. I can't walk.

- 3**  **Work in pairs. Compare your answers to the previous activity. Then, think about yourself when you were a baby. What things could you do? What things can you do now you couldn't do then? How has your body changed? Make some notes in your notebook. Finally, share your information with your partner.**

You can go over the instructions along with students before dividing the class into pairs. Students can compare their answers from the previous activity and talk about themselves. You could invite a few volunteers to report their classmate's comments with the class. We suggest you

- 1**   **Listen to the conversation. What is wrong? Can you do the same things you could do when you were younger? Can your parents do the same things you can do? Talk about this with a partner. 22**

- A: What's wrong?
B: I need some help. I don't understand our homework.
A: You have to choose an age and then write some sentences to describe your appearance and your abilities.
B: I know, but how?
A: For example, here is my picture. I was six here. I had such _____ look of my legs they were very short. I couldn't run very fast. Now my legs are longer and can run fast. I was small. Look at my shirt. It looks so big.
B: Oh, I see.
A: Have you got it?
B: Yeah, thanks.

- 2**   **Look at the picture. Choose the sentences you think can describe the person in the picture. Then talk with a partner and think about the things you have in common with the person in the picture? Why? Why not?**

I am very small.

I can _____

My hair is short.

I can't walk.



My eyes are blue.

My hair is long.

I can't eat real food.

I am big and strong.



- 3**   **Work in pairs. Compare your answers to the previous activity with your partner. Then, think about yourself when you were a baby. What things could you do? What things can you do now you couldn't do then? How has your body changed? Make some notes in your notebook. Finally, share your information with your partner.**

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encourage students to share their answers with the rest of the class. You could even have a short class discussion where you encourage students to participate sharing their opinions and ideas.


AK: Answers may vary.

Additional Activity

As an additional activity, you could form pairs and ask students to take turns to describe a face while their classmate's draw it following their descriptions. Then, they can exchange roles and finally they could check to see how accurately they were able to describe and understand the description.


Possible Challenges and How to Face Them

It is possible that some students might have some difficulties when speaking in the past. You might want to give students some opportunities to practice using the past tense, for example: One student acts out an activity. The rest of the class describes what he or she did in the past tense, or you could have students write about something that happened in the past. You could have students share something they did in the past or you could have students retell what you did in the previous class.

- 4**  **Work in pairs. First, listen to the description and tell your partner what you understood. Then, listen again and read. Together identify the main idea and details you think are important. Share with the class.**



You may refer students to the Picture Dictionary on page 117. You could use the flashcard to present the word bar. You could ask students to look at the picture and make predictions. With their books closed, you could play the audio to test their listening comprehension. As students take turns to explain what they understood, you could walk around and listen to students who you believe might need help with this task. You could elicit from students what the main idea is.


AK: Main idea: When I was little I couldn't do much/I was different. Details: don't look the same anymore. /I couldn't reach/ I grew a lot.

- 5**  **Work in pairs. Discuss the questions. In your notebooks, write words or ideas to describe the way a person in your family or a friend looks and what that person does. Take turns to share your descriptions with your partner.**


You could ask students to work with their partners and come up with describing words they can use for their descriptions. You may want to elicit things that people can or can't do. You could review action verbs by inviting volunteers to act out certain verbs such as jump, run, walk, spin, crawl, etc. As students discuss the questions, encourage them to identify that the describing word or words are located before the word they describe, e.g. her big green eyes.


AK: Answers may vary.

- 6**  **Work in groups. To continue gathering information for your timeline, you can now take turns to describe what you looked like when you were little and the things that you can do now that you couldn't do before. You can use the words and phrases you wrote in the previous session to write your descriptions. One way to order your ideas is to write the age you were and next to it write what you looked like and what you did at the time. Don't forget to include how old you are now and the things**
- 


4  **Work in pairs. First, listen to the description and tell your partner what you understood. Then, listen again and read. Together identify the main idea and details you think are important. Share with the class.**

Look at me! I was so small! Everything was so different. My hair was short and curly. Now it is long and it doesn't look the same anymore. This was the day of my first dance lesson. I couldn't do anything! I even fell down. I remember I had to put my leg on a bar, but I couldn't reach. I was too short. Now I am taller than the bar! And my feet were small too. I didn't have dancing shoes at the beginning because they were all too big. I grew a lot! Now I have dancing shoes. I can jump and I can dance.



5  **Work in pairs. Discuss the questions. In your notebooks, write words or ideas to describe the way a person in your family or a friend looks and what that person does. Take turns to share your descriptions with your partner.**

How can you know what people are describing?
How do you use descriptions when you talk about people in your family or friends?

6  **Work in groups. To continue gathering information for your timeline, you can now take turns to describe what you looked like when you were little and the things that you can do now that you couldn't do before. You can use the words and phrases you wrote in the previous session to write your descriptions. One way to order your ideas is to write the age you were and next to it write what you looked like and what you did at the time. Don't forget to include how old you are now and the things that you can do! You can do this in your notebook and then take turns to share what you wrote with your group. This can help you start organizing the elements for your final product.**

Reflect on the following:

- What is easy or difficult about understanding descriptions?
- What do you think is easier: describing yourself or describing others? Why?
- Do you think it is easier to describe yourself in the past or in the present? Why?

I think I need to work more on _____

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that you can do! You can do this in your notebook and then take turns to share what you wrote with your group. This can help you start organizing the elements for your final product

You could encourage students to use what they've been practicing in this lesson to write sentences that they might be able to use in their final product. Encourage them to write down the ages at which they could do the actions and what they looked like. If necessary, review numbers.

Assess your progress!


You might want to remind students that this is an opportunity they have to think about the things they have learned well, what they are still learning and what they feel like they still need to learn, so there are no correct or incorrect answers. Some students might worry about the answers to these questions, but you can remind them they can keep them short and simple and just use their own words.

Learning Outcome: Understands descriptions.

1  **Listen to the conversation. Discuss the questions. 24**


You could write the questions on the board so that students focus on them as they listen.

- AK:** a. They are talking about when they were little. ;
b. Answers may vary; c. Answers may vary.

2  **Read and listen to the conversation again. Which words can you use to talk about things that were true in the past but are not true anymore? 24**


You might want to tell students to focus on the words that talk about things that were true in the past but are not true anymore as they listen. You could ask them to remember the words to join sentences that they practiced in Unit 2, in particular, a word we can use to contrast (but).

AK: When I was... but now.

3  **Work with a partner to order the events on the correct side of the timeline.**

You could ask students to work in pairs and direct their attention to the timeline below. You could invite them to explain to you the purpose of the timeline (ordering events that happened in the past and in the present). You might want to draw a similar timeline and invite volunteers to write their answers on the board so that you can check and correct as needed.


- AK:** Past: I didn't like to wear shoes, loved to wear pink clothes, hair was very long, didn't wear glasses.
Present: I love sneakers, I prefer other colors, short hair, wear glasses.

4  **Work in pairs. Take turns to tell your partner some things that were true for you in the past but not anymore, tell them what is true now. Look at the example.**


Students can work in pairs to complete this activity. You could go over the instructions along with students and clarify any doubts. You could draw students' attention to the examples and perhaps invite volunteers to read them aloud. If necessary, model the activity with a strong student. You

1  **Listen to the conversation. Discuss the questions. 24**


- What are they talking about? How do you know?
a. Do you compare the past to the present? Do you talk to your friends about when you were little?
b. What can you say?

2  **Read and listen to the conversation again. Which words can you use to talk about things that were true in the past but are not true anymore? 24**

- A: Tell me something about yourself when you were little.
B: Hmm... when I was five I didn't like to wear shoes, but now I love sneakers.
A: Awww. When I was five I loved to wear pink clothes, but now I prefer to wear other colors.
B: When I was three my hair was very long, but now it's short.
A: When I was five I didn't wear glasses, but now I do.
B: Your glasses look cool.
A: Thanks.

3  **Work with a partner to order the events from the conversation on the correct side of the timeline.**



4  **Work in pairs. Take turns to tell your partner some things that were true for you in the past but not anymore, tell them what is true now. Look at the example.**


When I was four my hair was short, but now it is long.

could also write some verbs, describing words or body parts scattered on the board and invite students to use them as inspiration for their conversation. You could invite volunteers to share some of their ideas with the rest of the class.

AK: Answers may vary.



Additional Activity

As an additional activity you could prepare descriptions based on magazine or newspaper cut outs or print out pictures from the internet of different people. To do this activity you need pictures for half of your group, for example: you have 10 students you need 5 pictures, and their corresponding descriptions. Then, you may hand out either a picture or a description to each student. Next, you could have students mingle and take turns to either describe the person in their picture or to read their description aloud. The objective is to form pairs with the matching picture and description. You could also adapt this activity so that students work in pairs or even in groups and then mingle to find their match. You may just count how many pairs or groups you want to have and prepare the materials accordingly.

5  Bring a picture of when you were little to class. Write some sentences to describe what you looked like. Include something that you did before and you don't do now. Why is it important to talk about the past and compare it to the present?



You may want to ask students to bring a picture of when they were little before this lesson so that they can use it to complete this activity. You could read the Tip box and elicit from students examples of words that can be used to describe what is mentioned in it, e.g. short, outgoing, happy, I can jump, etc. Encourage students to think about how when we compare things in the present with what happened in the past, we can also notice how much we have improved and changed.


AK: Answers may vary.

6   We can ask questions to clarify doubts, for example: How fast could you run when you were little? We can also ask questions to know more details about our partner's information, for example: Why were you able to swim that fast? Who taught you how to swim? Work with a partner and take turns to describe yourself. Ask your partner questions about his or her description and use questions to know more information about that person. His or her description.

You may want to write the questions on the board so that students can use them as an example while they discuss.


AK: Answers may vary.


7   Work in groups. You can now use the descriptions about yourself from the previous sessions and use it to write some sentences you can use to describe yourself. Then, take turns to describe yourself to your group without reading the sentences. You can also choose one of your teammates and write some sentences to describe him or her and then take turns to describe your teammate to your group. You can look back at what you learned in this lesson for help if you need to. Remember to be polite, you can look back at Unit 1 and Unit 3 to read some polite conversations.

5  Bring a picture of when you were little to class. Write some sentences to describe what you looked like. Include something that you did before and you don't do now. Then discuss the question as a class.

Tip: When you describe yourself, you tell people what you are like. You can tell people what you look like, what your personality is like how you usually feel, what you can do, and many other things!

Why is it important to talk about the past and compare it to the present?

6  We can ask questions to clarify doubts, for example: How fast could you run when you were little? We can also ask questions to know more details about our partner's information, for example: Why were you able to swim that fast? Who taught you how to swim? Work with a partner and take turns to describe yourself. Ask your partner questions about his or her description and use questions to know more information about that person.

7  Work in groups. You can now use the descriptions about yourself from the previous sessions and use it to write some sentences you can use to describe yourself. Then, take turns to describe yourself to your group without reading the sentences. You can also choose one of your teammates and write some sentences to describe him or her and then take turns to describe your teammate to your group. You can look back at what you learned in this lesson for help if you need to. Remember to be polite, you can look back at Unit 1 and Unit 3 to read some polite conversations.

Enjoy reading!
 In your Reader's book, enjoy reading pages 81 to 84 in "The Changes We Go Through" read more about the things people can do at different ages. What can you describe about the stage at which you are right now?

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Students can now continue practicing what they have been learning in this unit. As they work on writing a description of someone else, you could remind them to be respectful. Students might be able to use some of their descriptions for their final product, so you could encourage them to write them down.

Enjoy reading!

At this moment you could ask students to use their Reader's book and read pages 81-84. You can decide to focus on vocabulary, comprehension, pronunciation or anything else you feel might benefit your students and support their learning during this unit. You can discuss the question in the Activity Book for students to practice describing themselves.


Lesson 4

Learning Outcome: Describes own physical appearance.

- 1**  **Read the text. Work with a partner and answer the questions: What is the text about? How do you know? What is the main idea? What details can you find to support this main idea?**


You can draw students' attention to Activity 1 and go over the instructions along with students. You could ask them to first read the text. Then, you can ask students to work in pairs and have them read the text once more so that they can identify the main idea and details to support it in the text. You may want to invite volunteers to share their answers with the rest of the class and see if everyone agrees.

AK: Answers may vary. A girl describing herself.

- 2**  **Work in pairs. Find the questions in the text in Activity 1. Then, talk about the type of information you can find out with these types of questions. Write down your ideas and then share them with your class.**


You could ask a volunteer to read the instructions aloud. You can ask students to work in pairs to locate the questions in the text in Activity 1. Once they have located them, they can discuss and determine the type of information they can by asking those types of questions. We suggest you set a time limit. When the time is up, you could have volunteers share the questions and their corresponding ideas with the rest of the class.

AK: Questions: Why did you wear caps or hats when you were a baby? How high could you jump when you were five? Is that a pink shirt? Information: Why= reasons. How = manner, form, condition, etc., Is...=yes/no question.


- 3**  **Work in pairs. Read the text in Activity 1 again and write the descriptions in the correct place. How can you now where to place events? Are there any words that can help you? Which ones?**


You could get students into pairs. You could draw a timeline on the board for students to write down their answers so that you can check and correct as needed. You might


Lesson 4

1  **Read the text. Work with a partner and answer the questions. What is the text about? How do you know? What is the main idea? What details can you find to support this main idea?**

My name is Jaime. I am 11 years old. I have short black hair and brown eyes. I am short. People always ask me "Why did you wear caps or hats when you were a baby?" When I was a baby I wore caps or hats because I didn't have any hair. I don't wear caps or hats anymore, I don't like them. When I was eight years old I had long hair, but now it is short. I have a friend that asked me "How high could you jump when you were five?" And I don't remember much, but I know that I couldn't jump very high. Now I can jump very high and I don't even have to run before I jump. When people see this last picture they always ask "Is that a pink shirt?" Of course it is a pink shirt. I had to dress formally. I went to a wedding. I chose my shirt. I think I look good. What do you think?



2  **Work in pairs. Find the questions in the text in Activity 1. Then, talk about the type of information you can find out with these types of questions. Write down your ideas and then share them with your class.**

3  **Work in pairs. Read the text in Activity 1 again and write the descriptions in the correct place. How can you now where to place events? Are there any words that can help you? Which ones?**

← PAST PRESENT →

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need to remind students to discuss the questions with their partners. You could also discuss the questions with the whole class.

AK: From oldest to newest: I didn't have hair. I had long hair. I couldn't jump very high. Short hair, formal shirt.

Additional Activity

Before this lesson you could prepare some magazine, newspaper cut outs or printed pictures of people (famous or not, it is not important) and make copies. You could form pairs and give each pair two or three pictures. You can ask students to take turns to choose a picture (without telling their partner which one) and then take turns to ask and answer questions to guess the person that their partner chose. Then, you can encourage them to exchange roles.

- 4** When writing about yourself, you should include information about your physical appearance, you should also describe things you can do now that you couldn't do before. What else do you consider to be important? Think about important details and write some sentences to describe yourself.

You may want to prepare students by eliciting words or phrases they can use to describe physical appearance and some examples of things they could or couldn't do that are different now. They can use this information to talk about themselves. You might want to encourage them to write down their ideas so that it is easier for them to talk about themselves. You could invite a few volunteers to share a sentence or two with the class.

AK: Answers may vary.

- 5** Share your description with a partner. Take turns to talk about your descriptions. What else do you want to know about him or her? Pay attention to his or her description, are there details you would like to know?

Students can work in pairs to share the information they wrote about themselves in Activity 4. You can encourage students to ask questions to each other to learn more about their classmates. You may want to invite a few students to talk about their classmate.

AK: Answers may vary.

- 6** Work in groups. You can now make and present your timeline. Use your work from the previous sessions to write more descriptions about yourself. You can use the information you organized with ages and descriptions to write positive sentences that describe you in the past. Then, think about what you look like right now and write some positive sentences that describe you at this moment. You can then use these sentences to make your timeline. Choose the ages and descriptions you want to include in your timeline. You may want to choose several so that you can see how much you have changed. You can choose your own design for your timeline.

4 When writing about yourself, you should include information about your physical appearance, you should also describe things you can do now that you couldn't do before. What else do you consider to be important? Think about important details and write some sentences to describe yourself.

5 Share your description with a partner. Take turns to talk about your descriptions. What else do you want to know about his or her? Pay attention to his or her description, are there any details you would like to know?

6 Work in groups. You can now make and present your timeline. Use your work from the previous sessions to write more descriptions about yourself. You can use the information you organized with ages and descriptions to write positive sentences that describe you in the past. Then, think about what you look like right now and write some positive sentences that describe you at this moment. You can then use these sentences to make your timeline. Choose the ages and descriptions you want to include in your timeline. You may want to choose several so that you can see how much you have changed. You can choose your own design for your timeline.

When describing someone, be positive and use good adjectives. Visit <https://www.woolabulary.com/465/236936> and learn more descriptive words.

Reflect on the following:

- What is the hardest thing about describing yourself?
- What is something positive you can find about making a timeline describing yourself?
- Why can it be useful to think about what we looked like and what we could or couldn't do in the past?

I think I need to work more on _____

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Students can now continue working on their product with their group. You might want to encourage students to use some positive sentences to describe themselves at different ages in their notebooks. You might want to encourage them to first think about what they look like so that they can write their sentences. You can ask students to organize their sentences in the timeline. You can encourage students to read their teammates sentences to see how they have all changed. You could even invite some groups to share their timelines with the rest of the class. You may want to invite students to talk with their teammates about the changes they've had throughout the years.

Assess your progress!

You may want to tell students that this reflection can allow them to think over their learning process and try to understand how they used and applied what they learned and how they might improve to have better outcomes. You could tell them there are no correct or incorrect answers here and the important thing is for them to think about their experience.

Review and Product

With your product groups, reflect and discuss the following:

The purpose of this activity is for students to reflect and think about what they learned in this unit. Encourage them to think about the product they worked on and the different uses of the words and abilities they learned and practiced in this unit. You could encourage them to think about other uses of making descriptions and talking about the past. You could invite a volunteer from each group to share their ideas with the class. You could also share feedback on their work and performances or elements you think they need to improve.

Product

Timeline

The purpose of discussing these questions is for students to think about practical uses of their learning outside of the classroom. You may want to choose the interaction that might benefit your students the most. Encourage them to keep in mind their community and the people from it while they discuss these questions. Try to guide students so that they realize that we can use English and its structures in many different ways and not just the way they learn it in the classroom, just like their mother tongue!

Alternative Product

As an alternative product, you could have students work in groups and research the life of a famous person so that they can create the timeline of that person. They could also choose a member of their family or a close friend that is not part of your class.

Review and Product

Review

With your product groups, reflect and discuss the following:

1. What things can you describe about yourself and other people?
2. How does it make you feel when you see how much you have changed?
3. What was the most difficult part of creating a timeline with descriptions about yourself?
4. Did you find any similarities or differences between your timeline and your teammates' timelines? Which ones?

Product

Timeline

1. Do you think you can learn more about other people by looking at timelines like the ones you made in this unit? Why?
2. Do you think we can use timelines to describe how things, not people, have changed?
3. What things do you think could be described in a timeline?
4. What people or things from your community would you like to describe in a timeline?
5. Why can it be useful to describe how people or things have changed?

Questionnaire

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

The purpose of this Questionnaire is for students to look at the timeline they did in this unit, think about their presentation and complete the Questionnaire to assess their work, progress and achievements. You may want to go over the Questionnaire and clarify any doubts. Remind students that the best way to improve is to analyze what you've been doing. Encourage them to think carefully and be honest with their answers for each of the questions. Students can then write ideas to improve their work. They can share their list with a partner, yourself or even the class. It all depends on what you think might benefit your students more. Praise good ideas and write down things that might be useful for you to assist your students with throughout the school year. This is a great moment to try to identify which students are really struggling so that you can figure out a way to assist them.

Evaluation

Once you finish the Unit, you could use the evaluation on page 155 and make photocopies that you may use to evaluate your students.

Evaluation Tool

Questionnaire

1 Look at your timeline. Think about your presentation and choose the column that represents how often you are able to do what is expressed.

1	Were you able to determine patterns in which the information and details in descriptions are presented?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Were you able to understand descriptions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Were you able to understand the difference between general information and specific details?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Were you able to describe your own appearance?			

Were you able to ask questions to clarify and find out more information?

Score a = 2 points 8 - 10 points = Excellent b = 1 point 5 - 7 points = OK c = 5 points 0 - 4 points = Poor	
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2 Write ideas to improve your work.

3 Share your ideas with your classmates or teacher.

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UNIT 7

Role-playing Games

Unit Contents

Literary and Ludic Environment

Social Practice:

Accepts or rejects requests in role playing games.

Learning Outcomes:

- Listens to and explores expressions to accept or reject requests.
- Understands expressions to accept or reject requests.
- Exchanges expressions to accept and reject requests.

Activate Prior Knowledge

1. What are role-playing games?
2. How do you accept or reject requests?
3. How do you describe yourself?

Tech Resources

<https://www.teachingenglish.org.uk/article/role-play>

<https://www.teachingenglish.org.uk/article/staged-role-play>

<http://esol.britishcouncil.org/content/teachers/lessons-and-activities/activities/role-play>

If you don't have Internet access, you don't need to worry because the links are provided as extra resources that you could choose to adapt and use as extra activities.

Odyssey Resources


Reader: pages 86-103

Class CD: tracks 25-26

Picture Dictionary: Activity Book, page 118

Audio script: Teacher's Guide, page 144

Evaluation: Teacher's Guide, page 156

To tap into students' prior knowledge, you could take a few minutes to ask the proposed questions on the  Activate Prior Knowledge section on this page. You could also use the pictures included in the Visual Resources for this Unit and encourage students to say what is happening in the pictures and to share ideas about what this unit might be about, e.g. Maybe something about games.

Narrative: *Role Play*



R pp. 86-103 **D** 39



In this unit, students will listen to, explore, understand and exchange expressions that are used to accept or reject requests in role-playing games. This will allow them to gather enough vocabulary to be able to come up with the necessary expressions to come up with a role-playing game to present as their final product.

In this unit students will read different short stories that share a common topic: role-playing games. You will be able to invite students to analyze the different platforms, settings, characters and role-playing games presented. You might even be able to invite students to think if they've had similar experiences and encourage them to identify elements that are representative of role-playing games. Students might be able to expand their understanding of these types of games and acquire ideas and vocabulary that can assist them when working on their final product.

You will also find some questions that can help students identify information that can help them enrich their final product.




As it was mentioned before, 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.

Learning Outcome: Listens to explores expressions to accept or reject requests.

- 1**   **Look at the picture. Work with a partner to describe what you see. Are the kids talking? Are they playing? Do they look like they are having fun? Why?**




You may want to go over the questions along with students and clarify any doubts they may have. You may need to present the word board game. You could use a picture or even bring a board game to class. You could ask a few volunteers to share their ideas with the class.

AK: Answers may vary.

- 2**   **Listen to the dialog and as a class, discuss: What is it about? What are they doing? Where are they? How do you know this? What elements can you notice? Can you notice sounds in the background? What about their tone of voice? Does it change? Why? Are they having fun? How do you know this?**  25

You could write the questions on the board and review them so that students have some elements to focus on while they listen to the audio.

AK: Answers may vary, but encourage students to share what they notice and how they can know that they are having fun.

- 3**   **Listen to the dialog in Activity 2 again. Are they talking on the phone or in person? How do you know this? What other elements can you notice? Make some notes about them in your notebook. Share your ideas with your class.**  25

You may want to point out some differences between talking on the phone and face-to-face, e.g. the "background" sound of a telephone conversation, the different background sounds when you are face-to-face, the pauses, etc. You may want to encourage students to make notes with what their notice so that it is easier for them to share them.



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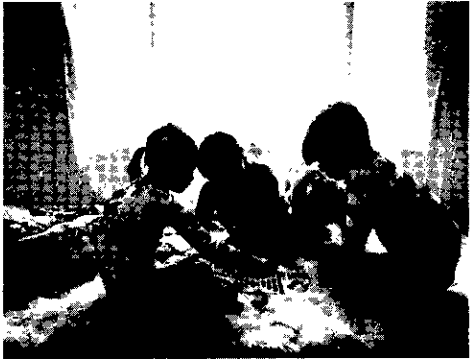
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

Role-playing Games




Activities or requests responses to role playing games

Lesson 1

1   **Look at the picture. Work with a partner to describe what you see. Have you ever played board games? Which board games have you played? Which is your favorite board game?**



2   **Listen to the dialog and as a class, discuss: What is it about? What are the kids doing? Can you notice sounds in the background? Can you notice a difference in their tone of voice? Does it change? Why? Are they having fun? How do you know this?**  25


3   **Listen to the dialog in Activity 2 again. Are they talking on the phone or in person? How do you know this? What other elements can you notice? Make some notes about them in your notebook. Share your ideas with your class.**  25

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AK: Answers may vary. E.g. They are talking in person. I know because they are playing together. I also notice that they take turns to speak, that they are talking about characters, that they mention a sword, etc.

Additional Activity

As an additional activity, you could invite students to discuss as a class or in groups everything they might know about role-playing games (either tabletop or online) or any other similar game.

4  **When you want to play a game: How do you invite your friends? What do you tell them? Discuss as a class and you may want to take notes.**

You may invite students to share ideas on how we can make invitations to different things or events. You could share an example, e.g. Do you want to play? Students can make notes.


5  **Work with a partner and read the conversation: Who is requesting something? Are the requests accepted or rejected. How can you know?**

You may need to clarify the meaning of request, you can do so by sharing an example, e.g. I am going to request something. Do you want to have lunch with me? What can you tell me? Elicit Yes or No. You may want to choose the best strategy for your students to read the conversation before they identify the requests.


AK: Bianca. Some are accepted, some rejected. One says yes and the other one says no.


6  **In groups, role-play the conversation.**

You may refer students to the Picture Dictionary on page 118. You may want to get students into groups where they might benefit from working together, e.g. strong, medium and weak student. You could challenge students to eventually role-play the conversation without reading it.

7  **Work in groups. In this unit you will create a short role-play game. Role-playing games are games where you assume roles of characters and work together to create stories. Do you play role-playing games? Would you like to play role-playing games? What stories would you like to make? What words and expressions can you use to describe characters and ideas for stories in a role-playing game? Write them down in your notebook. You can go back to Unit 2 to refresh your memory about how we can describe characters. Write them down in your notebooks.**


Students can now start working on their product for this unit. You may want to go over the instructions along with students and make sure they understand the questions. You could also discuss the questions as a class and then you can ask students to work with their teammates to talk about the words and expressions that they can use

4  **When you want to play a game: How do you invite your friends? What do you tell them? Discuss as a class and you may want to take notes.**

5  **Work with a partner and read the conversation: Who is requesting something? Are the requests accepted or rejected. How can you know?**

Bianca: Do you want to play a game?
Adrian: Sure!
Bianca: What about you, Joe? Do you want to play with us?
Joe: Yes! I think it would be fun!
Bianca: Super!
Bianca: Thelma, do you want to play with us?
Thelma: Sorry, I can't. I have to study for my Math exam.

6  **In groups, role-play the conversation.**

7  **Work in groups. In this unit you will create a short role-play game. Role-playing games are games where you assume roles of characters and work together to create stories. Do you play role-playing games? Would you like to play role-playing games? What stories would you like to make? What words and expressions can you use to describe characters and ideas for stories in a role-playing game? Write them down in your notebook. You can go back to Unit 2 to refresh your memory about how we can describe characters.**

Enjoy reading!

In your Reader's book, enjoy reading pages 86 to 94 in "Role Play" to learn more about this topic. Where did the character go? What was the summer camp about?

to describe characters and the stories they would like to make. You might want to remind them that they learned and practiced describing words during the last unit. You can monitor and help as needed.

Enjoy reading!



At this moment you could ask students to use their Reader's book and read pages 86-94. You could encourage students to identify words or expressions that they might use in their products. You can also discuss the questions in their Activity Book and check comprehension.

Possible Challenges and How to Face Them

Some students might not be familiar with any kind of role playing game. If this were the case, then you could encourage students that do know what they are to share their knowledge with their classmates. If it were necessary, you could also take some time to explain what they are.



Lesson 2

Learning Outcome: Understands expressions to accept or reject requests.

1   **Work in pairs. Talk about what you would say or do when you want to invite someone to participate in a role-playing game with you.**




You may want to begin the activity by asking a volunteer to read the instructions aloud and make sure students know what to do. Then, you can divide the class into pairs to perform the task. You may want to monitor students as they work before inviting a few volunteers to share their thoughts with the class. You could even invite volunteers to act out a situation where one invites the other one to participate in a role-playing game.

AK: Answers may vary. E.g. Do you want to play?

2   **The kids in Lesson 1 continued playing their role-playing game. Look at them in this picture. In groups, talk about what you think is happening. Pay attention to their gestures. Are they having fun? Do they agree on their ideas? Why? Why not?**



You could invite volunteers to mime different emotions so that they can identify those that might indicate that someone is having fun. You could also ask: Can someone be concentrated and have fun? Why do you think so? Students could discuss the questions in small groups before sharing their answers with the class. You could also choose to elicit descriptions and discuss the questions as a class.



AK: Answers may vary. E.g. I think they are taking turns. I think they are having fun. I think they agree on their ideas because they look concentrated.

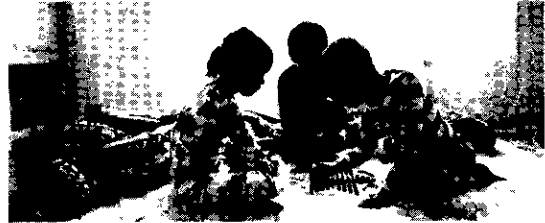
3   **Now, listen to the conversation and see if your predictions were correct. Did Bianca request something? Was Bianca's request accepted or rejected? What words helped you know? Did the tone of voice help you know? Make notes and discuss them with your class.  26**




You could write the questions on the board so that students know what they should focus in while listening to the audio. You could also elicit an example of a request and either sentence to accept or reject that request.

Lesson 2

1   **Work in groups. Talk about what you would say or do when you want to invite someone to participate in a role-playing game with you.**

2   **The kids in Lesson 1 continued playing their role-playing game. Look at them in this picture. In pairs, talk about what you think is happening. Pay attention to their gestures. Are they having fun? Do they agree on their ideas? Why? Why not?**



3   **Now, listen to the conversation and see if your predictions were correct. Did Bianca request something? Was Bianca's request accepted or rejected? What words helped you know? How did the tone of voice help you know? Make notes and discuss them with your class.  26**



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Additional Activity

As an additional activity, you could form groups and encourage students to experiment with body language and their tone of voice to convey their message. One way in which you could do this is by writing a sentence or short dialog on the board and then asking students to say it or act it out in different ways, for example: happy, sad, angry, frustrated, surprised, etc. You could also invite students to say if they think that the tone of voice and body language are as important as the words you are saying.

4     **Listen and read the conversation. In groups, discuss the questions.**  **26**




You could refer students to the Picture Dictionary on page 118. You could also use the flashcards on pages 167 and 168 to present the words dark, dwarf and elf. You could invite students to predict what they will listen to. You could ask each question and allow the groups to discuss them and exchange ideas to give the class some variety.

AK: Answers may vary. E.g. Yes, the kids are playing the game at the moment. I know because Adrian says "We start at...", Joe makes a request, he asks "Can you tell us more about...?" I notice they are having fun, etc.

5  **Work in pairs. Take turns to request something from your partner. Your partner accepts or rejects your request. Look at the example.**






You might want to make sure that everyone understands what you expect them to do before they are paired up. You could model the example with a volunteer. While students work in pairs, you could walk around the classroom to notice the language they are using and producing.

AK: Answers may vary. E.g. Can you tell me...? Sure, there is...

6   **Work in groups. Take out your notes about the stories you would like to make, the words and expressions, your character's descriptions, and the ideas for stories for your role-playing game. Add more descriptions. Think of the words and expressions you can use to request something you want. Then, talk about the ways in which you can accept or reject those requests, write them down in your notebook. Next, write requests characters could make and how to answer those requests.** 



Students can use what they have practiced in this lesson to continue working on their product. You could break up the activity into short sections where they spend 3 to 5 minutes working on each to gather more information for their product.



Everyday English


4     **Listen and read the conversation. In groups, discuss the questions.**  **26**

Adrian: Ok, so are you ready? We start at the ... Peter Duno is already here. Fabian is going that way.
Bianca: Can it be ... ?
Adrian: No, now it is like the ... Everything at the villa looks Medieval. At the villa door there is an elf that greets you. She introduces herself as Autumn and asks you to tell her what you want to do at the villa.
Joe: Well, I am already there.
Adrian: Yeah, Peter you are already here.
Bianca: Well my name is Fabian and I come here to meet Collie.
Adrian: Right, they've been expecting you.
Joe: Can you tell us more about the magical people in this world?
Adrian: The magical people in this world are just like in almost any other story ... There are ... you can also find good and bad mages and ...
Joe: OK

Are the kids playing the game in that moment? How do you know?
Is any of the children requesting something? What is he or she requesting?
What can you notice in the elf's attitude? Is it serious? How do you know this?

5  **Work in pairs. Take turns to request something from your partner. Your partner accepts or rejects your request. Look at the example.**  **Can you tell me a story?**

6   **Work in groups. Take out your notes about the stories you would like to make, the words and expressions, your character's descriptions, and the ideas for stories for your role-playing game. Add more descriptions. Think of the words and expressions you can use to request something you want. Then, talk about the ways in which you can accept or reject those requests, write them down in your notebook. Next, write requests characters could make and how to answer those requests.**

Assess your progress! 

Reflect on the following


- What makes a role-playing game interesting?
- What would you do to make it interesting and fun?
- I think I need to work more on ...

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Assess your progress! 


You may want to tell students that reflection is a process that allows us to explore and examine ourselves, and this is the reason there are no correct or incorrect answers to the questions in this section. Encourage them to be honest and identify something they might need to work more on.

Learning Outcome: Exchanges expressions to accept and reject requests.

1  **Read the dialog. Work with a partner and look at the underlined words or phrases. Are the characters requesting something? What are their requests? How do you know?**


You can refer students to the Picture Dictionary on page 118. You could ask students to read the dialog silently and individually or you could have volunteers take turns to read it aloud. You could elicit the underlined phrases if you consider it necessary. You might need to remind students about the questions they need to discuss. We suggest you invite volunteers to share their ideas with the rest of the class. You could invite others to agree or disagree with their classmates' ideas.

AK: Yes, the characters are requesting something. / Can you tell us where you are going? / Can I know stories? / If I meet with Fabian first then I can get to the White Castle? / Answers may vary. Because they are questions using can.


2  **Role-playing games are played by creating a character and telling a story, the more you play, the more you can say about your character and the more you can develop your story. In pairs, think about the ways you could write down the things that have happened to your characters and to your story so that it is easy to remember. Write down your ideas.**

You can ask a volunteer to read the instructions aloud and make sure everyone understands what needs to be done. You might want to tell students to look at the dialogs they've read so far for inspiration or ideas if necessary. You could form pairs and ask students to discuss the ways in which they could write down the things that have happened to their characters and to their story. You might want to tell them that they should come up with descriptions and ideas that are easy to remember. Students can write down their ideas on the lines. It is important that you monitor and offer help when needed.


AK: Answers may vary.


3  **Get together with another pair and share your ideas. Share how you can record the**

Lesson 3

1  **Read the dialog. Work with a partner and look at the underlined words or phrases. Are the characters requesting something? What are their requests? How do you know?**

Adrian: So Peter, can you tell us where you are going?
 Joe: I am going to the White Castle.
 Adrian: You don't know anything about the White Castle.
 Joe: I've heard about it.
 Adrian: OK, you've heard about it, but you don't know anything about it.
 Joe: Can I know stories?
 Adrian: Yes, just stories so you don't know who is waiting for you there at White Castle and you don't really know how to get there.
 Joe: I'll meet with Fabian first then I can get to the White Castle?
 Adrian: Yes.
 Bianca: Yes, I help Peter because he shows me his _____ and before I come here I was instructed to help the one with the silver ring.

2  **Role-playing games are played by creating a character and telling a story, the more you play, the more you can say about your character and the more you can develop your story. In pairs, think about the ways you could write down the things that have happened to your characters and to your story so that it is easy to remember. Write down your ideas.**

3  **Get together with another pair and share your ideas. Share how you can record the information and what information you can write down to keep track of the story.**

Visit <http://presenting-ideas.com/articles/20-best-role-play-ideas-for-kids/> and with the help of your teacher, choose from all the roleplays to share with others, practice English and have fun!

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information and what information you can write down to keep track of the story.


We suggest students continue working with their partner from the previous activity. They can get together with another pair and exchange ideas about how they can record the information and the information they can write down to keep track of the story. You might need to help students come up with one or two ideas before you let them work with their group, for example: *you can make a list, you can make a graphic organizer, etc.*

AK: Answers may vary.

Additional Activity


As an additional activity you could form pairs or groups and ask students to choose a fantastic story they know. Then, they can talk about the characters that are part of that story. What are they like? Next, you could ask them to choose one and then set a time limit for them to pretend that they are that character. Encourage them to act like their chosen character would.

If possible, bring a tablet or computer to school so that you can visit the web page along with students. There you can find some fun role-play ideas that you can use with your students to practice English and have fun.

- 4**  **Work with a partner. You are going to create a character, but you are going to use the ideas below to help you make requests about how the character will be. Take turns to make and either accept or reject them. Give as many ideas as possible, remember, your character is important for your story and your role-playing game!**


We suggest you go over the instructions along with students so that you can clarify any doubts. It might be a good idea to have students read the words in the speech bubbles aloud so that you can make sure everyone understands their meaning and how to use them in a sentence. You could ask them to make some notes in their notebooks if they need to.

AK: Answers may vary. E.g. Can the character be a boy? What if he is short? Can he be very smart, but not strong? etc.

- 5**  **With the information from Activity 4. Write down a character description. Which details were interesting? Why? What would you like to add to their descriptions? Share your information with another pair and ask each other questions about your characters and how you got to an agreement.**

Students could use the information they wrote in Activity 4 to work in pairs and write a character description. Ask them to use describing words. When they finish, they can join another pair and ask each other questions about their character. You may want to invite some volunteers to share information about their characters.


AK: Answers may vary.


- 6**  **Work in groups. Use the words and expressions you wrote down and your questions and answers to make notes to create your role-playing game. Make notes about the characters, what they are like, what they do, what they know. You can go back to Unit 6 to review how to make physical descriptions and describe abilities. Make notes about the place where the role-playing game takes place.**




You may encourage students to begin designing their role-playing game. You can refer them to Unit 6 to review physical descriptions so they can create their characters.

Unit 6: Role-playing game
Subproduct: Role-playing game


4  **Work with a partner. You are going to create a character, but you are going to use the ideas below to help you make requests about how the character will be. Take turns to make and either accept or reject them. Give as many ideas as possible, remember, your character is important for your story and your role-playing game!**




strong




smart or average



tall or short

5  **With the information from Activity 4. Write down a character description. Which details were interesting? Why? What would you like to add to their descriptions? Share your information with another pair and ask each other questions about your characters and how you got to an agreement.**

6  **Work in groups. Use the words and expressions you wrote down and your questions and answers to make notes to create your role-playing game. Make notes about the characters, what they are like, what they do, what they know. You can go back to Unit 6 to review how to make physical descriptions and describe abilities. Make notes about the place where the role-playing game takes place.**

Enjoy reading!

In your Reader's book, enjoy reading pages 95 to 102 in 'Role Play' to learn more about this topic. Which role-play game did you find the most interesting? Why?

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You could also elicit possible places where they role-playing games take place. They could even get some inspiration from their Reader's Book.

Enjoy reading!


At this moment you could ask students to use their Reader's book and read pages 95-102. You could invite students to share their opinions about the story. You could also use the question in their Activity Books to have a short class discussion. You may tell students that they can use ideas from their Reader's for their product if they want to.

Possible Challenges and How to Face Them

You might notice that some of your students make long pauses when they speak or when you ask them a question. We instinctively avoid these long stretches of silence and sometimes, when we feel that a student is taking too long, we have someone else talk in their stead or answer or we might even answer the questions ourselves. Remember that some students could need a little more time to think, before you answer yourself or have someone else participate you could give them some clues to help them answer or participate.


Lesson 4

Learning Outcome: Exchanges expressions to accept and reject requests.

- 1**  **Work in groups. Share ideas about a role-playing game. What is it about? Where does it take place? What characters are there? How do these characters express themselves? Make a list of words and expressions you can use in your role-playing game.**


You could start by eliciting from students what the role-playing games mentioned in the unit are about. You could also refer them to their Reader's book for ideas. The aim of this activity is for students to come up with a topic, location and characters for a role-playing game.

AK: Answers may vary.

- 2**  **In groups, continue talking about your role-playing game. Do your characters make requests? How do they make them? How do the other characters accept or reject these requests?**


We suggest students continue working with the same group as in the previous activity. You might need to ask them to write down their ideas in their notebooks or a separate sheet of paper so that they can use the requests they come up with in the next activity. You could remind them to look back at previous lessons for ideas on how to make requests and accept or reject them.


AK: Answers may vary.


- 3**  **Get together with another group. Take turns to ask and answer questions about the role-playing game you discussed. Make sure you know how to explain the world where your game takes place and the characters. Answer all the questions your classmates might have.**


You can have students work with different classmates and talk about their role-playing game. They can talk about different aspects of this game and ask and answer questions about them. You might want to remind them that they can look back at previous lessons if they think it could help them with the questions or the explanations. You could ask a few volunteers to share their information with the class.


Lesson 4


- 1**  **Work in groups. Share ideas about a role-playing game. What is it about? Where does it take place? What characters are there? How do these characters express themselves? Make a list of words and expressions you can use in your role-playing game.**


 _____


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
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- 2**  **In groups, continue talking about your role-playing game. Do your characters make requests? How do they make them? How do the other characters accept or reject these requests?**

- 3**  **Get together with another group. Take turns to ask and answer questions about the role-playing game you discussed. Make sure you know how to explain the world where your game takes place and the characters. Answer all the questions your classmates might have.**

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Additional Activity

Before this lesson you could prepare a short story that you can use as a role-playing tool. You could use the setting of a fantasy book or movie you are familiar with and decide the type of characters that are part of this world you came up with. Then, during class you could have your students sit in a circle and, as a class, have a short role-playing session using the world you created.

- 4**  **Work in groups. Together, come up with ideas to write a dialog to play your role-playing game. Make some notes and then write your dialog in your notebooks.**



You may want to ask students to look at the dialogs in this unit for ideas that might help them come up with their own dialogs. You could encourage them to first decide what they want their dialog to be about so that it is easier for them to write it.

AK: Answers may vary.


- 5**  **In groups, play your role-playing game. Look at your dialog and notes for help if you need to. Which expressions can you use to know if your audience understands what you say?**

Students could now work in groups and role-play their game. You might need to remind them to look at their dialog and notes for help if they need to. While you monitor, you might want to pay attention to the language they are using and if possible, we suggest you encourage them to use expressions to check for understanding, e.g. *Was that clear? Did you understand?*


AK: Answers may vary.


- 6**  **Work in groups. Bring in all the lists, questions, answers and notes about your role-playing game. With your teammates, decide how you are going to play your game. Then, write a short dialog to play your game and practice your role-playing game. Next, invite your teacher over and explain your role-playing game to him or her. Then, play your game for your teacher and everyone else to see.** 

Work in groups. Bring in all the lists, questions, answers and notes about your role-playing game. With your teammates, decide how you are going to play your game. Then, write a short dialog to play your game and practice your role-playing game. Next, invite your teacher over and explain your role-playing game to him or her. Then, play your game for your teacher and everyone else to see.

4  **Work in groups. Together, come up with ideas to write a dialog to play your role-playing game. Make some notes and then write your dialog in your notebooks.**

Tip:
In a conversation, it is important not to interrupt your partners and let them finish what they are saying before you start to speak.

5  **In groups, play your role-playing game. Look at your dialog and notes for help if you need to. Which expressions can you use to know if your audience understands what you say?**

6  **Work in groups. Bring in all the lists, questions, answers and notes about your role-playing game. With your teammates, decide how you are going to play your game. Then, write a short dialog to play your game and practice your role-playing game. Next, invite your teacher over and explain your role-playing game to him or her. Then, play your game for your teacher and everyone else to see.**

Reflect on the following.

- How hard or easy was to write your role-play game?
- What part was the easiest for you?
- What part was the hardest for you?

I think I need to work more on _____

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Assess your progress!

Encourage students to reflect on and answer the questions and identify what the most challenging thing is. Remind them to write down something that they might benefit from working more on.

Possible Challenges and How to Face Them

It might be possible for some of your students to have just started to understand more oral language. This is why you should take advantage of asking students to make notes, write words, expressions, sentences and dialogs so that they can look at them while they speak. It is a good idea to encourage your students to take risks by rehearsing what they want to say.

Review and Product

With your product groups, discuss the following:

As mentioned previously, the purpose of this activity is for students to reflect and think about what they learned in this unit. Encourage them to think about the product they worked on and discuss the questions thinking about ways in which they could improve. You could also share feedback on their work and or other elements you think they need to improve.

Product

Short Dialog for a Role-Playing Game

As mentioned in previous units, the purpose of discussing these questions is for students to think about practical uses of their learning outside of the classroom. You may want to choose the interaction (be it pair work, group discussions, whole class discussion, etc.) that might benefit your students the most. Encourage them to answer the questions while keeping their community in mind, even if people in their community don't speak English, the idea of this reflection is to get students to think about how everything we learn in our classroom can be used in real life too.

Alternative Product

As an alternative product, you could have students use a preexisting tabletop role-playing game and have students work in groups to play the game in English. It might be a good idea to encourage them to make their notes and prepare their scripts beforehand even if they are planning on playing a real role-playing game.

Review and Product

Review

With your product groups, reflect and discuss the following:

1. What words or phrases are the most useful when writing a role-play game?
2. Why is important to have a clear idea of the topic before you start writing your role-play game?
3. What is the most useful when role-playing the game?

Product

Short Dialog for a Role-Playing Game

1. Do you think your role-play game could be helpful in your community? Why?
2. What people in your community could see your role-playing game?
3. What role-play games could be useful in your community?

Rubric

The purpose of this Rubric is for students to work with a partner to reflect on their short role-play game presentation and complete the Rubric. You may want to go over the Rubric and clarify any doubts. Remind students that the best way to improve is to analyze what you've been doing. Encourage them to think carefully and be honest with their answers for each of the statements. Since they will give suggestions to their partners to improve their work, you could demonstrate how to share short positive feedback, e.g. I think you still need to work some more when you are the speaker in the dialog because sometimes you didn't know when it was your turn to talk. It might be important for you to walk around the classroom as students work so that you make take notes that you may use to assist struggling students.

Evaluation

Once you finish the Unit, you could use the evaluation on page 156 and make photocopies that you may use to evaluate your students.

Evaluation Tool

Rubric

1 Write down the number that you think best expresses your performance.

	● ● ● ●
Listen and explore exchanges to accept or reject requests	○ ○ ○ ○ ○ ○
Understand expressions to accept or reject requests	○ ○ ○ ○ ○ ○
Exchange expressions to accept or reject requests	○ ○ ○ ○ ○ ○

2 Give suggestions to your partner to improve his/her work.

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UNIT

8

Questionnaires

Unit Contents

Familiar and Community Environment

Social Practice:

Registers information about a topic to make a questionnaire.

Learning Outcomes:

- Explores dialogs that express concerns.
- Examines ways to express concerns in dialogs.
- Expresses and answers to concerns in short dialogs.

Activate Prior Knowledge

1. What is a questionnaire?
2. What subjects do you find interesting at school?
What topics make those subjects interesting?
3. How do you find out more information about a topic?
4. Where do you look for information about a specific topic?



Tech Resources

<https://www.britishcouncil.org/voices-magazine/english-teachers-are-you-asking-right-questions>

<https://learnenglish.britishcouncil.org/en/beginner-grammar/question-forms-subjectobject-questions>

<https://www.teachingenglish.org.uk/article/how-green-are-you>

If you don't have Internet access, you don't need to worry because the links are provided as extra resources that you could choose to adapt and use as extra activities.



Odyssey Resources


Reader: pages 104-115.

Class CD: track 27.

Picture Dictionary: Activity Book, page 119

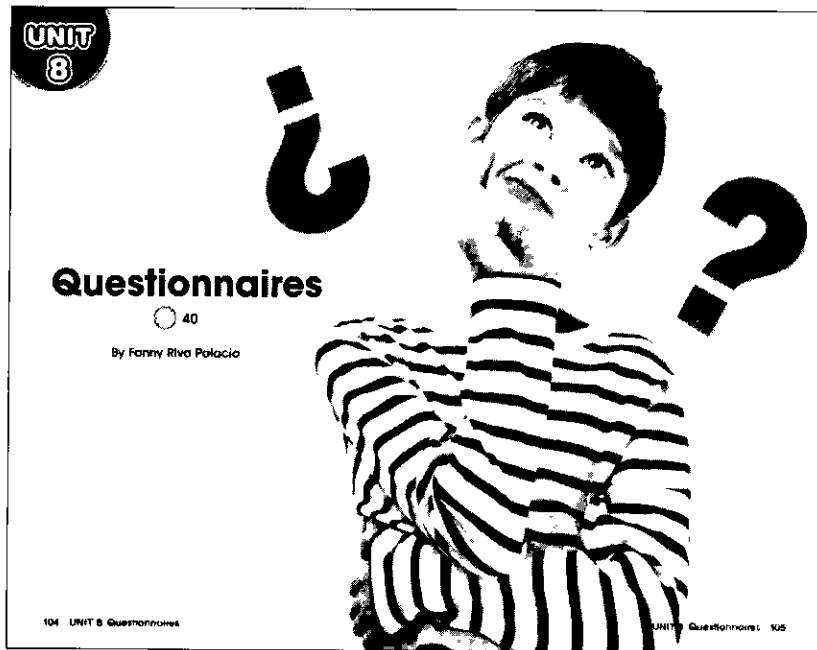
Audio script: Teacher's Guide, page 145

Evaluation: Teacher's Guide, page 157

To tap into students' prior knowledge, you could take a few minutes to ask the proposed questions on the  Activate Prior Knowledge section on this page. You could also use the pictures included in the Visual Resources for this Unit and encourage students to say what is happening in the pictures and to share ideas about what this unit might be about, e.g. Maybe something about science.

Reading Strategies

Facts: *Questionnaires*



R pp. 104-115 **D** 40

In this unit, students will explore and read questionnaires with different kinds of questions, research and interpret information about a topic and write questions about it. This will allow them to come up with a questionnaire that they will present as their final product.


In this unit, students will read some facts that relate to questionnaires. The information presented in the reading will allow them to analyze the meaning and use of question words and it will also let them look at different questionnaires that might help them when they have to come up with their own.

You will also find some questions that can help students identify information that can help them enrich their final product..

You can always invite them to analyze the information they learn not just from the factual information that explains how questionnaires are made, but also from the questionnaires that they will find throughout the reading. As it was mentioned before, reading 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 questionnaires with different types of questions.

- 1**  **Look at the questionnaires. Are they the same or different? Can you use them to get the same information? Talk about the differences and similarities you find.**

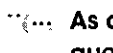
You may want to begin the lesson by explaining to students that in this unit you are going to be learning about ways in which you can find out more information about a topic. You can read the instructions aloud along with students and ask them to look at the questionnaires. Encourage them to say if they are the same or different. Then, you could give them some minutes to look at them so that you can then discuss if they can be used to get the same information and what the differences and similarities between both are. If necessary, you can start by sharing a difference or similarity, e.g. One has options, the other one doesn't. You may want to invite everyone to analyze and participate.

AK: Answers may vary.

- 2**  **Read the text. Can you answer one or both questionnaires with it? If so, answer them. Then compare your answers in pairs and say if it was easy or hard to find the answers and why. Was finding the answers the same with both questionnaires? Why?**

You can now invite students to say if they use texts to answer questions and when they do so. You can then tell students that you are going to read a text to try to find the answers to the questions in both questionnaires from Activity 1. You may want to encourage students to read and answer the questions on their own. Then, you can form pairs and ask them to compare their answers. You can then invite them to share their answers to the questions and listen to the different points of view.

AK: Answers may vary. E.g. Yes, they can be answered. One is multiple choice and one requires you to write the questions. I think multiple choice questions are easier.


- 3**  **As a class, discuss the following questions about the questionnaires you answered.**

UNIT 8

Questionnaires

Registers information about a topic to make a choice

Lesson 1


1  **Look at the questionnaires. Are they the same or different? Can you use them to get the same information? Talk about the differences and similarities you find.**


Questionnaire 1

1. What are black holes?
2. How are black holes formed?
3. What is the size of black holes?

Questionnaire 2

1. What are black holes?
2. How are black holes formed?
3. What is the size of black holes?
4. How can scientists study black holes?

2  **Read the text. Can you answer one or both questionnaires with it? If so, answer them. Then compare your answers in pairs and say if it was easy or hard to find the answers and why. Was finding the answers the same with both questionnaires? Why?**

3  **As a class, discuss the following questions about the questionnaires you answered.**

How are the answers different? How are they similar?
Do you think one questionnaire is easier than the other? Why?
Do the two questionnaires give the same information? Why do you think so?

82 UNIT 8 Questionnaires

You can go over the questions and clarify any doubts before your students start to discuss them. You might want to ask each question aloud and invite volunteers to share their answers and opinions. You could invite volunteers to share their ideas with the rest of the class.

AK: Answers may vary.


Possible Challenges and How to Face Them

It is possible that your students have had a lot of practice answering questions but not really asking questions. And while being able to answer questions is very important, some students might just get used to identifying certain words that allow them to answer the questions without really understanding or paying attention to the question or its structure. Due to this, some students might struggle with coming up with questions to ask not just in this lesson but also throughout the unit. Making students aware of the type of information you can get when you use certain question words can be very helpful. Another way in which you could help students practice questions is by providing them with answers and encouraging them to come up with their corresponding questions.

4  **Work in groups. Discuss the questions**

You can ask students to work in groups. You might want to go over the questions before they start discussing them. You could ask them to write down the types of questionnaires they know and then, if the resources are available, you can ask them to visit the web page in the box to look at different types of questionnaires. If students cannot access the web page, but you have the possibility to do so, you could visit it and print some information you consider useful to share with your students during class. As a follow up, you could encourage them to share if they knew all the types of questionnaires on the web page or not and which ones they think could be most useful and why.

AK: Answers may vary.

5  **Work in groups. Write down ideas about the type of information each question word helps you explore in your notebooks. You can also visit the link in the box below to read about the types of questions you can ask in English.**



Students could work in groups. You can ask a volunteer to read the instructions aloud and clarify any doubts. You can then ask students to look at the question words and discuss the questions. You may want to ask them to make notes so that they can share their ideas with the rest of the class. You could also ask them to visit the web page in the box to read more about the types of questions there are in English, if the resources are available. You could then randomly say a question word and have a volunteer formulate a question using it to see how well they have understood questions.

AK: Answers may vary. E.g. What is it? Where can you find it? Who did it? Can penguins fly? Are dolphins mammals? etc.


Enjoy reading!


At this moment you could ask students to use their Reader's book and read pages 104-109. You can decide to focus on vocabulary, comprehension, pronunciation or anything else you feel might benefit your students and support their learning during this unit. Always encourage students to communicate their ideas about the reading, in this case, you could invite students to talk about new things they know about questionnaires. You can also discuss the questions in their Activity Books as a class, in pairs or even with their product groups.


Academic and Educational Environment
Explores questionnaires with different types of questions


4  **Work in groups. Discuss the questions.**
Do you think questionnaires are useful? Why? What are the elements of questionnaires? Can different questions help you find out different information? Why? 

You can visit the web page to read about different types of questionnaires.
<https://www.english4kids.com/research-analysis/articles/different-types-questionnaires.php>

5  **Work in groups. Write down ideas about the type of information each question word helps you explore in your notebooks. You can also visit the link in the box below to read about the types of questions you can ask in English.**





<https://mocom.com/types-of-questions-in-english/> 

6  **Work in groups. In this unit, you will create a questionnaire. You may begin by discussing different topics that may interest you. You may want to write down the topics you are interested in so that you can agree on one. Once you choose your topic, you can talk about the things you would like to learn about it. You can look at the question words in this lesson to get some ideas about the type of information that you can look for and write down your ideas.**



Enjoy reading!

In your Reader's book, enjoy reading pages 104 to 109 in "Questionnaires" to learn more about this topic. Where do you think you could find answers to the questions in the reading? Who could be interested in reading a questionnaire like that? 83

6  **Work in groups. In this unit, you will create a questionnaire. You may begin by discussing different topics that may interest you. You may want to write down the topics you are interested in so that you can agree on one. Once you choose your topic, you can talk about the things you would like to learn about it. You can look at the question words in this lesson to get some ideas about the type of information that you can look for and write down your ideas.** 



Students can now start working on this unit's product. You may want to go over the instructions along with students. You could have a whole-class brainstorming session to help students come up with different topics. Then, you can form groups and ask them to write down their key words and ideas. You can remind them to look at what they practiced in this lesson for help.

Learning Outcome: Read questionnaires with different types of questions.

- 1**   **Did you know that the way we remember most of the things from the past is through questions? Questions are fundamental for memory to keep alive and working healthy. Listen to a questionnaire about how our mind works and answer the questions.** **27**



You might begin by asking students the questions at the beginning of the instructions. Then, you could use the flashcards on page 169 to present the words brain and amygdala. You may want to ask students to identify the orange words, which can be found in the Picture Dictionary on page 119, and clarify their meaning before you read. We suggest you play Track 27 as many times as you consider necessary and ask students to listen and read along. Next, you could divide the class into pairs and encourage students to discuss with a classmate the type of information the questionnaire includes and if they think the information is useful or interesting. You could also discuss these last questions as a class. You might want to encourage students to say the type of information that can be found in this questionnaire.

AK: Answers may vary.

- 2**   **Work in pairs. See if you identified the questions in the questionnaire correctly and check your comprehension. Then look at the underlined words and take turns to read them aloud to your partner. What does each word mean? What is similar between these words? What is different? Make notes in your notebook, and share your ideas with your class.**

You can ask a volunteer to read the instructions aloud and clarify any doubts before you form pairs. You can then choose the best strategy for your students to read the text to identify the questions and check their comprehension. You could ask your own questions, e.g. What things does our memory remember? You might want to guide students to identify the underlined words before you ask them to work on the activity. Finally, it might be a good idea that you invite volunteers to share their ideas with the class. You could ask different students to take turns to read



Lesson 2

- 1**   **Did you know that the way we remember most of the things from the past is through questions? Questions are fundamental for memory to keep alive and working healthy. Listen to a questionnaire about how our mind works and answer the questions.** **27**

What questions does the questionnaire answer?

What kind of information does the questionnaire include?

Do you think it is useful or interesting? Why?

- 2**   **Work in pairs. See if you identified the questions in the questionnaire correctly and check your comprehension. Then look at the underlined words and take turns to read them aloud to your partner. What does each word mean? What is similar between these words? What is different? Make notes in your notebook, and share your ideas with your class.**

Our mind

What is memory?

Memory is an ability to take in information, process it, store it and recall it. In other words, memory is the ability to remember facts, impressions, experiences, habits and skills. It's an ongoing process that involves different parts of the brain.

Why do we remember things from the past?

We can't remember things from the past because the brain stores memories. The brain organizes and stores memories in the hippocampus. This small, walnut-shaped structure is found in the temporal lobe of the brain. It is responsible for storing memories and is closely linked to emotional states.

Can memory be affected?

Yes, memory can be affected.

What affects memory?

Some brain injuries can affect memory. That is why it is important to protect your head when you are riding a bicycle or playing football, or roller skating. There are also some diseases that can affect memory, like Alzheimer. In almost 100 per cent of humans the sense of smell can activate memories. Different people can make you remember things. For example, people who can think of smells can remember particular memories. The nose registers the smell and information is sent to the hippocampus and the amygdala.



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the words aloud and notice how they all sound the same although they have different meanings. If necessary, share the meanings of the words with your students (*scents* = a distinctive smell / *cent* = one hundredth part).

AK: Answers may vary.

Additional Activity

As an additional activity to practice question words you could form pairs and encourage students to take turns to ask each other questions to find out more information about the other. You might need to model some examples or even write them on the board. You could also work together to come up with questions you could ask someone to get to know him or her better and then form pairs and have them take turns to ask and answer the questions.

3



In pairs discuss: How do questions help you understand the organization of a questionnaire? Can you predict what the text will be about just by reading the questions? Why?

You could go over the instructions along with students and clarify any doubts. You could choose to write the questions on the board. Then, can divide the class into pairs and encourage students to discuss the questions. You could invite students to share their ideas with their classmates and you might even have a short class discussion where you ask each question and encourage students to share their ideas and explanations.

AK: Answers may vary.

4



Look at the questionnaires. Identify the type of questions that they use. What differences or similarities can you find? Make notes in your notebook and discuss with your class.



You could tell students that you will continue to explore differences and similarities between questions that we might find in questionnaires. You may choose the best strategy to go over the questions. The first three questions are examples Yes/No questions, while the other three are examples of Wh-questions. Encourage students to make notes so you can discuss as a class. You could explain that while they are all questions and include elements such as the question mark, the difference is the kind of information we can gather with each type of question. Yes/No questions cannot give us a lot of information, while accurate Wh-questions can allow us to learn more about a topic.

AK: Answers may vary.

Assess your progress!



You may want to tell students that reflection is a process that allows us to explore and examine ourselves, and this is the reason there are no correct or incorrect answers to the questions in this section. Encourage them to be honest and identify something they might need to work more on.

Academic and Language Development

Read, understand and answer the questions

3



In pairs discuss: How do questions help you understand the organization of a questionnaire? Can you predict what the text will be about just by reading the questions? Why?

4



Look at the questionnaires. Identify the type of questions that they use. What differences or similarities can you find? Make notes in your notebook and discuss with your class.

a. Is memory affected by age?

Yes, memory is affected by age.

b. Does medication help memory?

Yes, by definition can improve memory.

c. Is there a way to improve your memory?

Yes, there are several ways to improve memory such as following a healthy diet, exercising regularly, etc.

How is memory affected as we age?

As people age, there are physical changes that can cause changes in brain functions. It can take longer to learn and remember information. The hippocampus, the place where memories are stored, often deteriorates with age. Some hormones and proteins that repair brain cells also deteriorate. The brain can produce new brain cells at any age, so memory loss is not a result of aging, but some habits and daily activities can affect brain health.

How effective is medication to treat memory loss?

While there are some medications that might help with some memory related problems, only some symptoms can be treated with medication.

What strategies can people use to improve their memory?

People can improve their memory in many ways, for example, eating less sugar, practicing meditation, maintaining a healthy weight, getting enough sleep, exercising your cognitive skills, playing brain games such as crosswords or word-recall games, and exercising more.

5



Work in groups. You can take out your ideas from the previous session.

Think about what you learned in this lesson and write down some questions that you can use to research your topic. Use the abilities you learned and practiced in previous units to politely accept or reject your teammates' ideas. You can look back at Unit 7 to review how you can accept or reject ideas. Remember to write down your questions so that you can use them in future sessions.

Reflect on the following:

Is it difficult or easy to decide on the information you want to research? Why?

What question words do you find more difficult to answer?

How can you improve your understanding of questions and question words?

I think I need to work more on

85

5



Work in groups. You can take out your ideas from the previous session. Think about what you learned in this lesson and write down some questions that you can use to research your topic. Use the abilities you learned and practiced in previous units to politely accept or reject your teammates' ideas. You can look back at Unit 7 to review how you can accept or reject ideas. Remember to write down your questions so that you can use them in future sessions.

Students can now continue working on their product. We suggest you go over the instructions along with students so that you can clarify any doubts. Students can use the notes from the previous session and think of some questions they can include in their questionnaire. You might want to remind students that they can look at this and the previous lesson if they need to. You can ask them to write them down in their notebooks. You could encourage them to look back at Unit 7 to remember how to accept or reject ideas and use those structures to have conversations with their teammates as they work on their product.

Lesson 3

Learning Outcome: Seeks and interprets information on a subject.



1 Read the title of the questionnaire, then look at the images and the questions. Work with a partner to make predictions on what you would use this questionnaire for. Could it be useful for you? Why? Why do you think some information is organized as a questionnaire? What can you learn from the one here?

You can ask students to work in pairs to make predictions on what they would use the questionnaire for and if they think it could be useful for them and why. They can also exchange ideas about the information they could learn from it. You might want to ask students to say why they think the information is organized as a questionnaire and what they can learn from the one here. You could encourage students to share their ideas and have a short class discussion where students exchange points of view and either agree or disagree with their classmates.

AK: Answers may vary.



2 Think of the different ways you look for information. Write down your ideas. Where do you look for information? How do you select information? How do you organize information? How would you use the ideas from the text to look for, select and organize information? Share your ideas with a partner.

You could ask a volunteer to read the instructions aloud and make sure everyone understands what needs to be done. They can now share how they decide to select and organize information, etc. You might want to share some examples of sources of information (books, encyclopedias, the internet, etc.) You can also ask them to think about how they look for specific information from a text, e.g. if they write some questions first, if they highlight important sentences, etc. You can monitor as they work and help with vocabulary as needed. You can invite students to think about other subjects that might require them to research information and record it.

AK: Answers may vary.



3 Work in groups. Exchange your ideas from Activity 2 with your classmates. Which

Lesson 3

- 1** Read the title of the questionnaire, then look at the images and the questions. Work with a partner to make predictions on what you can use this questionnaire for. Could it be useful for you? Why? Why do you think some information is organized as a questionnaire? What can you learn from the one here?

Looking for information

Have you ever thought that finding information for your school project would be difficult? Have you ever found so much information about a topic that it is hard to decide what is useful and what isn't? If your answer was yes, you may have a look to this text.

Where to find information?

You can go to the school library and look for books, encyclopedias and magazines. You can also look for information on the Internet. As it may read the title, subtitle, look at the pictures, graphs and keywords to decide which information would be useful.

How to determine which information is reliable?

You have to check if the information is up to date, if the author is identifiable and sources are cited. On the Internet, sites ending in .gov or .edu are usually reliable. Other reliable sources are newspapers and magazines. Non-profit organizations usually end in .org. Company and websites, blogs, personal websites and social media websites end in .com.

How to organize the information?

Read and take notes on relevant information and write the sources. Then, read your notes and classify the information in different categories, depending on your topic. You can use mind maps.

How to process the information.

Decide which information is useful for your purpose. Use your information. You may write an essay, a report, a presentation, etc.

- 2** Think of the different ways you look for information. Write down your ideas in your notebook. Where do you look for information? How do you select information? How do you organize information? How would you use the ideas from the text to look for, select and organize information? Share your ideas with a partner.

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things can you add to your notes to improve your research skills?

You could encourage the students to discuss and decide the things that they can add to their notes to improve their research skills. You may want to ask them to remember what they mentioned in Activity 2. You could also encourage them to first come up with a definition for "research skills" (the abilities you can use to investigate a topic) to make sure that everyone understands what the question is referring to. You can invite volunteers to share their ideas and write them on the board so other can complement their own.

AK: Answers may vary


Additional Activity

You could get one or two reliable sources for research on topics that you think your students might find interesting. You could come up with some questions that can be answered with your chosen materials and then, during class, you could form pairs or groups and ask students to use the materials you provided to look for the answers to your questions. This can allow students to practice how to look for specific information in a text and it might benefit them when they are working on their product.

- 4**  **Look at the following sources of information and discuss which ones are reliable and which ones aren't. Make notes to justify your answers. Discuss and reach a conclusion as a class.**


You could go over each source of information along with students making sure they know what each refers to. If possible, you could bring some examples to class. You can also read the Tip box along with students, it might help them justify their answers. You might help them by sharing that to know if information is reliable it has to have a valid source, if the name of the author is there, if it has a date, if there are other sources that share similar information, etc. You may want to stress the fact that it is important to check where you are investigating, especially on the Internet. You can ask them to make notes. You could then mention each source of information and encourage students to share their answers.

AK: Answers may vary. E.g. Encyclopedias, newspapers, some magazines and some websites can be reliable sources. Old materials, social networks, articles with no citations and websites with no references are not reliable.

- 5**  **Work in pairs. Choose a topic you want to know more about. Based on your conclusions on Activity 4, choose two or more sources to research information about your topic. Register and organize your information. Share your findings with your class. Explain and justify your chosen sources and how you organized your information. Look at the example.**


You may want to brainstorm some topics as a class to help your students have ideas for when they are working with their partner or you could have some topics and possible research sources available so your students can complete this activity right away. You may want to read the example. You could share some ideas on how to register and organize their information, e.g. write some questions, write subtitles, make photocopies and highlight important information, etc.


AK: Answers may vary.

- 6**  **Work in groups. You may want to bring in your questions for your questionnaires. Now is the moment where you can discuss and decide where and how you will look for**




Academic and Educational Environment
Basta con internet información en a misiva.


3  **Work in groups. Exchange your ideas from Activity 2 with your classmates. Which things can you add to your notes to improve your research skills?**

4  **Look at the following sources of information and discuss which ones are reliable and which ones aren't. Make notes to justify your answers. Discuss and reach a conclusion as a class.**

Tip
As you research, you might end up with a lot of information, so it is important to be organized. You can organize your information by type of question it answers, type of source, usefulness, or any other category that can help you.

- research articles
- without citations
- encyclopedias
- websites
- blogs

5  **Work in pairs. Choose a topic you want to know more about. Based on your conclusions on Activity 4, choose two or more sources to research information about your topic. Register and organize your information. Share your findings with your class. Explain and justify your chosen sources and how you organized your information. Look at the example.**

6  **Work in groups. You may want to bring in your questions for your questionnaires. Now is the moment where you can discuss and decide where and how you will look for the information to answer your questions and research your topic. Remember that you can use different sources of information and you can also look for extra information, even if you don't have specific questions for that information yet. If possible, use index cards to organize the information you find. You may want to research different questions and then share your findings with your group and decide if you need to research more.**

Enjoy reading!

In your Reader's book, enjoy reading pages 110 to 114 in "Questionnaires" to learn more about this topic. What suggestions from the reading can you follow in order to improve your work for your final product?

87


the information to answer your questions and research your topic. Remember that you can use different sources of information and you can also look for extra information, even if you don't have specific questions for that information yet. If possible, use index cards to organize the information you find. You may want to research different questions and then share your findings with your group and decide if you need to research more.

Students can continue working on their product. You might want to tell them that they will now work on the next step they need to follow to complete it. You might need to ask students to bring in materials that they can use to research their topic. You could also encourage students to research more at home and on-line, if available, to complement their work.

Enjoy reading!


At this moment you could ask students to use their Reader's book and read pages 110-114. You can ask them to discuss the question in their Activity Book with their product group. You could also invite them to describe elements in the pages they read or the structure of the questions or questionnaires they read.

Learning Outcome: Writes questions on a subject.

- 1**  **Work in pairs. Look at the picture and read the title of the text. What do you know about the topic? What would you like to know? Make a list of things you know and things you would like to know about the topic in your notebooks.**

You might want to call students' attention to the picture and encourage them to describe what they see. You could go over the instructions along with students and clarify any doubts. Call students' attention to the activity and ask them to read the title. Students do not need to read the text at this moment. You can invite them to share their knowledge about the topic. You can then form pairs and ask them to discuss the questions again and then write a list of things they know and the things they would like to know about the topic and write their ideas in their notebooks. You could discuss the questions as a class and invite volunteers to share what they would like to learn about the topic.


AK: Answers may vary.


- 2**  **Read the text in Activity 1. In pairs, think about your predictions on the text and talk about which of your questions you can answer with the text. Where can you find information to answer the questions that you couldn't answer with it?**

You could ask a volunteer to read the instructions aloud. We suggest you make sure everyone understands what needs to be done before you form pairs. You could also allow students to work with their partner from the previous activity. You can choose the reading strategy that will benefit your students most. Students can write down or discuss some questions that can be answered with the text in agreement with their partner. You might want to review question words and their uses before students begin. You can also ask them to think about sources of information where they could answer questions that cannot be answered with the text. You can invite volunteers to share their ideas with the rest of the class.

AK: Answers may vary. You could find information in encyclopedias, the Internet, an ecology or biology book, newspapers, magazines, etc.

Lesson 4

1  **Work in pairs. Look at the picture and read the title of the text. What do you know about the topic? What would you like to know? Make a list of things you know and things you would like to know about the topic in your notebooks.**




Climate Change


Climate is changing all over the world. The earth is getting warmer. In the last century it has warmed by an average of 1.6 C. Climate change is making our weather more extreme and unpredictable. Climate change has risen the global temperatures caused more rainfall, changed seasons, shrink the ice from the poles and raised sea levels.

Climate change is affecting wildlife all over the world. There are some species of animals like polar bears, whose icy natural habitat is melting. Apes, orangutans are other species that are threatened because the rainforests are affected by droughts causing more bushfires.


Climate is changing because of natural factors and human activities such as carbon dioxide emissions through burning fossil fuels like coal, oil and gas, emission of methane emissions, a gas produced from livestock, rice crops, and waste, and deforestation.

There are some things that we can do to protect the environment. You can plant a tree, grow your own fruit and vegetables, turn off lights when you do not need them, reduce trash, walk or ride a bike.

2  **Read the text in Activity 1. In pairs, think about your predictions on the text and talk about which of your questions you can answer with the text. Where can you find information to answer the questions that you couldn't answer with it?**

3  **In groups, exchange questions and answers. Discuss if you want to find out more information about this topic or choose a different one. Organize and write down the questions you want to ask to find information.**

BB UNIT 8


- 3**  **In groups, exchange questions and answers. Discuss if you want to find out more information about this topic or choose a different one. Organize and write down the questions you want to ask to find information.**

You may want to form groups that you think might benefit from working together. You could decide beforehand if you want students to research different topics or ask them to research about climate change. If necessary, write question words on the board so students have them as reference. As they exchange questions and answers, and come up with new questions, you could monitor and listen to the language they are producing so that you might correct mistakes on the spot.

AK: Answers may vary.


Additional Activity

As a class you could discuss the importance of asking yourselves questions about important topics or topics that might have an impact in the future of kids's lives and the planet. You might want to invite students to share ideas about similar topics.

- 4**  **Work in pairs. Revise your questionnaire. Are the questions clear? Are there any grammar, spelling or punctuation mistakes you can correct? Once you have checked these details, write a final draft of your questionnaire.**


You may want to review correct grammar, spelling and punctuation of questions. You could write some different examples of questions on the board, e.g. Who can protect the planet? What can people do to help the planet? Can people help the planet? What affects climate? How do changed seasons affect us? and point out elements to look out for such as the chosen question word, the verb, the question mark, etc.

AK: Answers may vary.

- 5**  **Exchange your questionnaire with another pair. Answer the questionnaires. Give back the questionnaire with answers to your classmates for them to check. Give feedback to your classmates about their questionnaires. Remember to be respectful.**

Before you ask students to exchange their questionnaires, you could choose to brainstorm possible sources of information and write them on the board as reference. Remind students to be respectful while giving feedback. Tell them to keep in mind that the questionnaires should allow them to find out more information, so they might want to see if the questions are effective.


AK: Answers may vary.


- 6**  **Work in groups. You can now bring in your research and questions to put your questionnaire together. If you have some interesting extra information, think about the questions that information can answer so that you may include it in your questionnaire. You may want to make a draft of your questionnaire before you make the one that you are going to present. You can all paste your questionnaires on the classroom walls so that everyone can read them.**





Students might need to be reminded that they need to bring in their research. You might want to encourage them to first think take out the information they brought

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4  **Work in pairs. Revise your questionnaire from Activity 3. Are the questions clear? Are there any grammar, spelling or punctuation mistakes you can correct? Once you have checked these details, write a final draft of your questionnaire.**

5  **Exchange your questionnaire with another pair. Talk about where you can find information to answer your questionnaires. Give feedback to your classmates about their questionnaires. Remember to be respectful.**

6  **Work in groups. You can now bring in your research and questions to put your questionnaire together. If you have some interesting extra information, think about the questions that information can answer so that you may include it in your questionnaire. You may want to make a draft of your questionnaire before you make the one that you are going to present. You can all paste your questionnaires on the classroom walls so that everyone can read them.**

Assess Your Progress 

Reflect on the following

- 1 Is it easy or difficult to look for information when you have questions to use as a guide? Why?
- 2 What was your experience when you researched to answer your questions? How can questions help you when you want to learn more about a topic?

I think I need to work more on _____

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about their topic. Next, they can work together to write a questionnaire. You could tell students to make a draft that they can use to correct their questions before they present them to their classrooms. You might want to display the different questionnaires on the classroom walls so that everyone can read them and ask questions about them. You could even have a short feedback session so that students can improve their work.

Assess your progress!

Encourage students to reflect on and answer the questions and identify what the most challenging thing is. Remind them to write down something that they might benefit from working more on. You could also encourage them to look back at their previous answers in this section and reflect on what has improved.

Review and Product

With your product groups, discuss the following:

As mentioned previously, the purpose of this activity is for students to reflect and think about what they learned in this unit. Encourage them to think about the product they worked on and discuss the questions thinking about ways in which they could improve. You can invite them to share strategies and the challenges they faced. You could also share feedback on their work and or other elements you think they need to improve.

Product

Questionnaire

The purpose of discussing these questions is for students to think about practical uses of their learning outside of the classroom. You may want to choose the interaction that might benefit your students the most. Encourage them to keep in mind their community and the people from it while they discuss these questions (it doesn't matter if people in their community don't speak English). Try to guide students so that they realize that we can use English and its structures in many different ways and not just the way they learn it in the classroom.

Alternative Product

As an alternative product, you could ask students to work in groups to come up with one topic per group. Students write the topic down on a paper strip. Then, you put them in a bag and they have to randomly select a topic to research and make their questionnaires.

Review and Product

Review

With your product groups, discuss the following:

1. Why can it be useful to know the different kinds of information you can gather with different questions?
2. What challenges did you face when you came up with your questions?
3. What is the most difficult part of doing research?
4. Do you think that using questions to research for information about a specific topic is a good strategy? Why?
5. What other topics would you like to research using this same strategy?

Product

Questionnaire

1. Do you think people in your community could use a questionnaire like the one you did? Why?
2. What topics do you think people in your community would be interested in?
3. What is something you could research using a questionnaire that could help your community?

Unit Contents

Familiar and Community Environment

Social Practice:

Exchanges opinions about audio news.

Learning Outcomes:

- Explores dialogs that express concerns.
- Examines ways to express concerns in dialogs.
- Expresses and answers to concerns in short dialogs.

Activate Prior Knowledge

1. What is news?
2. How do you find out about news?
3. Why do you think people listen to news?
4. How do you share your opinions?



Tech Resources

<https://www.bbc.com/news/av/10462520/one-minute-world-news>

<https://www.bbc.com/news/world>

<https://learningenglish.voanews.com/programs/radio>

If you don't have Internet access, you don't need to worry because the links are provided as extra resources that you could choose to adapt and use as extra activities.



Odyssey Resources


Reader: pages 116-129

Class CD: tracks 28-31

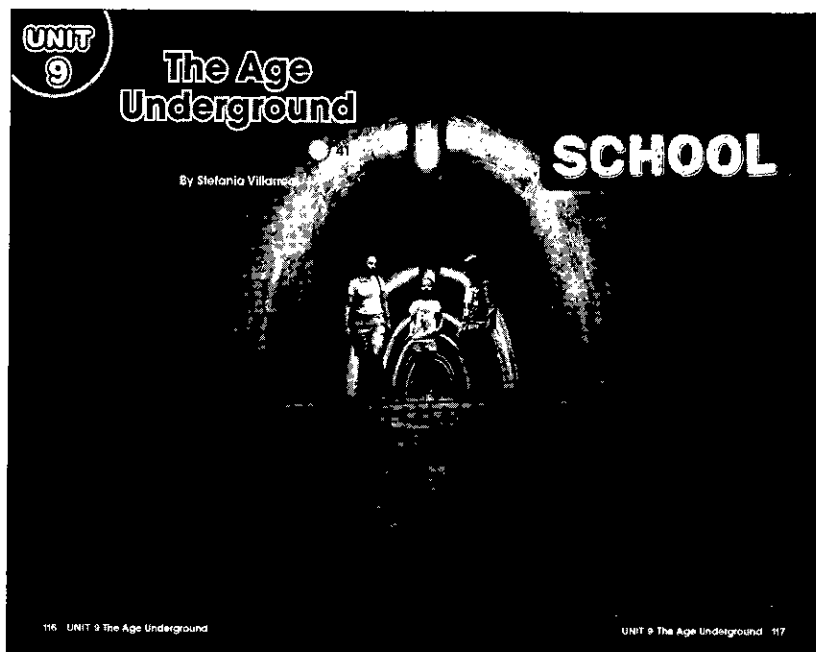
Picture Dictionary: Activity Book, page 120

Audio script: Teacher's Guide, pages 146-148

Test: Teacher's Guide, page 158

To tap into students' prior knowledge, you could take a few minutes to ask the proposed questions on the  Activate Prior Knowledge section on this page. You could also use the pictures included in the Visual Resources for this Unit and encourage students to describe the pictures and brainstorm ideas about the type of unit they are going to be working on, e.g. There is a girl sneezing, maybe we'll learn about health. / There is a baby next to a stove and a man crossing the street, maybe we'll talk about being safe.

Narrative: The Age Underground



R pp. 116-129 **D** 32

In this unit, students will read a narrative in which a radio broadcast works as the element that guides the story. In this alternative fictional world, this news is part of the characters' day to day.

In this unit, students will listen to and explore audio news and they will exchange opinions about them. They will practice asking different kinds of questions in order to be able to create a survey in which they will share their opinion. You can encourage students to constantly share their opinion about the story you are reading.

You will also find some questions that can help students identify information that can help them enrich their final product.

As it was mentioned before, 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.

Learning Outcome: Listens to and explores news related to familiar contexts.

1 What do you think about news? Do you like to listen to news? What news have you heard lately? Discuss as a class. **28**

You may want to begin the lesson by explaining that in this unit, you are going to listen to news. Then, you can ask students to share their opinion about news, do they like them? Do they listen to them? You can invite volunteers to share their opinions. Then, you can ask students to share the news that they have heard lately. You could even share recent news yourself.

AK: Answers may vary. E.g. I think they are boring. I don't like it. I heard about...

2 Do you know what a news broadcast is? What is it? Read and listen to the news broadcast. Look at the underlined words. Work with a partner to talk about the function of the underlined words. Do they help you notice when new ideas are presented? How do you know this? Who is talking? Is this news? Why? **28**

You could first ask students if they know what a news broadcast is (a broadcast is a program on the radio or on the television. A news broadcast is a program that shares news with the public). You can then go over the questions along with students and clarify any doubts. You may want to review the words in the Picture Dictionary on page 120 before they listen. You may want to ask students to focus on the questions as they listen to make it easier for them to identify the answers. You can remind them that you can play the track several times if necessary. Another strategy you could use is to write the question on the board, play the recording and have volunteers share the answer to that question. Repeat until you have answered them all.

AK: 1. Drones, 2. to track wildlife animals to learn about their behavior and to count them and to detect poachers., 3. to locate people, deliver emergency supplies, water and food after a natural disaster. Also to inspect power lines, and oil and gas pipelines., 4. to forecast hurricanes and tornadoes and to track storms, 5. to film in places where access is difficult.


UNIT

9

News

Exchange opinions about audio news.

Lesson 1



1 What do you think about news? Do you like to listen to news? What news have you heard lately? Discuss as a class.

2 What is a news broadcast? Listen to the news broadcast. Answer the questions. **28**

What is the news broadcast about?
 What do scientists use drones for?
 When do rescue teams use drones?
 Why do meteorologists use drones?
 Why do journalists and filmmakers use drones?

3 Read the text. Work with a partner. Check your answers from Activity 2. Look at the underlined words. Do they help you notice when new ideas are presented? How do you know this?

You may have seen and have also discovered what are these robots seen in the sky. They are drones.

In the last decade the robotic aircraft industry has developed rapidly. Drones were first used only for military purposes, now they are used for different reasons and they are contributing to accomplish certain tasks that before were almost impossible for humans to do.

Scientists use drones to track animals to learn more about their behavior and to raise data to count them. They also use them to detect elephant and rhino poachers who kill these animals to sell their tusks and horns.

Rescue teams use drones to locate people, deliver emergency supplies such as medical material,

water and food after a natural disaster.

They are also used to inspect power lines, oil and gas pipelines in areas where human access is not possible.

Meteorologists use drones to forecast hurricanes and tornadoes and to track storms. Journalists and filmmakers use them to film in certain places where access is difficult for example in mountains or in the sea.

As you can see, drone technology serves for different purposes. Nowadays some research centers all over the world are paying for its study and develop drone technology. If used appropriately, drones can benefit humankind because they will allow people to perform certain things that before were not thinkable.

92 UNIT 9 News


3 Read the text again. Work with a partner and talk about the different people that use drones and how they use them for different purposes. Think about how key words can help you understand certain details.

You could refer students to the Picture Dictionary on page 120 before they read. You can choose the strategy that best fits your class to read this text. Encourage them to locate the underlined words and say how they help them identify where the new ideas are presented. You could also ask them to check their answers from Activity 2.

AK: Answers may vary.



Possible Challenges and How to Face Them

Listening is a very important skill and it can also be a very challenging one. Students have to interpret language in a different way than when they interpret it on a book, for this reason, it is important that you identify the ways in which you can motivate them before a listening activity, their curiosity can be your biggest ally.

4  To learn what other people think about certain topics we can use surveys. This is a survey about news. Work in pairs. Come up with one more question for the survey. Then, take turns to complete the survey with your partner.




You could ask students to share if they have participated in surveys and if they have, encourage them to share what they were. You can form pairs and ask students to read the survey and include one more statement. You may want to review the statements and identify what they have in common so it is easier for them to come up with their own. You may also need to clarify what "Strongly Agree" and "Strongly Disagree" mean. You could tell them that number 3 represents that they neither agree nor disagree. Next, they can take turns to complete the survey. You can monitor and help as needed.

AK: Answers may vary.


5   Get together with another pair. Share your survey results. Then, with the help of your teacher see what the class' general survey results are.

You can ask students to get together with another pair and share their survey results. You could invite volunteers to share their results with the rest of the class and you can tally the survey results on the board and see what your class thinks about drones. You could then use this opportunity to talk about how surveys allow us to find out what a certain group of people think about a particular topic. You could discuss the class' answers and come up with a statement to "summarize" the result, e.g. Most students think drones are not necessary.


AK: Answers may vary.


6   Work in groups. In this unit, you will create a survey to find out different opinions about a certain topic. You may begin by discussing different news topics that may interest you and write them down. Include words and expressions you have heard or read in the news. Once you choose your topic, you can talk about the things you would like to learn about it. 


Familiar and Community Environment
Listens to and explores news related to familiar contexts.

4  To learn what other people think about certain topics we can use surveys. This is a survey about news. How are surveys different from questionnaires? Work in pairs. Come up with one more sentence for the survey. Then, take turns to complete the survey with your partner.

- 1 Drones are necessary in daily life.
- 2 Drones are important to protect people from natural disasters.
- 3 Drones are necessary to protect wildlife animals.
- 4 Drones should only be used for entertainment.
- 5 Everybody should use drones.

5  Get together with another pair. Share your survey results. Then, with the help of your teacher see what the class' general survey results are.

6  Work in groups. In this unit, you will create a survey to find out different opinions about a certain topic. You may begin by discussing different news topics that may interest you and write them down. Include words and expressions you have heard or read in the news. Once you choose your topic, you can talk about the things you would like to learn about it.

Enjoy reading! 

In your Reader's book, enjoy reading pages 116 to 122 in 'The Age Underground' to learn more about this topic. Where is the school? What happened with the environment? What do people listen to?



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Students can now start working on this unit's product. You can form groups and encourage students to mention the news that they find interesting and share their reasons. You could do this as a whole-class session and write down ideas on the board as reference. You can encourage students to write their ideas down. You can ask them to write down words and expressions they have heard in the news. If they do this in their mother tongue, encourage them to use a dictionary or a similar tool to find their equivalent in English. You can help as needed.

Enjoy reading! 



At this moment you could ask students to use their Reader's book and read pages 116-122. Always encourage students to communicate their ideas about the reading; in this case, you could invite them to share their opinion about the characters and the story so far. You could also invite them to make predictions about what will happen next. You can also discuss the questions in their Activity Book as a class to check comprehension and make predictions.

Learning Outcome: Understands audio news.

- 1**   **Look at the picture. What is the phenomenon? What do you know about it? Listen to the news broadcast. Can drones detect natural phenomena? Which ones? What for? **B 29****



You can begin by eliciting from students what drones are for and if they can detect natural phenomena. You could even ask them to look back at the text in Lesson 1 Activity 1 to refresh their memories and answer. Next, you can ask students to tell you what is in the picture and what they know about it. You may want to encourage everyone to participate. You can then play Track 29 and ask students to listen and then discuss the questions with the class.

AK: Answers may vary. Yes, drones can be used to detect natural phenomena such as hurricanes and tornadoes. They can track them and learn more about them.

- 2**   **Read the news broadcast. In pairs, talk about things you already knew and things you didn't know about hurricanes. Why is it important to learn about hurricanes? Can you remember how meteorologists use drones?**



You can choose to read the text however it might be most beneficial for your students. You can refer them to the Picture Dictionary on page 120 before they read. You can write the questions on the board and clarify them before students talk with their partner.



AK: Answers may vary.



- 3**   **Work in groups. Have you ever been in a situation like the one mentioned in the text? What did you do? When did it happen? What do you think you could do in a situation like that? How can drones help when there are hurricanes?**


You can form groups and encourage them to discuss the questions. You might want to set a time limit and perhaps go over each question asking students to discuss them. You might want to remind them about the multiple uses of drones they listened to and read about in Lesson 1. You could invite volunteers from each group to share their

Lesson 2

1   **Look at the picture. What is the phenomenon? What do you know about it? Listen to the news broadcast. Can drones detect natural phenomena? Which ones? What for? **B 29****

2   **Read the news broadcast. In pairs, talk about things you already knew and things you didn't know about hurricanes. Why is it important to learn about hurricanes? Can you remember how meteorologists use drones?**

3   **Work in groups. Have you ever been in a situation like the one mentioned in the text? What did you do? When did it happen? What do you think you could do in a situation like that? How can drones help when there are hurricanes?**



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conclusions with the class. If students have never been in a hurricane, you could mention other natural disasters.


AK: Answers may vary.

Additional Activity

As an additional activity, you could ask the students to work in groups and take turns to read the text in Activity 2 as if they were weather reporters. You might need to model before you ask them to begin. Encourage students to have fun and to listen to what their classmates' say.


Possible Challenges and How to Face Them

You might like listening activities are a lot of hard work and they can cause you some frustrations, but you must always keep in mind that while listening to a foreign language like English, can be very challenging for your students it is an essential skill that will help them build fluency and understanding of the language. Make sure that you give your students some variety between activities or even some "brain breaks" so that you are able to keep them interested and under your control and guidance.

4  **Work in groups. Think of some questions you could ask to analyze the information in the news broadcast. Write them down. Then, work together to describe the events based on your questions. Which ones help you to describe the events that happened in the news broadcast? Discuss.**


You might want to elicit question words and their purpose/function from volunteers and write those details on the board. Next, you could ask a volunteer to read the instructions aloud. We suggest you make sure everyone knows what needs to be done before you form groups and ask students to complete the activity. It might be a good idea to set a time limit. You can monitor and help as needed.

AK: Answers may vary. E.g. What are hurricanes? How many categories are there? What do scientists believe? etc.

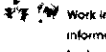
5  **Join another group. Work together to create a short survey you can use to see how much other people know about hurricanes. You can use your questions from the previous activity.**

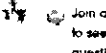
We suggest you explain to students that they will now work with another group and they have to share their questions. You can ask them to first take turns to describe the events using their questions. You could allow the groups to decide what other group they want to work with. It might be a good idea to set a time limit and monitor to make sure everyone is on task. Next, you can ask students to create a short survey to find out how much others know about hurricanes. You could allow students some time to mingle to have others answer their surveys. You could invite volunteers to share their surveys and their results with the rest of the class.

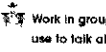
AK: Answers may vary.

6  **Work in groups. Take out your notes with words and expressions you can use to talk about news or topics that you find interesting. Together agree on some questions you can ask to get information about these topics from a news report. You can go back to Unit 8 to review question words and how to write questions. Write them down.**



4  **Work in groups. Think of some questions you could ask to analyze the information in the news broadcast. Write them down. Then, work together to describe the events based on your questions. Which ones help you to describe the events that happened in the news broadcast? Discuss.**

5  **Join another group. Work together to create a short survey you can use to see how much other people know about hurricanes. You can use your questions from the previous activity.**

6  **Work in groups. Take out your notes with words and expressions you can use to talk about news or topics that you find interesting. Together agree on some questions you can ask to get information about these topics from a news report. You can go back to Unit 8 to review question words and how to write questions. Write them down.**

Reflect on the following

- Is it difficult or easy to understand news broadcast?
- What are the things you do to follow the news broadcasts?
- How can you improve your understanding of news broadcasts?

I think I need to work more on


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Students can now continue working on their product. You can ask them to bring out their notes and reread them. You can then ask them to agree on some questions they can ask to get information about these topics from a news report. You can ask them to look at previous activities if they need to. You can monitor and help as needed.

Assess your progress! 




Before starting this section, you could ask students to close their books and reflect on the different activities they have done so far. If you chose to ask students to use a specific section in their notebooks to write their answers and comments for this section, you could ask them to do so now. You could also ask them to look back at what they wrote the last time they assessed their progress and identify if something improved.

Learning Outcome: Understands audio news.

- 1**  **What do you know about space exploration? Why do you think scientists explore space? Why are space topics news? Do you think we can use drones for space exploration? Why? Share your ideas with the class.**


We suggest you go ask each question aloud or write them on the board and ask students to discuss them as a class. You might need to encourage students to share their ideas, you could ask some simple questions directed at random students for this purpose, for example: *And what do you know about space Julieta? Why do you think scientists explore space Mario? Do you agree Sol? etc.*

AK: Answers may vary.

- 2**   **In some news broadcast, there are special guests Scientists, Doctors or Actors. They share interesting information about their research and/or experience. Listen to a reporter interviewing someone and talk with a partner about the information this person shares on the radio.  30**





You might want to read the instructions along with students and clarify any doubts. You could see who in your class has listened to podcasts (audio shows usually divided into episodes that can be listened to on a computer or an Mp3 player) and if they have, if they liked the experience and why. You can play Track 30 as many times as you consider necessary and ask students to listen as they think about the reasons why they might have chosen to interview someone for this particular broadcast. Then, you can form pairs and ask students to discuss the information that is shared on the broadcast. You might want to encourage students to share their conclusions.


AK: Answers may vary.

- 3**  **Read the news broadcast. Work in pairs. Discuss and come up with a survey about this topic or any other topic from the unit in your notebooks. Then, talk about what surveys can be used for.**

You could ask a volunteer to read the instructions aloud and make sure everyone understands what needs to be done. You can form pairs and have students first choose a topic and then come up with questions they can ask in a survey. You may want to read the Tip on page 97 before they start this activity. You can ask them to make notes in their notebooks. Students can discuss the last two questions with their partners and then you can invite

Lesson 3

- 1**  **What do you know about space exploration? Why do you think scientists explore space? Why are space topics news? Do you think we can use drones for space exploration? Why? Share your ideas with the class.**
- 2**  **In some news broadcast, there are special guests Scientists, Doctors or Actors. They share interesting information about their research and/or experience. Listen to a reporter interviewing someone and talk with a partner about the information this person shares on the radio.  30**
- 3**  **Read the news broadcast. Work in pairs. Discuss and come up with a survey about this topic or any other topic from the unit in your notebooks. Then, talk about what surveys can be used for.**



Reporter: Today we have in our studio, Dr James Randall. Dr Randall is an experienced space engineer.

Reporter: Good morning Dr Randall. When did space exploration begin?

Dr Randall: It began in the 50s. At that time, Russia launched the first satellite into space and Earth at way of that time when the first animal was launched in space.

Reporter: Who was the first human in space?

Dr Randall: Yuri Gagarin in a Russian cosmonaut was the first human in space. Few weeks later Alan Shepard was the first American who was launched into space.

Reporter: When did the first men walk into space?

Dr Randall: Well, the first man who walked in space was a Russian cosmonaut. But the first man who walked in a planet, the Moon was Neil Armstrong, an American astronaut.

Reporter: What do astronauts do in space?

Dr Randall: They learn, check and maintain the equipment, they exercise to maintain their muscles tone, they do scientific experiments, they collect data, sometimes they do space walks.

Reporter: What do you think about space exploration?

Dr Randall: I think it is very important because it allows scientists to collect relevant data for different purposes like trying to know technology, understand the atmosphere, the environment among other things.

Reporter: It is space exploration today?

Dr Randall: Several countries have over the world participated in space exploration. For example they have missions in Mars and Mercury.

Reporter: What do you think about space race?

Dr Randall: In my opinion, the race than the space race benefits science and technology. We want to discover space first so we can use more money and invest more technology to do so.

Reporter: Thank you Dr Randall.

50 UNIT 9 News

volunteers to share their opinions with the rest of the class. You can ask them to share examples about how questionnaires and surveys are different.

AK: Answers may vary.

Additional Activity

As an additional activity you could have students listen to a short version of the news and then form groups and have them work together to recall what they understood so that they can orally present the news to the rest of the class. To do this you could choose some news to read and read them aloud for the class or if you have the available means, use the news from sources such as BBC One-minute World News. <https://www.bbc.com/news/av/10462520/one-minute-world-news>.

Additional Activity

As an additional activity you could have students listen to a short version of the news and then give them a couple of minutes for them to think about their opinion regarding the news. Then, you could form pairs or groups and encourage students to share their opinion with their classmates. You could even invite volunteers to share their opinions with the rest of the class.

4



Work in pairs. Dr. Randall says "I think is very important because it allows scientists to collect relevant data for different purposes." What is he talking about? Which other expressions can you find that Dr. Randall uses to express his opinion? Make some notes about them. Talk about the words and expressions you use to express your opinion and write them down.

You could write Dr. Randall's quote on the board for reference. You can then form pairs and ask students to discuss the questions and make notes about the words and expressions that can be used to express opinions. You might want to remind students that they can look back at previous lessons and even units if they need to. You could share an example if you think it could help students, e.g. I believe that... You can then elicit ideas from volunteers and write them on the board so that others may complement their work.

AK: Answers may vary. (In my opinion...)

5



Work in small groups. Share the notes you made in Activity 4 and think about the questions the interviewer asked to the guest. What differences or similarities are there between the questions in an interview and the questions in a survey? Share your ideas as a class.

You can go over the instructions along with students. You can elicit questions from the interview and write them on the board. Then, you could elicit questions from a survey and write them next to the interview ones. Next, you can ask students to share their ideas about the differences or similarities between both.

AK: Answers may vary. E.g. similarities: they are used to find information. Differences: surveys are used to find out opinions, questionnaires to find out facts.

6

Work in groups. Bring in the words and questions you wrote in the previous subproduct session. Now, talk about the words and expressions you can use to ask questions and express your opinion about news reports. What questions can you ask to find out how much people know about a topic? What questions can you ask to ask for people's opinion? Write them down in your



4



Work in pairs. Dr. Randall says "I think is very important because it allows scientists to collect relevant data for different purposes." What is he talking about? Which other expressions can you find that Dr. Randall uses to express his opinion? Make some notes about them. Talk about the words and expressions you use to express your opinion and write them down.

Tip:

When creating a survey, it is important to know what you want to find out so that it can be effective.

5



Work in small groups. Share the notes you made in Activity 4 and think about the questions the interviewer asked to the guest. What differences or similarities are there between the questions in an interview and the questions in a survey? Share your ideas as a class.

6



Work in groups. Bring in the words and questions you wrote in the previous subproduct session. Now, talk about the words and expressions you can use to ask questions and express your opinion about news reports. What questions can you ask to find out how much people know about a topic? What questions can you ask to ask for people's opinion? Write them down in your notebooks. Decide what topic you are going to use for your survey and look for news or other resources with information about it so that you can bring it to the next lesson.

Enjoy reading!

Read interesting news to share and question others at: <https://www.bbc.org/news/health-54444444>

In your Reader's book, enjoy reading pages 123 to 129 in "The Age Underground" to learn more about this topic. What does the news broadcast is talking about? Which was the last mission? What happened with the last mission? Why this mission is dangerous?

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notebooks. Decide what topic you are going to use for your survey and look for news or other resources with information about it so that you can bring it to the next lesson. .

Students can now continue working on their product. You can ask them to bring out their previous work so that they can talk about the questions that you can ask to find out how much someone else know as well as the ones one can use to ask for opinions. You can encourage them to write them all down in their notebooks. Students could now choose the topic for their survey and decide where they will find information to bring for the next session.

Enjoy reading!




At this moment you could ask students to use their Reader's book and read pages 123-129. You can discuss the questions in their Activity Book in the interaction that you believe might best benefit your students, pairs, groups or as a class.

You can ask students to visit the web page to read news that they could possibly use for their product.






Lesson 4

- 1**  Do you think technology can save the planet? Why? How can we use drones to help the environment? What do you think people can do to help the planet? Share your ideas with the class.




You can ask each question aloud and have an open class discussion for students to share their ideas. You could also share your own ideas, e.g. People can try to use less plastic.

AK: Answers may vary. E.g. I don't think technology can save the planet. There is too much damage. Drones could help by recording animals. People can waste less water, etc.

- 2**    Listen to the news report. What is your opinion about it? What do you think about the topic? Why do you think news like this are important? Discuss your ideas with your partner. **D 31**

You may want to write the questions on the board to help students focus on specific things as they listen to the recording. You could even encourage them to make notes if they want to. As they talk with their partner, you could walk around listening to the language they are producing. You could also elicit phrases we use to share our opinion and write them on the board before they talk with their partners.





AK: Answers may vary.

- 3**    Read and listen to the text. In groups, discuss the questions. Which of the things mentioned in the news report do you do? What are the things you don't do? Why? What other things can you do? What is your opinion about these actions?

You might want to break up the activity into several parts so that you can guide students if necessary. You could first ask them to listen to the recording as they read along and then go over the questions or even write them on the board so they can discuss them in groups. You can invite a volunteer from each group to share the general opinion of the group with the rest of the class.

AK: Answers may vary

Lesson 4

- 1** Do you think technology can save the planet? Why? How can we use drones to help the environment? What do you think people can do to help the planet? Share your ideas with the class.
- 2**   Listen to the news report. What is your opinion about it? What do you think about the topic? Why do you think news like this are important? Discuss your ideas with your partner. **D 31**
- 3**   Read and listen to the text. In groups, discuss the questions. Which of the things mentioned in the news report do you do? What are the things you don't do? Why? What other things can you do? What is your opinion about these actions?

Do you care about the environment?

If you answer yes, then you're already using this information, but find one of the things you can do to protect the environment so it's a good idea. What does that mean?

This means that you can do some steps to do it. Here are some things you can do:

Reduce the things you use and throw away. Instead of drinking juice in disposable containers, use reusable glasses.

Recycle books, bottles and paper. Instead of buying books, you can go to the local library and borrow some books to read.

Save water. Take shorter showers. Make sure to turn off the tap when you don't need water.

Turn off the lights when you don't need them. Unplug your phone when you are not using them. Turn off your computer when you are not using it.

Use public transport, walk or ride your bike instead of taking the bus or car to school.

Drop your rubbish in the recycling bin. This freshwater can be used to feed the plants in your garden.

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Additional Activity

As an additional activity, you could form groups and invite them to think about things they can do to take care of the environment. They could write down some ideas and then take turns to present them aloud as if they were news reports.

Possible Challenges and How to Face Them

Students might struggle coming up with effective questions for their survey. If this were the case, you could assist them by sharing examples of effective questions that they could adapt and use in their surveys. You might want to point out to students that the more precise the question the easier it will be for them to measure and compare the results, for example *Are sports interesting?* is less clear and less specific than *Which sport do you think is interesting? soccer/basketball/baseball/tennis.*



4 This is a survey that can be used to find out about what people do to take care of the environment. Answer it and share your answers in groups. Compare your answers and say if they are similar or different. What things do you have in common? What's your opinion about the survey?

You could go over each question in the survey if you consider it necessary. Students could answer the survey individually, then you can form groups and encourage students to compare their answers and identify if they are similar or different as well as the things that they have in common. You could invite volunteers to share their opinion about the survey with the rest of the class.

AK: Answers may vary.



5 Work in groups. Identify the questions in the survey and mention they kind of questions there are. Why do you think surveys have these kind of questions? Share with your class.

To complete this activity you could encourage students to identify the questions in the survey and say what type of questions they are (questions to find out information about what a specific person does or how that person does certain things). You can also ask them to discuss the questions in groups. They could also look back at previous lessons if necessary. You may encourage them to make some notes with their opinions and conclusions so that you can have volunteers share them with the rest of the class. There are different types of questions in the survey: multiple choice and open-ended questions (the ones where one shares their own answer).

AK: Answers may vary. E.g. Because surveys are used to gather the opinion of a group of people.



6 Work in groups. Bring in your notes with topics, words and questions, and your news and information about your topic. Now, you are going to create a survey to find out how much people know about the topic you chose and their opinions too. You can look back at the questions and surveys in this unit for ideas. Go to each group in your class and have them complete your survey. Compare the similarities and



4 This is a survey that can be used to find out about what people do to take care of the environment. Answer it and share your answers in groups. Compare your answers and say if they are similar or different. What things do you have in common? What's your opinion about the survey?

Choose the answer that is best for you

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

5 Work in groups. Identify the questions in the survey and mention they kind of questions there are. Why do you think surveys have these kind of questions? Share with your class.

6 Work in groups. Bring in your notes with topics, words and questions, and your news and information about your topic. Now, you are going to create a survey to find out how much people know about the topic you chose and their opinions too. You can look back at the questions and surveys in this unit for ideas. Go to each group in your class and have them complete your survey. Compare the similarities and differences between their answers and share your findings with the rest of the class.

Reflect on the following

Is it easy or difficult to write a survey?

What is the most difficult part of writing a survey?

Was it difficult to collect and interpret the information? Why?

I think I need to work more on _____

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differences between their answers and share your findings with the rest of the class.

Students can now continue working on their product with their groups. You might want to encourage them to first take out their work from previous sessions so that they can use it to create their surveys to find out how much people know about their chosen topic as well as their opinions. You could encourage students to look at this and previous lessons in this unit for ideas. You can then allow students to mingle so that others can answer their surveys. Students can compare the similarities and differences between their classmates' answers and they can tally the results before they share them with the rest of the class.

Assess your progress!



Before starting this section, you could ask students to close their books and reflect on the different activities they have done so far. Encourage students to reflect on and answer the questions and identify what the most challenging thing is. Remind them to write down something that they might benefit from working more on.

With your product groups, discuss the following:

As mentioned previously, the purpose of this activity is for students to reflect and think about what they learned in this unit. Encourage them to think about the product they worked on and discuss the questions thinking about ways in which they could improve. You could also share feedback on their work and or other elements you think they need to improve.

Product

A survey

As mentioned in previous units, the purpose of discussing these questions is for students to think about practical uses of their learning outside of the classroom. You may want to choose the interaction (be it pair work, group discussions, whole class discussion, etc) that might benefit your students the most. Encourage them to answer the questions while keeping their community in mind, even if people in their community don't speak English, the idea of this reflection is to get students to think about how everything we learn in our classroom can be used in real life too.

Alternative Product

As an alternative product, you could ask students to create a survey about a specific topic, for example, *how the class prefer to stay informed*, or a piece of relevant news.

Review and Product

Review

With your product groups, discuss the following:

1. Why surveys are useful?
2. What is the most difficult part of doing a survey?
3. Why is it difficult to collect information sometimes?

Product

A Survey

- What type of surveys can be useful in your community?
- What type of surveys do you think people in your community would be interested in?
- What is something you could find out using a survey in your community?

Descriptive Evaluation Scale

The evaluation tool will allow you and your students to assess their progress in order to improve. Assessments can allow you to identify problem areas so that you can plan solutions to help your students fix those problems. The purpose of this Descriptive Evaluation Scale is for students to look back at what they worked on in this unit and complete the scale to assess their progress and achievements. You may want to go over the scale and clarify any doubts. Remind students that the best way to improve is to analyze what you have been doing. Encourage them to think carefully and be honest with their answers for each of the statements. As they reflect on their answers, they can make a list of things they can do to improve. They can share their list with a partner, yourself or even the class. It all depends on what you think might benefit your students more. Praise good ideas and write down things that might be useful for you to assist your students with throughout the school year. This is a great moment to try to identify which students are really struggling so that you can figure out a way to assist them.

Evaluation

Once you finish the Unit, you could use the evaluation on page 158 and make photocopies that you may use to evaluate your students.

Evaluation Tool

Descriptive Evaluation Scale

1. 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 understand the information that can be used to answer questions such as what, who, when, where, etc. I feel _____

2. I am able to understand the topics of news when I listen to their news program. I feel _____

3. I am able to explain what I read to my friend. I can tell my friend what I read. I feel _____

4. I am able to exchange the opinions with others. I feel _____

Scale

Not good - I am unable to understand, explain or recite this.

Good - I am able to understand, explain or recite this sometimes and/or with some help.

Excellent - I am able to understand, explain or recite this all the time and I feel confident.

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UNIT 10

What is that?

Unit Contents

Academic and Educational Environment

Social Practice:

Gathers information about a topic to make museum labels and set up an exhibition

Learning Outcomes:

- Gathers information about a topic to make museum labels and set up an exhibition
- Looks for information about a topic in different texts.
- Analyzes informative texts
- Writes information. Shares information of museum labels

Activate Prior Knowledge

1. Which museums are there in your community or in the surroundings?
2. What are the things you can see in those museums?
3. Which one is your favorite? Why?

Tech Resources

<https://www.fieldmuseum.org/science/research>
<https://www.sciencemuseum.org.uk/objects-and-stories>
<http://www.wmnh.com/>

If you don't have Internet access, you don't need to worry because the links are provided as extra resources that you could choose to adapt and use as extra activities.

Odyssey Resources


Reader: pages 130-141

Class CD: track 32

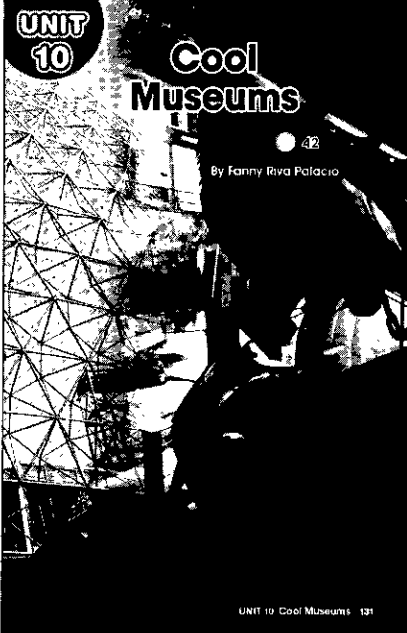
Picture Dictionary: Activity Book 121

Audio scripts: Teacher's Guide, page 148

Evaluation: Teacher's Guide, page 159

To tap into students' prior knowledge, you could take a few minutes to ask the proposed questions on the  Activate Prior Knowledge section on this page. You could also use the pictures included in the Visual Resources for this Unit and encourage students to say what is happening in the pictures and to share ideas about what this unit might be about, e.g. Maybe something about arts.

Facts: Cool Museums



UNIT 10

Cool Museums

By Fanny Riva Palacio

UNIT 10 Cool Museums 131

Museums are institutions that contain a collection of artistic, cultural, historical and scientific objects. They are important because they tell the story of how man survived over the years, they tell the cultural wealth of a nation for people to use and learn. Museums should be preserved all over the world.

Museums have a long history. The first museum was built in the 3rd century B.C. in Alexandria in Egypt. For centuries, museums have held countless objects that show the development of humanity. Some of the oldest museums in the world are the Ashmolean Museum of Art and Archaeology in Oxford University, the Vatican Museum in Italy and the Museum of St. Petersburg in Russia. Today, there are museums almost everywhere.

wealth (noun) a large amount of something good

preserve/preserved (verb) to keep something as it is, especially in order to prevent it from decaying or being damaged or destroyed

3rd century B.C.

UNIT 10 Cool Museums 132

R pp. 130-141 **42**


In this unit, students will explore exhibitions in museums in order to look for information about different topics, analyze informative texts, write information on museum labels and share the information.

This unit's reading allows students to read some facts that relate the social practice of the language. The information they will read about in this fact will allow students to get information about museums, their purpose and their importance to society. The texts will allow them to read about the people who work in museums and the steps to follow to make a museum exhibition.

You will also find some questions that can help students identify information that can help them enrich their final product.



Reading, as mentioned before, is an essential part of learning any language. It gives the opportunity to expand general knowledge about different topics, at the same time that expands students' lexis and makes learners reflect on how language is used. Throughout this unit you will have the opportunity to guide students to the Reader's Book to read an informative text that will contribute to activate previous knowledge and develop students' reading comprehension skills. You may choose to read at that moment or do so when it is most appropriate and beneficial for your class and your students.

Learning Outcome: Explores museum labels

- 1**  **Look at the picture and the text.**
As a class say where you could find something like it and share if you have seen something similar and where.


You could ask students to look at the picture and at the text, they don't need to read it at this moment. You could elicit from volunteers where they might see something like it in real life. You could invite students to tell you if they visit or have visited museums and they could even share what they have seen. Alternatively, you could share your own experience.

AK: Answers may vary.

- 2**   **Read the text. Talk with your partner and discuss the questions.**

You may want to go over the questions first and make sure everyone understands them. You can choose the best strategy to read the text depending on your class. You can also refer them to the Picture Dictionary on page 121 before they read. You may want to explain that museum labels allow us to learn more about the objects we are looking at.

AK: 1. The vase (the picture), 2. Answers may vary., 3. Answers may vary, e.g. because people can't spend a long time reading at a museum.

- 3**  **Circle words that are used to describe things in the museum label in Activity 1.**
As a class, discuss if describing words can help us understand things better and say why.

You may want to elicit some examples of describing words and write them on the board so that students know what to look for. You could also tell them to look back at Unit 2 and Unit 6 if they need to refresh their memory, although you might need to remind them that in this activity we are looking for words that describe an object.

AK: Greek, ancient, natural, big, small, smallest. Students could also identify black, red, white as adjectives.

UNIT 10

What is that?



Getters information about a topic to make museum labels and tell us an exhibition.

Lesson 1


- 1**  **Look at the picture and the text. As a class say where you could find something like it and share if you have seen something similar and where.**



Greek vase from c. 300 B.C. to 700 B.C. This piece of ancient Greek pottery represents part of their everyday lives. Greeks made it with natural clay taken from the ground. Then they shaped them and decorated them. They made vessels in different shapes for different purposes. The big ones were used to collect water or fish oil. The small ones were used to drink and the smallest ones to keep perfumes and unguents. They were decorated in different ways. Some of them were painted in different colors like black, red and white.

- 2**   **Read the text. Talk with your partner and discuss the questions.**


- What does the text describe?
- Do you think it is useful? Why?
- Why do you think museum labels are short texts?

- 3**  **Circle words that are used to describe things in the museum label in Activity 1.**
As a class, discuss if describing words can help us understand things better and say why.

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Possible Challenges and How to Face Them

Students might have little or no exposure to some information that might be found in this unit. They may feel stressed with this situation. We suggest that you make students to make students feel confident about the topic. You might have some volunteers that are familiar with museums to share their knowledge with their classmates. You could also bring some information about museums, even if they are in a language other than English, and allow students to explore the information. You could also tell students that nowadays, technology allows us to visit museums around the world online. You may tell them that some of the museums they can visit online are the British Museum, the Louvre and the Smithsonian.

4  **Work in pairs. Read the text. What information does it include? Why do you think information is presented like this?**

You may direct students' attention to the picture and have them describe what they see. Students could work in pairs to complete this activity. You may have students choose their partner. It would be a good idea that you ask a volunteer to read the instructions aloud. It's a good idea to make sure everybody understands the questions before they begin. You may ask students to read the text and discuss the questions. You may go around the classroom while students work and provide any needed assistance. You might ask volunteers to share their answers with the rest of the class. You may want to explain that some museum labels include information that let us know about the history of certain objects or the cultures where they come from to let us understand more about where the object comes from and why people might have made it or used it.

AK: Answers may vary. The text includes what the object is and a short explanation about the culture that made it.


5  **Museum labels describe artwork or objects and they try to explain details about it. What descriptions and details can you find in the museum label in Activity 4? Identify them and share them in small groups.**

You may want to ask students to focus on finding details and descriptions. You can ask them to mark them in different ways so that they can differentiate them, e.g. underline or circle. You could choose to ask students to work individually, in pairs or groups depending on their level.

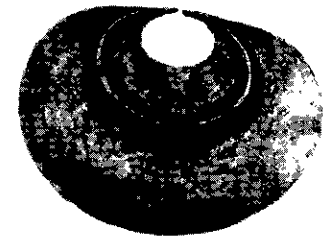
AK: Some answers may vary. descriptions: gold earrings, ancient Colombia details: Chibchas great goldsmiths. Panned gold from mountain rivers. Different figures: earrings, pectorals, nose studs. Most advanced civilizations of America.


Enjoy reading!


At this moment you could ask students to open their Reader's book and read pages 130-135. You can ask students to discuss the questions in their Activity Book with their product group so they can include more describing words for their final product.

4  **Work in pairs. Read the text. What information does it include? Why do you think information is presented like this?**

Gold jewelry from the Museo Chibcha (culture 700 A.D.-1600 A.D.) The Chibchas were great goldsmiths. They panned gold from mountain rivers. With gold they made different figures like earrings, pectorals, and nose studs. The Muisca civilization developed in ancient Colombia. They built their city in what is now Bogotá and its surroundings. It was one of the most advanced civilizations of America.




5  **Museum labels describe artwork or objects and they try to explain details about it. What descriptions and details can you find in the museum label in Activity 4? Identify them and share them in small groups.**

6  **Work in groups. In this unit, you will create your own museum labels to find out more information about a topic. As you read before, museum labels describe objects and explain details, so you can start by writing down words and expressions we can use to make descriptions and explain details in your notebooks. You can go back to Units 2 and 6 to review words that we can use to make descriptions. Think about elements you can describe, for example: shape, color, materials, where it is from, etc. These words and expressions will be useful in future sessions. With your teammates, write down topics you would like to make your museum labels about.**

Enjoy reading!



In your Reader's book, enjoy reading pages 131 to 135 in "Cool Museums" to learn more about this topic. What describing words did you find on the reading? What do they describe?

6  **Work in groups. In this unit, you will create your own museum labels to find out more information about a topic. As you read before, museum labels describe objects and explain details, so you can start by writing down words and expressions we can use to make descriptions and explain details in your notebooks. You can go back to Units 2 and 6 to review words that we can use to make descriptions. Think about elements you can describe, for example: shape, color, materials, where it is from, etc. These words and expressions will be useful in future sessions. With your teammates, write down topics you would like to make your museum labels about.**





You may want to review describing words before students begin. You could brainstorm adjectives that can be used to describe different elements such as shape, color, materials, place of origin, etc. and write them on the board so students can use them as reference.

Learning Outcome: Looks for information about a topic in different texts.

- 1**   **Read the texts. What are they about? Where do you find a text like these ones? Have you ever read texts like this? How would you organize the information in these texts? Share your ideas with the class.**


You could begin working with the book by calling students' attention to the pictures and encouraging them to describe what they see. You can then either choose to have volunteers take turns to read the texts aloud or ask students to do so individually. Then, you can ask each question so that students can share their answers and opinions with the rest of the class.

AK: Answers may vary. They are about oceans and coral reefs. You can find these type of texts in encyclopedias, museums, aquariums, etc.



- 2**   **Read the texts in Activity 1 again. What information you think is important? Why do you think is important? Share your ideas with a partner.**

You may want to refer students to the Picture Dictionary on page 121. You could have students choose their partner or you could assign them. You may ask students to read the texts in Activity 1 again. You might tell students to find the meaning of any unknown word in a dictionary and remind them that it is important to read all the meanings before they choose the one they need. You could encourage them to highlight the information they think is important so they can share it with their partners. The purpose of this activity is for students to understand that there is key information that lets us learn more about a topic, and there is extra information or details that expand on that information. E.g. Important: There are four oceans: the Pacific, Atlantic, Indian and Arctic. Details: The Pacific Ocean is the largest and the Indian ocean is the hottest.


AK: Answers may vary.

- 3**  **Work in groups. What information about oceans and coral reefs would you like to know? Where do you think you can find information about those topics? What places can you visit to find more information about the ocean, coral reefs and the life that is in them?**



Lesson 2


1   **Read the texts. What are they about? Where do you find a text like these ones? Have you ever read texts like this? How would you organize the information in these texts? Share your ideas with the class.**

Oceans have the longest habitat in the world. There are approximately one million species that live in the ocean. Oceans are very important for human life. They cover more than 70% of the surface of the Earth. There are four oceans: the Pacific, Atlantic, Indian and Arctic. The Pacific Ocean is the largest. The Indian ocean is the hottest. Oceans hold more than 400 million cubic miles of water. They are approximately 3.7 kilometers deep. The deepest part of the ocean is 11 kilometers. They produce 70% of the oxygen we breathe. Their currents keep the planet warm. Oceans are very important for humankind.



A coral reef is an ecosystem in the sea. Coral reefs are living organisms, called polyps. They eat plankton and other small organisms. There are different types of coral reefs. Many animals live around them. They protect coastlines from the wind and tropical storms. There are different coral reefs around the world. The largest coral reef barrier in the world is in Australia. It is about 2,300 kilometers long. In Mexico and part of Central America there is the largest coral reef in the Atlantic Ocean. It is more than 1,000 kilometers long.

2   **Read the texts in Activity 1 again. What information you think is important? Why do you think is important? Share your ideas with a partner.**

3  **Work in groups. What information about oceans and coral reefs would you like to know? Where do you think you can find information about those topics? What places can you visit to find more information about the ocean, coral reefs and the life that is in them?**

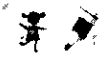
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You may clarify any doubts before they start working in their groups. You could also elicit some sources of information if you think it could help your students complete this task. You could also ask them to look back at Unit 9 to review some sources of information. You may invite volunteers to share their answers with the class.

AK: Answers may vary. E.g. I would like to know how coral reefs are created. I think you can use the Internet to find more information. Maybe you can go to an aquarium, etc.


Possible Challenges and How to Face Them

Some students might not know how to use the dictionary effectively. We suggest you share with your students some strategies so that they are able to become more proficient at it. You may tell them that it is important that when they read, they identify the type of word they need to look for (for example, is the word a noun, or an adjective, or an adverb, etc.). Then, you could tell them that when they find the word in the dictionary they have to read all the different meanings the word has. Next, they have to look back to the text, read the sentence and decide which meaning best fits the text.

4  **Work in pairs.** Talk about topics you would like to know or learn more about. Once you have thought about them, choose one. What information do you want to know about the topic? Write some questions that you can use to learn more about it. Then think of where you could find reliable information to answer them.


You could brainstorm topics as a class if you consider it necessary. When students finish, you may invite some volunteers to share their answers with the class. You could elicit some examples of questions and write them on the board. If students have some problems writing questions, you may remind them how to do it by writing some more examples on the board.

AK: Answers may vary.


5  **Now, with the same partner.** Think of the sources of information you can use to find information about the topic you chose. Look for information about it. Make notes.


If possible, you could have some possible resources available in the classroom for this activity or ask students to bring some possible resources to class beforehand. Students could work with the same partner as in the previous activity. In this activity, students can look for information about the topic they chose in different sources and make some notes. You may want to elicit appropriate sources of information. You might want to remind students that they can use their questions to guide their research. You could go around the classroom, read students' notes and provide any needed help.





AK: Answers may vary.


6  **Work in groups.** Take out your work from previous sessions. Choose a topic from the ones you wrote down to make your museum labels. Next, think about things you want to find out about this topic and write some questions that you can use to do so. You can also think about the elements you can describe as you did in the previous session to get ideas for your questions, e.g. What colors did the painters use?



4  **Work in pairs.** Talk about topics you would like to know or learn more about. Once you have thought about them, choose one. What information do you want to know about the topic? Write some questions that you can use to learn more about it. Then think of where you could find reliable information to answer them.

5  **Now, with the same partner.** Think of the sources of information you can use to find information about the topic you chose. Look for information about it. Make notes.

	_____
	_____
	_____
	_____

6  **Work in groups.** Take out your work from previous sessions. Choose a topic from the ones you wrote down to make your museum labels. Next, think about things you want to find out about this topic and write some questions that you can use to do so. You can also think about the elements you can describe as you did in the previous session to get ideas for your questions, e.g. What colors did the painters use?

Assess your progress! 

- Reflect on the following
- Is it difficult for you to think of the words to use to describe objects? Why?
 - What is the hardest part of looking for information?
 - How can questions help research?
- I think I need to work more on _____

You might want to elicit from students how to form questions to refresh their memory and help those who need it.


Assess your progress! 

Before starting this section, you could ask students to close their books and reflect on the different activities they have done so far. Encourage them to tell you what they did: explore museum labels, write questions and look for information about a topic in different texts. You may want to remind them that there are no correct or incorrect answers in this section and that the purpose of answering these questions and identifying what they need to work more on is to help them figure out what it is that they need to focus more on.

Additional Activity


As an additional activity you could ask students to work in groups and make a list of museums they know or they want to know. Then, you might have them to choose one of the museums from their lists and think of an object they would find in that museum. Next, you may tell them they may write some questions to get information about that object.

Learning Outcome: Analyzes informative texts

- 1**  **Work with a partner. Read the two texts and look at the way they are organized. What things do they have in common? What information do you find important? Why?**


You may refer students to the Picture Dictionary on page 121. You might remind students that they can use different strategies when reading texts like guessing the meaning of words in context or looking for their meanings in the dictionary. You may want to point out that both texts mention the artists and a little bit of their story. The first text talks about the specific materials of the sculpture while the second one mentions how the artist worked in general.

AK: Answers may vary.

- 2**  **What do you know about painting and sculpture? Which painter do you know? Do you know artists who made sculptures? Share your ideas with a group.**


You could divide the class into groups. You may form groups according to your groups' needs. You may allow students to form their own groups following your instructions. You could write the questions on the board and clarify them if necessary. You could help students by sharing things you know about painting and sculpture or encouraging them to think about paintings or sculptures in their community (that they might know or may have seen) if they don't have any other reference or background knowledge. You may invite volunteers to share their answers with the class.

AK: Answers may vary.

- 3**  **Read the text again. Look at the underlined sentences. What do you think is different in those sentences and the rest of the sentences in the text? Write down your ideas and share them with the rest of the class.**

The purpose of this activity is for students to identify the passive voice. You could write the examples on the board so that students can see the differences, e.g. He influenced Western Art. vs. Western Art was influenced by him. You can point out that we write sentences as in the underlined ones when we want to focus the attention on the person or thing that is affected by the action.

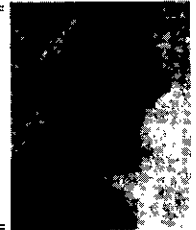
Lesson 3



- 1**  **Work with a partner. Read the two texts and look at the way they are organized. What things do they have in common? What information do you find important? Why?**



"David", Michelangelo circa 1501. The sculpture was carved from a discarded block of marble. Michelangelo was an Italian artist who was born in 1475 in Italy. He was a Renaissance sculptor, a painter, an architect. He also wrote hundreds of poems. He rarely signed his works. Western Art was influenced by him. He was well-known because his biography was published when he was alive.

Self-portrait, Cézanne circa 1885. Paul Cézanne was a French painter. He painted from 1860 to 1906. He made more than 400 watercolors and 900 oil paintings. He also left many incomplete works. His work is considered post-impressionist. Artists like Pablo Picasso and Henri Matisse were influenced by him. People say his work is also part of the transition from the late 19th century impressionism to the early 20th century Cubism. Cézanne painted slowly because he wanted to capture the moment. He painted landscapes, still life and portraits. He said he wanted to represent real life in simple forms.



- 2**  **What do you know about painting and sculpture? Which painter do you know? Do you know artists who made sculptures? Share your ideas with a group.**
- 3**  **Read the text again. Look at the underlined sentences. What do you think is different in those sentences and the rest of the sentences in the text? Write down your ideas and share them with the rest of the class.**

Learn about interesting museums for kids in other parts of the world at: <https://www.amsessentials.com/best-kids-museums-worldwide/>

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You could identify the action in your example, e.g. influence and ask them to notice how in the underlined sentence in the text, "Western Art" is what the author wants the reader to focus on (the thing that was influenced by Michelangelo).

AK: Answers may vary.

Additional Activity


You could call students' attention to the texts from this page. You can have students read one of the texts and guess the meaning of words in context. You might remind students that it is important to read the sentence where the word appears and analyze what word comes before the word and which word comes after. It might also be useful to analyze the structure of the word for example if there is a prefix, or a suffix. Once students read the text and guess the meaning of words in context, you might ask students to look for a partner who read the same text and share the meaning of the words.

You can ask students to visit the web page to learn about other museums.

- 4**  **Work in groups. Choose a topic to make a museum exhibition. Write the topic and objects that can be part of the exhibition.**

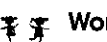
You could brainstorm ideas and write them on the board if you think it will help your students, e.g. ships, World War I, Aztecs, pilgrims, Ancient Greece, etc. You may want to determine the number of students per group and then go over the instructions along with them. You can then encourage them to share and write down their ideas about the objects they can include when using that topic.

AK: Answers may vary.


- 5**  **Continue working with your group. Look for information about your topic and select an object to make a museum label. Create your first museum label. Then, choose other objects from Activity 4 to make others in your notebook. Share them with other groups and provide feedback on grammar, spelling, organization, etc.**


You can ask students to look at museum labels in the unit before they begin. You may want to review some simple spelling and grammar rules, e.g. we use a capital letter after a period, we end paragraphs with periods, if you don't know the spelling of a word, use a dictionary or ask the teacher, etc. As they share their work, you could remind them that the intention of feedback is to help their classmates improve. You can share an example, e.g. I think it is better if you describe the object first and then mention where it comes from.

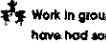
AK: Answers may vary.

- 6**  **Work in groups. Take out your work from previous sessions. Now that you have had some practice writing museum labels, see if there are any other questions you might need to add so that you can complete your research. Decide how you are going to search for information, perhaps you can each research some specific questions and then share your findings. You can also go back to Unit 8 to refresh your memory about good sources of information. Remember to write down all your findings.**



- 4**  **Work in groups. Choose a topic to make a museum exhibition. Write the topic and objects that can be part of the exhibition.**

- 5**  **Continue working with your group. Look for information about your topic and select an object to make a museum label. Create your first museum label. Then, choose other objects from Activity 4 to make others in your notebook. Share them with other groups and provide feedback on grammar, spelling, organization, etc.**

- 6**  **Work in groups. Take out your work from previous sessions. Now that you have had some practice writing museum labels, see if there are any other questions you might need to add so that you can complete your research. Decide how you are going to search for information, perhaps you can each research some specific questions and then share your findings. You can also go back to Unit 8 to refresh your memory about good sources of information. Remember to write down all your findings.**

Enjoy reading!

In your Reader's book, enjoy reading pages 136 to 140 in "Cool Museums" to learn more about this topic. What information that can help you make your museum labels did you find in the reading?

We suggest you ask them to keep in mind the topic they want to know about. You might ask students to decide where they want to look for information. Students can look for information and make notes. They can use these notes to make their museum labels.

Enjoy reading!


At this moment you could ask students to use their Reader's book and read pages 136-140. Students can discuss the questions with their product groups to talk about elements that can help them with their final product.

Possible Challenges and How to Face Them

Some students might find difficult to select the most important information from their sources. You can remind them to write some questions before they start looking for information. You may elicit some questions and write them on the board. Deciding what a reliable source is may also be difficult. You could tell them that sometimes, especially if they use the Internet, sources like personal blogs or other similar webpages might not be reliable sources of information.


Lesson 4

Learning Outcome: Writes information. Shares information of museum labels.

- 1**  **Look at the picture. Have you ever seen her? What do you know about this person? Share your ideas with the class.**


You may want to have a volunteer read the instructions aloud. You could make sure everyone understands the questions. You could also write the questions on the board. You may invite volunteers to share their knowledge with the class. You might want to encourage students to share other information they might know about the person in the picture. If necessary, share what you know about Marie Curie.

AK: Answers may vary.

- 2**  **Read and listen to the text. In pairs discuss the following questions. Why is the information relevant? What do you think about her accomplishments? Why do you think her research is important?**
- 32**


To complete this activity, you may begin by explaining to students that they are going to listen to a recording and they should pay attention and read along. Then, you can play Track 32. You may want to go over the questions along with the students and clarify any doubts. You may want to ask students to think about why information about Marie Curie could be found in a museum and why it could be useful or important to know about her. Finally, you might want to elicit ideas from different volunteers.

AK: Answers may vary.


- 3**  **Have you ever visited a similar museum? Which one? When? What did you see? Discuss your ideas in pairs.**

You could ask students to share if they have visited museums. If they have, you can ask them to tell you the names of the museums or the kind of museums they have visited. You can then ask them to think if they learned about a person in the museums they visited and, if they did, encourage them to share who that person was and what they learned about him or her. They can discuss this in pairs, groups or you could do so as a class depending on the experiences your students might have had. If nobody has visited any such museum, you could then


Lesson 4

- 1**  **Look at the picture. Have you ever seen her? What do you know about this person? Share your ideas with the class.**



- 2**  **Read and listen to the text. In pairs discuss the following questions. Why is the information relevant? What do you think about her accomplishments? Why do you think her research is important?**
- 32**

Marie Curie was born in 1867. She was a Polish scientist. She won the Nobel Prize in both Chemistry and Physics. She discovered polonium and radium. She was the first female professor at the University of Paris. Curie had to fight against women discrimination. During World War I she promoted the use of radium to relieve pain. She developed radiography units to provide X-ray services to different hospitals in the field. She died in 1935 from cancer caused by continuous exposure to high-energy radiation. Marie Curie's research contributed to science development in the world.

- 3**  **Have you ever visited a similar museum? Which one? When? What did you see? Discuss your ideas in pairs.**

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ask students to talk about the kind of people they think they would like to learn more about in a museum, e.g. scientists, artists, etc.

AK: Answers may vary.

Additional Activity

As an additional activity you might ask students to work in groups, make a list of scientists they know or they would like to know about and choose one. Then, you could tell them to write some questions they can ask to find information about him or her. You could monitor while students work and provide any needed assistance. Next, you could have students look for information about that person and make some notes. Finally, you may ask a volunteer from each group to share their information with the class.



4 Work in groups. Choose some objects you could put in a museum exhibition. Look for information in different sources and select essential information you should know about the topic. Remember to use your own words to make museum labels for these objects. It is important to consider the organization of the text, as well as grammar and spelling. Write the information for the museum label in your notebooks.

The purpose of this activity is for students to work together to organize their ideas, write questions, research information and select the most important elements in order to use their own words to create museum labels. You may want to select a topic (or topics) beforehand and bring possible research materials about it so that you can guide this activity better and you can also have students compare and contrast their work having the same topic as reference.

AK: Answers may vary.



5 Present your exhibition to your classmates. Why is it important to include complete information in these museum labels? Mention some of the main ideas you found in your classmates' labels? Where did you find them? Make some notes about your findings.

You can have students present their work to the class. Encourage students that are looking at the presentations to identify things that are clear and things that might not be clear enough so that they can give some feedback. Then, you might have the groups to join another group and read their museum labels to see if they can find the main ideas in their classmate's labels. You may invite volunteers to share their conclusions with the class.

AK: Answers may vary.

Assess your progress!



You can ask students to reflect on the questions after they have completed their product. You could remind them that there are no incorrect answers. Tell them to think of this reflection as a way to identify the challenges they faced, how they worked to overcome them and what they still need to work on.

Academic and Educational Enrichment
 Home Presentation or Current Week

4 Work in groups. Choose some objects you could put in a museum exhibition. Look for information in different sources and select essential information you should know about the topic. Remember to use your own words to make museum labels for these objects. It is important to consider the organization of the text, as well as grammar and spelling. Write the information for the museum label in your notebooks.

Tip: When you read, you can ask some questions to find the main idea:
 What is the topic?
 Who or what is the paragraph about?
 What does the author want me to understand?

5 Present your exhibition to your classmates. Why is it important to include complete information in these museum labels? Mention some of the main ideas you found in your classmates' labels? Where did you find them? Make some notes about your findings.

6 Work in groups. Take out your information from previous sessions and your research. Work together to decide what museum labels you want to make and organize your information. Remember to choose only relevant information and write sentences about it using your own words. Decide which pictures you will include too. Check spelling and grammar and make the final drafts of your museum labels. Present your work.

What's Your Progress?

Reflect on the following:

- What is the biggest challenge when deciding what information to use?
- What steps do you take in order to be able to write information using your own words?

I think I need to work more on _____

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6 Work in groups. Take out your information from previous sessions and your research. Work together to decide what museum labels you want to make and organize your information. Remember to choose only relevant information and write sentences about it using your own words. Decide which pictures you will include too. Check spelling and grammar and make the final drafts of your museum labels. Present your work.



Students can now use all their work from previous subproduct sessions to create their museum labels. You can encourage them to decide what information is relevant and remind them that it is best if they include the most important information using their own words. You may want to help them check their grammar and spelling. You can remind them to include pictures with their labels. You can then have students share their work with their classmates.

Review and Product

With your product groups, discuss the following:

As mentioned previously, the purpose of this activity is for students to reflect and think about what they learned in this unit. Encourage them to think about the product they worked on and discuss the questions thinking about ways in which they could improve. You could also share feedback on their work and or other elements you think they need to improve.

Product

Museum label

As mentioned previously, the purpose of discussing these questions is for students to think about practical uses of their learning outside of the classroom. You may want to choose the interaction (be it pair work, group discussions, whole class discussion, etc.) that might benefit your students the most. Encourage them to answer the questions while keeping their community in mind, even if people in their community don't speak English, the idea of this reflection is to get students to think about how everything we learn in our classroom can be used in real life too.

Review and Product

Review

With your product groups, discuss the following:

1. Why are museum labels useful?
2. What do you think is the purpose of museums?
3. What is the hardest part of describing objects?
4. What are your strategies to do research?

Product

Museum Label

1. Where would you find museum labels in your community?
2. What museum labels do you think people in your community could be interested in?
3. What museum labels would you like to make for people in your community?

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Alternative Product

As an alternative product you could have students make an exhibition for a museum in their community, for example a flower exhibition, handicraft exhibition, crop exhibition.

Rubric

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

As students work in groups of three, you may want to walk around the classroom and listen to what they mention. You could ask them to write down the strategies they mention and perhaps keep them as reference since researching is a useful skill not just for English class. They can then use these notes to complete step 3 and write a strategy that might help them improve. You could also invite volunteers to share their ideas with the rest of the class. You may want to go over the rubric and the scale with the students and clarify any doubts. Remind students that their best way to improve is to analyze what you've been doing. This unit's evaluation tool is a rubric. You may go over the descriptors in the rubric to make sure they understand them before they begin completing the assessment. Encourage them to think carefully and be honest with their answers for each of the statements.

Evaluation

Once you finish the Unit, you could use the evaluation on page 159 and make photocopies that you may use to evaluate your students.

Evaluation Tool

Rubric

- 1 in groups, talk about the information you can find out when you read museum labels.
- 2 Share strategies you used to research and find out information for your own museum cards.
- 3 Think the strategies you talked about with your group and write down one that can help you improve.

- 4 Read the statements and mark them honestly.

Developed = 2 points
 Still Developing = 1 point
 Needs improvement = .5 point

6 + Outstanding
 3 + Still Developing
 1 + Needs improvement

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UNIT 1

Track 1

Cambridge Odyssey Activity Book Primary, Level 5. The recording is copyright of Cambridge University Press 2020. No part of the text or the recording may be reproduced in any form without permission in writing from the publishers.

Track 2

Daniel: Hi, guys.

Katy: Hi, Daniel.

Lore: How are you, Daniel?

Daniel: Good. How are you? What are you doing?

Katy: We're good.

Lore: We're planning a picnic. Do you want to come?

Daniel: A picnic? When?

Katy: Next Saturday at 1 pm.

Daniel: Ok. Where?

Lore: At Reyes Park.

Katy: Bring some food to share.

Daniel: I will. See you there!

Track 3

Teacher: Hello, Elena. Are you ready for the school party?

Elena: Hi, teacher. Yes, my mom got me a new dress.

Teacher: That's great. I heard you were helping Mario with the decorations.

Elena: Yes. Everything is ready now. We just need to decorate everything on Saturday morning.

Teacher: Excellent. Let me know if you need any help. I'll see you around.

Elena: Thank you teacher.

Track 4

Elena: Hello?

Mario: Hi, Elena.

Elena: Hi, Mario. How are you?

Mario: I'm ok. Thanks. How are you?

Elena: I'm good.

Mario: Hey, I just wanted to make sure that I got the correct decorations. We need purple and white ribbons, right?

Elena: Yes. Oh and if you find purple and white plastic flowers we can use them too.

Mario: Ok. I'll send you pictures of everything I find.

Elena: Great! Thanks.

Mario: Talk to you later.

Elena: Bye!

Track 5

Paty: Ok, guys, we have to finish getting everything ready for our bake sale.

Fede: Yes. Here is the list of the cakes, cupcakes and cookies we will sell.

Ara: I have already talked with Principal Jones. We can use the school yard on Friday afternoon.

Leo: At what time does everything need to be ready?

Paty: We can start when the goodies get here.

Fede: My mom and Leo's mom will bring all the food to school at 1 pm.

Ara: Remember we need everything to be ready at 3 pm.

Leo: Ok.

Ara: I prepared some invitations for the parents, older students and teachers.

Leo: I need to go now. Call me if we need something else.

Paty: Ok, take care.

Ara: Bye Leo.

Fede: Bye.

Leo: See you later.

Track 6

Silvia: Good afternoon Mrs. Doodle.

Mrs. Doodle: Hello Silvia, how are you?

Silvia: I'm good. How are you?

Mrs. Doodle: Oh, I'm ok. I just need some help.

Silvia: What do you need?

Mrs. Doodle: I went to the supermarket. I put the groceries in the trunk of my car. I can't get them out. Can you help me carry the groceries to my house?

Silvia: Sure!

Mrs. Doodle: Thank you dear.

Silvia: It's no problem.

Mrs. Doodle: The other day I saw you riding a bicycle. Have you been to the new bicycle park?

Silvia: No, not yet. I wanted to ride my bike there last weekend, but I had lots of chores at home.

Mrs. Doodle: Oh, I hope you can go soon. My grandson Michael was riding his bike for hours the other day.

Silvia: Thank you Mrs. Doodle.

Mrs. Doodle: No, thank you for helping me carry my groceries. It's great to see you.

Silvia: Anytime Mrs. Doodle, have a nice weekend!

Track 7

Max: Please let me through.

Meli: Tell me!

Max: No, I'm sorry, but it is private.

Meli: But I want to know what you told Tom.

Max: Please leave me alone.

Meli: Why can't you tell me?

Max: I'm sorry. I have to go. I will see you later.

Meli: No, wait. Where are you going?

Max: Excuse me, I don't want to talk anymore. Good bye.

Track 8

Woman: Hello?

Sam: Hello? May I speak to Fabio? This is Sam.

Woman: Hi Sam, this is Fabio's mom.

Sam: Hello.

Woman: Give me a moment.

Sam: Ok.

Fabio: Hello?

Sam: Hi Fabio.

Fabio: Hi Sam.

Sam: Do you want to come to my birthday celebration on Saturday at the bowling alley?

Fabio: Yes! At what time?

Sam: At noon.

Fabio: Great. Let me tell my mom. I'll see you there!

Sam: Great! See you there. Bye.

Fabio: Bye.

Woman: This Saturday?

Track 9

Syl: Here is my cousin Mae. She's the one I told you about. She knows how to make lots of things. She can probably help you make a good present for your dad. Mae, this is Jake, my friend, he needs help to make a present for his dad.

Jake: Hi Mae.

Mae: Hi Jake. Nice to meet you.

Jake: Nice to meet you too.

Mae: Do you know what you'd like to make?

Jake: Well, I was thinking something he could put in his office.

Mae: Ok, let me think...

Track 10

A: Hey, do you want to go to the movies this Friday?

B: I'm sorry I can't on Friday. Maybe we can meet on Sunday.

A: I have lunch with my grandparents every Sunday.

Can you meet on Thursday at 4 pm?

B: Yes, Thursday at 4 is great. What movie will we watch?

A: What about the new comedy?

B: Ok, that's fine. I love comedy. I'll see you on Thursday.

A: See you!

UNIT 2

Track 11

Narrator:

I knew it was going to be a long night, I hadn't done any homework I was supposed to do and to be honest, I had left everything for the last minute. Not a good idea!

November, yes it happened in November because I remember the weather was chilly and I was wearing fleece pajamas.

My sister had the same problem too, she decided not to do any homework for a week, and now she was behind on all her assignments. When my mom knew this was happening, she thought it would be a good idea to leave us alone at home, while she was at my aunt's birthday party. Before she went, she asked us to keep the doors locked and to call her if we noticed anything strange.

Once she left, my sister and I started working on our homework, piles of books and notebooks were on the table; writing, coloring, reading, it was a lot of work! We were focused on our work when I thought I heard a noise.

"Did you hear that noise?" I asked my sister.

"What noise?" she answered.

Nothing... She kept working until again, until, it happened again; The sound of a scratch in the backyard, and some steps, almost imperceptible.

"What's that?" she asked.

"I don't know... But we have to figure it out." I said.

"I'm scared, we should call mom." My sister was already pale when she said this, so we decided to hide under the bed and call mom, who came back in less than 5 minutes.

"What's wrong? Are you okay?" My mom asked.

"We heard something, it's in the backyard, we think it's a monster... Whatever it is, it's not human." I said.

My mom sighed, smiled and opened the backyard's door. When she came back, she was holding a black cat: "Here is your monster... You were right, it isn't human."

She had a big smile on her face when she noticed we were almost done with our homework, so she decided to wait for us and take us to the party. Don't leave everything for the last minute! You may get a cat!

Track 12

Narrator:

Last year we planned a surprise for my mom on Mother's Day. It was my brother's idea. Dad was on board too. We even got my grandpa to help us so that we could get the surprise ready. On Mother's Day morning, we didn't congratulate my mom; we all pretended it was just any other day. Then, my grandpa came and picked up my mom and took her somewhere, I'm not sure where though. While they were gone, we

prepared the surprise. First we cleaned the whole house. Then, we baked a cake. We worked together to finish the cake because we are not very good at baking. We were going to cook some lunch too, but dad decided that we shouldn't risk burning down the house we just cleaned. We had to choose what to order for lunch, there were many options such as pizza, pasta, hamburgers, tacos, tortas, and many more. It was so difficult to choose. My dad chose pasta in the end. While we were waiting for the pasta, we decorated the house too.

Finally, mom arrived back at home. We shouted "Happy Mother's Day", and she was very surprised. We ate the pasta and then we ate the cake. The cake was as good as we could expect...that means not very good in this case, but mom didn't say anything. She was very happy about the surprise.

Track 13

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Track 14

Narrator:

One day walking back home from school I heard a strange noise. It was a noise that wouldn't stop so I followed it. The sound took me to an alley that looked kind of scary. The sound continued and I was too curious. I looked to the right of the alley and there I saw a cardboard box. I went closer and closer, I was scared about what I would find in it. I opened the box and there I saw the cutest black cat ever! It was tiny, with big yellow eyes and it had meowed so much that its throat was dry. That's why it sounded strange. I took the kitten out of the box and covered it with my jacket. I went straight home and my dad and I went to the vet. The vet checked the kitty and told us it was a male cat and it was healthy. I decided to adopt him. I named him Shadowy. And that's the story of how Shadowy the cat came to be my best friend.

UNIT 3

Track 15

Narrator:

There are many different places in a city or town and they are all important. Not all cities or towns have the same places, but let's talk about some of them. There are places to learn like a school or a library. Places for entertainment like a museum or a movie theater. Places to eat like restaurants. Places where you buy things you need like the grocery store and the bookstore. Places where people help the community like the police station, the hospital and the post office. In a city or town you can use different means of transport to get to places like the bus, a car, a bike and on foot!

Track 16

Narrator:

Exit the grocery store and turn right. Then, turn right and then right again and tell me where you are at (movie theater).

Exit the school walk towards the movie theater. When you see the bookstore, turn left. Continue straight until you get to Park Street. Where are you now?

Exit the museum and walk right. When you get to the library, turn left, continue straight until you cross Maple Street. What places are next to one another?

Track 17

A: Excuse me. I need to get to the post office. Is it very far away?

B: No, it's not that far, maybe 800 m. Do you need directions?

A: Yes please.

B: OK. Keep going straight ahead. When you get to the school, turn left. Keep walking until you reach the grocery store. Turn right at the corner. You'll see the post office. It is behind the grocery store and next to the library. You can't miss it!

A: Thank you very much. Before you go, do you know where I could find the nearest amusement park?

B: Oh, that is far away. I don't know the exact distance but it's probably 200 m. away.

A: Oh wow. Well, thanks any way.

B: No problem.

Track 18

Mike: I'm telling you we have to go south.

Susie: I'm sure we have to go west.

Mike: The nearest bus stop is definitely to the south.

Susie: No, I'm sure we have to walk west. The bus stop I'm talking about is the one right in front of the police station.

Peter: Sorry to interrupt you.

Mike: It's not a problem. Can we help you?

Peter: I was wondering if you could give me directions please.

Susie: Where do you need to go?

Peter: I need to go to the park.

Mike: Oh, it's really close by, northeast of the town.

Peter: I'm sorry. I don't know the cardinal directions.

Susie: Oh, don't worry, look. North is this way. Now that we are looking towards the north, south is right behind us. East is to the right and west is to the left.

Peter: Ok, so the park is that way.

Mike: Correct. Northeast. Just continue straight and turn right on 1st Street. Walk straight two blocks and you'll see it.

Peter: Thanks.

Susie & Mike: No problem.

Track 19

Narrator:

You have to walk straight, turn right, walk three blocks, then turn left, continue straight, next to the hospital there is a park, near the park there is a grocery store, behind the grocery store there is a movie theater, between the museum and the library there is a bus stop. Turn left, then right and then left again and you'll get there.

UNIT 4

Track 20

Narrator:

A guide is something that gives information or instructions to help people understand something. An illustrated guide includes information or instructions and pictures that help you understand these instructions or information. The guides that have instructions include steps.

There are many different kinds of guides, for example: guides to put things together, like a toy; guides for travelers, so that you can find important places in a new place; guides for everyday activities, like how to take care of your shoes or how to brush your teeth; guides to solve problems, like what to do when you are feeling sad or how to use a phone that you don't know how to use; and many more.

UNIT 6

Track 21

A: What are you looking at?

B: Pictures. Old pictures.

A: Is that dad?

B: I think so. The kid in the picture has brown curly hair, brown eyes and light brown skin.

A: Yeah, just like dad.

B: Look, black straight hair, brown eyes and dark brown skin. Who is it?

A: It's aunt Silvia!

Track 22

A: What's wrong?

B: I need some help. I don't understand our homework.

A: You have to choose an age and then write some sentences to describe your appearance and your abilities.

B: I know, but how?

A: For example, here is my picture. I was six here. I had such long hair. Look at my legs, they were very short, I couldn't run very fast. Now I my legs are longer and I can run fast. I was small. Look at my t-shirt, it looks so big!

B: Oh, I see.

A: Have you got it?

B: Yeah, thanks.

Track 23

Look at me! I was so small! Everything was so different. My hair was short and curly. Now it is long and it doesn't look the same anymore. This was the day of my first dance lesson. I couldn't do anything! I even fell down. I remember I had to put my leg on a bar, but I couldn't reach. I was too short. Now I am taller than the bar! And my feet were small too. I didn't have dancing shoes at the beginning because they were all too big. I grew a lot. Now I have dancing shoes, I can jump and I can spin.

Track 24

A: Tell me something about yourself when you were little.

B: Hmm...when I was five I didn't like to wear shoes, but now I love sneakers.

A: Awww. When I was five I loved to wear pink clothes, but now I prefer to wear other colors.

B: When I was three my hair was very long, but now it's short.

A: When I was five I didn't wear glasses, but now I do.

B: Your glasses look cool.

A: Thanks.

UNIT 7

Track 25

Adrian: Ok, so it is my turn to be gamemaster. Are you ready?

Bianca & Joe: Yes.

Adrian: Ok, so before we begin the adventure, you first need to tell me what your characters are like. Let's roll and see how they fit into the story.

Joe: I'll go first. My character is Peter Dune, the botanist.

He is a human. His dad was good with the sword.

He is good with the sword. He has a farm.

Bianca: Ok, so my turn now. My character is a paladin, defender of civilization and his name is Fabian. He was called by Callie to help with a magical problem.

Track 26

Adrian: Ok, so are you ready? We start at the villa. Peter Dune is already there, Fabian is going that way.

Bianca: Can it be dark?

Adrian: No, now it is like the evening. Everything at the villa looks Medieval. At the villa door there is an elf that greets you. She introduces herself as Autumn and asks you to tell her what you want to do at the villa.

Joe: Well, I am already there.

Adrian: Yeah, Peter you are already here.

Bianca: Well my name is Fabian and I come here to meet Callie.

Adrian: Right, they've been expecting you.

Joe: Can you tell us more about the magical people in this world?

Adrian: the magical people in this world are just like in almost any other story, elves, dwarves, there are orcs, you can also find good and bad mages and fairies.

Joe: OK.

UNIT 8

Track 27

Narrator:

Our mind

What is memory?

Memory is an ability to take in information, process it, retain it and recall it. In other words, memory is the ability to remember facts, impressions, experiences, habits and skills. It's an ongoing process that involves different part of the brain.

Why do we remember things from the past?

We remember things from the past because the brain stores memories. The brain forms, organizes and stores memories in the hippocampus. This small organ helps humans to form long-term memories, connect memories to other memories, and connect memories to emotional senses.

Can memory be affected?

Yes, memory can be affected.

What affects memory?

Some brain injuries can affect memory. That is why it is important to protect your head when you ride your bike or play football, or roller skate. There are also some diseases that can affect older people like Alzheimer. In almost 100 per cent of humans the sense of smell can activate memories. Different scents can make you remember things. There are people who can think of smells and remember particular memories. The nose registers the smell and its information is sent to the amygdala and the hippocampus

people in this world?

UNIT 9

Track 28

You may have seen and have asked yourself what are those unmanned flying objects seen in the sky. They are drones.

In the last decade the robotic aircraft industry has developed rapidly. Drones were first used only for military purposes, now they are used for different reasons and they are contributing to accomplish certain tasks that before were almost impossible for humans to do.

Scientists use drones to track wildlife animals to learn more about their behavior and to raise data to count them. They also use them to detect elephant and rhino poachers who kill those animals to sell their tusks and horns.

Rescue teams use drones to locate people, deliver emergency supplies such as medical material, water and food after a natural disaster like earthquakes, hurricanes and tornadoes. They are also used to inspect power lines, oil and gas pipelines in areas where human access is not possible.

Meteorologists use drones to forecast hurricanes and tornadoes and to track storms. Journalists and filmmakers use them to film in certain places where access is difficult for example in mountains or in the sea.

As you can see, drone technology serves for different purposes.

Nowadays, some research centers all over the world are giving funds to study and develop drone technology. If used appropriately, drones can benefit humankind because they will allow people to perform certain things that before were unthinkable.

Track 29

In the last years, news about destruction in different parts of the world caused by strong hurricanes is frequent.

Hurricanes are large storms that produce winds of more than 100 kilometers per hour. They are formed over warm ocean waters. When hurricanes hit land a wall of water is formed. This wall of water, called a storm surge causes severe flooding.

Hurricanes are formed over warm ocean water; they are named to make it easier for meteorologists to track them. There are five categories.

Category 1 is the mildest and Category 5 is the strongest. Even though weather forecasts predict hurricanes and follow their track, nothing can be done to prevent them. In just a few hours they can destroy a place.

In the last decades in some parts of the world, hurricanes have increased in intensity. Some scientists believe that climate change is having an impact on this because ocean temperature is getting warmer. There is ongoing research on this matter to find out how climate change affects the formation of hurricanes and their intensity. We hope that soon will be able to get more information so actions can be taken to prevent them

Track 30

Reporter: Today we have in our studio, Dr. James Randall.

Dr. Randall is an experienced space engineer.

Reporter: Good morning Mr. Randall. When did space exploration begin?

Dr. Randall: It began in the 50s'. At that time, Russia launched the first satellite into orbit around Earth. It was at that time when they launched the first animal in orbit, a dog called Laika.

Reporter: Who was the first human in space? **Dr. Randall:** Yuri Gagarin, a Russian cosmonaut was the first human in space. Few weeks later, Alan Sheperd and American astronaut was launched into space.

Reporter: When did the first men walked into space?

Dr. Randall: Well, the first main who walked in space was a Russian cosmonaut, but the first man who walked in a planet, the Moon was Neil Armstrong, an American astronaut.

Reporter: What do astronauts do in space?

Dr. Randall: They clean, check and maintain the equipment, they exercise to maintain their muscles tone, they do scientific experiments, they collect data, sometimes they do space walks.

Reporter: What do you think about space exploration?

Dr. Randall: I think is very important because it allows scientists to collect relevant data for different purposes, like inventing new technology, understand the universe, the environment, among other things.

Reporter: How is space exploration today?

Dr. Randall: Several countries all over the world participate in space exploration. For example, they have missions in Mars and Mercury.

Reporter: What do you think about space race?

Dr. Randall: In my opinion, the one thing the space race benefits is science and technology. We want to discover space first, so we invest more money and invent more technology to do so.

Reporter: Thank you Dr. Randall.

Track 31

Do you care about the environment?

If your answer is yes then, Go green! and keep this information in mind. One of the things you can do to protect the environment is to be green. What does that mean?

This means that you take some steps to do it. Here are some things you can do.

Reduce the things you use and throw away. Instead of drinking juice in disposable containers, use reusable glasses.

Recycle books, bottles, cans and paper. Instead of buying books, you can go to the local library and borrow some books to read.

Save water. Take shorter showers. Make sure to turn off the tap when you don't need water.

Turn off the lights when you do not need them. Unplug your gadgets when you are not using them. Turn off your computer when you are not using it.

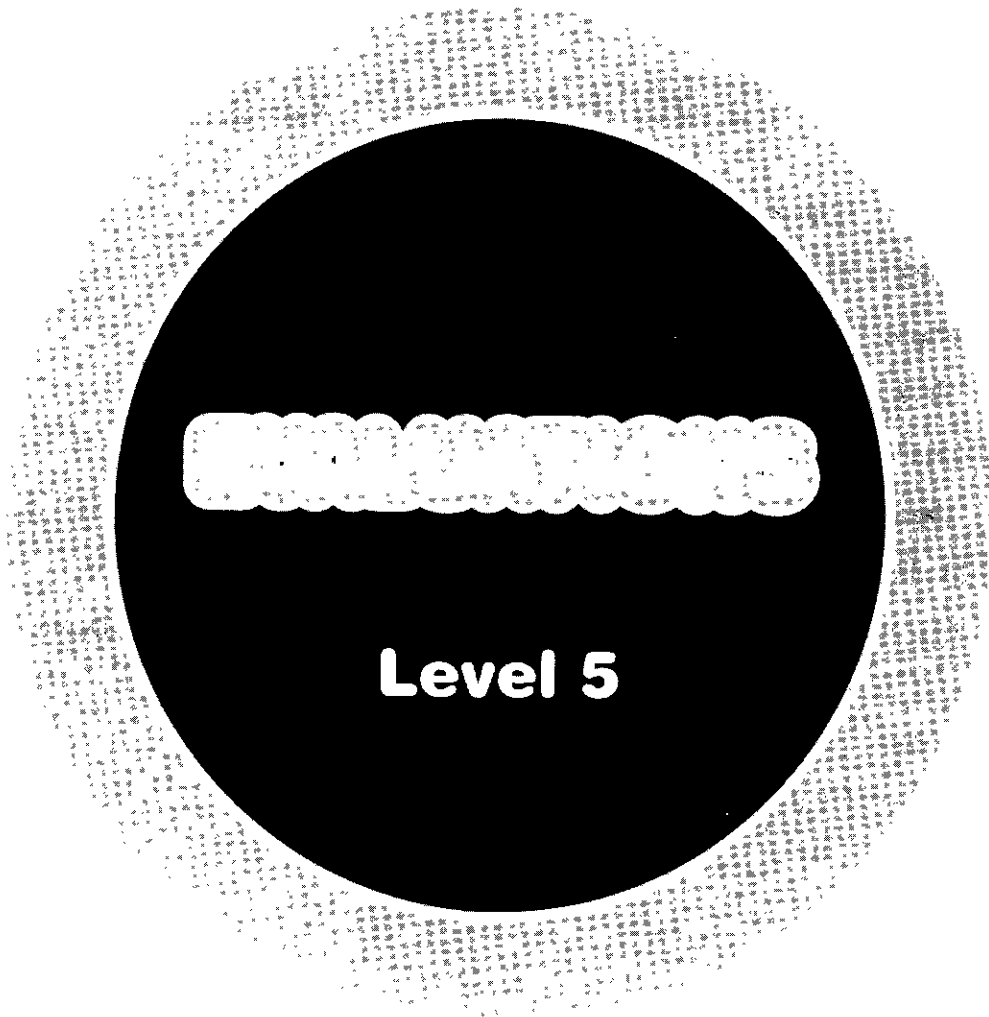
If you go to a short distance, walk or ride your bike instead of taking the bus or going by car.

Help your family to collect rainwater. That freshwater can be used to feed the plants or clean the floor.

UNIT 10

Track 32

Marie Curie was born in 1867. She was a Polish scientist. She won the Noble Prize in both Chemistry and Physics. She discovered polonium and radium. She was the first female professor at the University of Paris. Curie had to fight against women discrimination. During World War I she promoted the use of radium to relieve pain. She developed radiography units to provide X-ray services to different hospitals in the field. She died in 1928 from cancer caused by continuous exposure to high-energy radiation. Marie Curie's research contributed to science development in the world.



Name: _____ Date: _____

 Complete the dialog. Use the words or phrases from the box.

- Do you want
- Hi
- When
- At 11
- Hello
- is organizing
- Where
- Bye
- what time
- the bowling alley

Woman: Hello?

Mark: Hello? May I speak to Linda. This is Mark.

Woman: _____, Mark. This is Linda's mom.

Mark: _____.

Woman: Give me a moment.

Mark: OK.

Linda: Hello?

Mark: Hi, Linda. _____ to come to my birthday celebration?
My mom _____ everything.

Linda: _____?

Mark: Next Saturday.

Linda: Yes! _____?

Mark: At _____.

Linda: At _____?

Mark: _____ o'clock.

Linda: Great! See you there. _____.

Mark: Bye.

Photocopiable material

10 points

Name: _____ Date: _____

○ Complete the dialog. Use the words or expressions from the box.

- going straight
- can I get
- is really close
- see the museum
- walking until
- Excuse
- Can I help
- behind
- at the corner
- turn left

A: _____ me.
B: _____ you?
A: Yes, please. How _____ to the museum?
B: OK. Keep _____ ahead. When you get to the school, _____. Keep _____ you reach the post office. Turn right _____. You'll _____. It is right _____ the school.
A: Thank you very much. Before you go, do you know where I could find the nearest park?
B: Oh that is _____. Turn left on the corner and you will see the park.



Name: _____ Date: _____

Answer the following questions.

1. What is an illustrated guide?

2. Why are they useful?

3. What are the elements they have

3 points.

Think of a problem you want to solve and write an illustrated guide. Don't forget to include information and pictures or drawings.

7 points.

Total: 10 points

Name: _____ Date: _____



Read the text. Answer the questions.

Our last family trip was very exciting. We went to Sendai, a city in Japan. We were lucky because we were able to attend the Tanabata Matsuri festival. Sendai has the biggest celebration of this festival in Japan. Tanabata means evening of the seventh and Matsuri means festival. The date of the festival can vary because of the lunar calendar. It is celebrated on the 7th day of the 7th month. The traditional story of this festival is that two gods named Orihime and Hikoboshi fell in love and can only meet once a year. They are represented by the stars Vega and Altair. The streets are adorned with colorful streamers that make the buildings look like trees in a forest. Children act out plays about the legend. You can write your wishes on strips of paper and hang them on decorated bamboo branches. They say that these wishes can come true.

- a. Where did the family go?

- b. What did they attend?

- c. When does the festival take place?

- d. What is the traditional story of the Tanabata Matsuri festival?

- e. What do children do in the festival?

5 points



Write five sentences to compare your community with the place from the reading in Activity 1.

5 points

Photocopiable material

Name: _____ Date: _____

○ Complete the dialog with words or phrases from the box.

magical people

you want to play

looks Medieval

I can't

already there

What about

are you ready

come here

think it would

play a

Rose: Do you want to _____ game?

Charly: Sure!

Rose: _____ you, James? Do you want to play with us?

James: Yes! I _____ be fun!

Rose: Tina. Do _____ with us?

Tina: Sorry. _____. I have to go shopping with my mom.

Charly: Ok, so _____. We start at the villa. Peter Dune is already there, Fabian is going that way.

Rose: Can it be dark?

Charly: No, now it is like the evening. Everything at the villa _____.
At the villa door there is an elf that greets you. She introduces herself as Autumn and asks you to tell her what you want to do at the villa.

James: Well, I am _____.

Charly: Yeah, Peter you are already here.

Rose: Well my name is Fabian and I _____ to meet Callie.

Charly: Right, they've been expecting you.

James: Can you tell us more about the magical people in this world?

Charly: The _____ in this world are just like in almost any of the story, elves, dwarves, there are orcs, you can also find good and bad mages and fairies.

James: OK.

Total: 10 points

Name: _____ Date: _____



Read the text. Write a questionnaire. Answer the questionnaire.

Climate change

Climate is changing all over the world. The Earth is getting warmer. In the last century, it has warmed by an average of 1o.C. Climate change is making our weather more extreme and unpredictable.

Climate change is affecting wildlife all over the world. There are some species of animals, like polar bears, whose icy natural habitat is melting. Apes, orangutans are other species that are threatened because the rainforests are affected by droughts causing more bushfires.

Climate is changing because of natural factors and human activities such as carbon dioxide emissions through burning fossil fuels like coal, oil and gas, emission of methane emissions, a gas produced from livestock, rice crops, and waste; and deforestation.

There are some things that we can do to protect the environment. You can plant a tree, grow your own fruit and vegetables, turn off lights when you do not need them, reduce trash, walk or ride a bike.

1. _____

2. _____

3. _____

4. _____

5. _____

2 points each correct question and answer.

Total 10 points

Name: _____ Date: _____

 **Read the text and answer the questions.**

Gold jewelry from the Muisca (Chibcha) culture (700A.D.-1600 A.D.) The Chibchas were great goldsmiths. They panned gold from mountain rivers. With gold they made different figures like earrings, pectorals, and nose studs. The Muisca civilization developed in ancient Colombia. They built their city in what is now Bogota and its surroundings. It was one of the most advanced civilizations in America.

a. What type of text is it?

b. What is the text about?

c. What did the Chibchas do?

d. Where did they get the gold from?

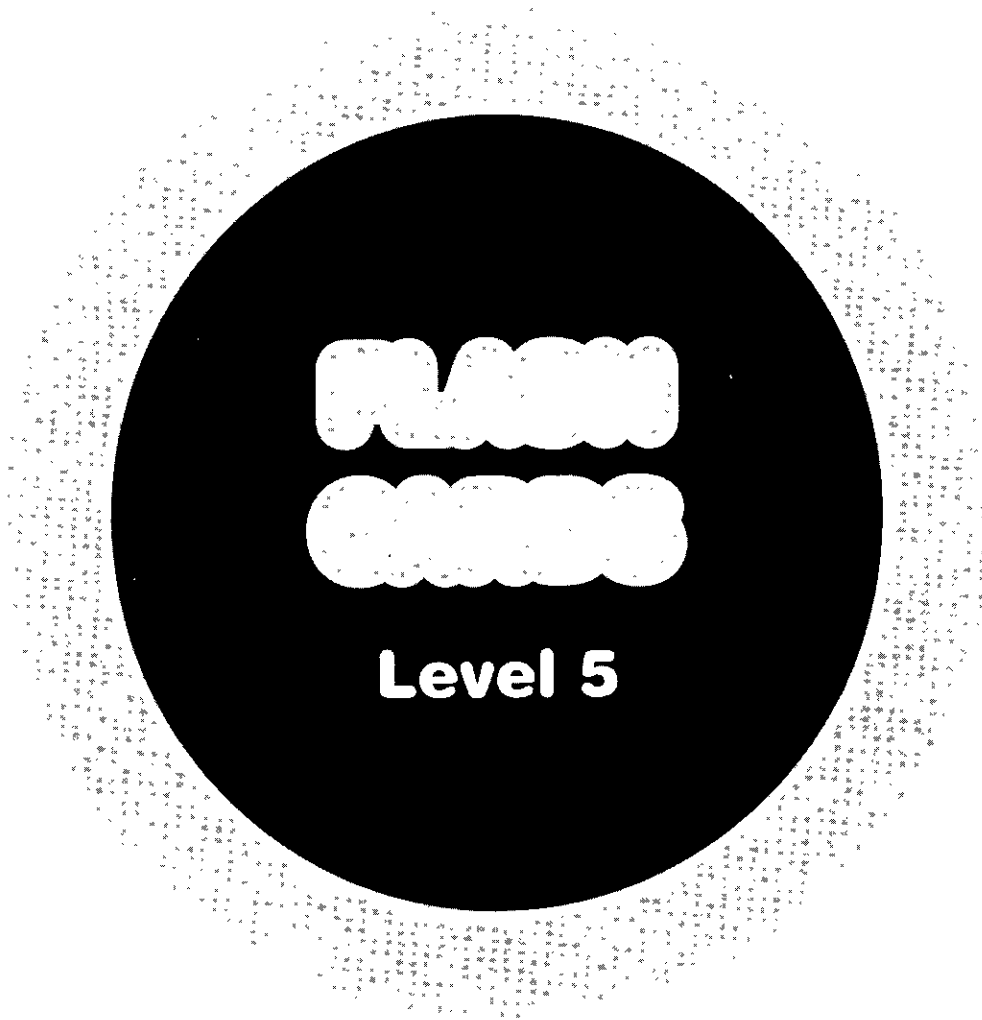
e. Where did they build their city?

5 points

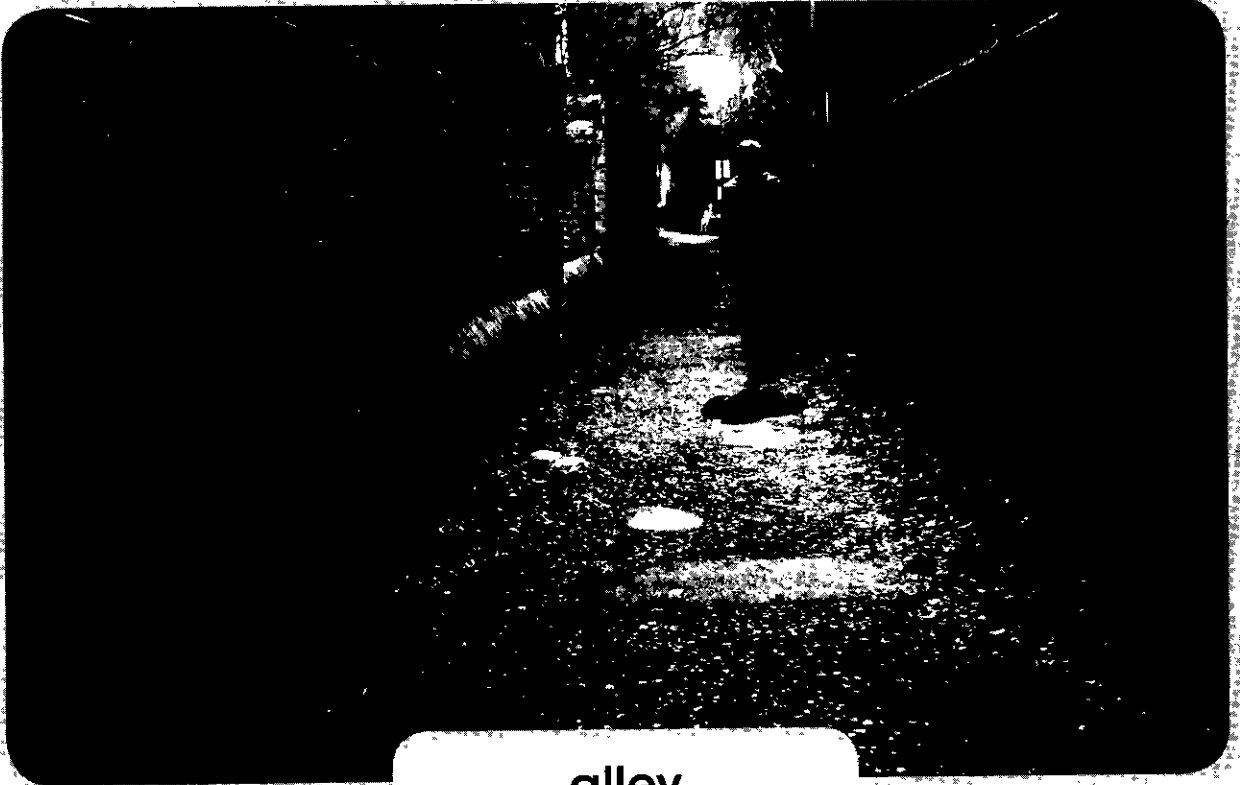
 **Write your own museum label.**

5 points

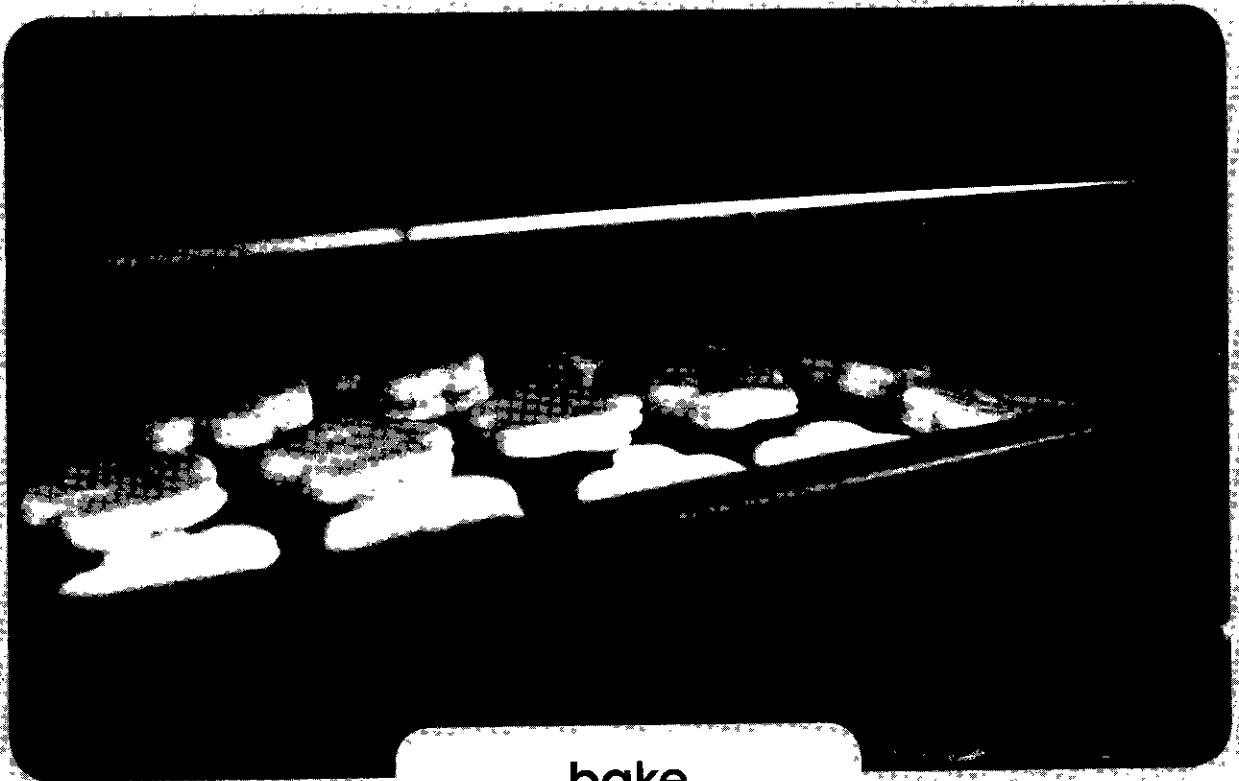
Total: 10 points



Content			
bowling alley	cloth	dark	algae
bring	collect data	dwarves	carve
alley	bald eagles	elves	clay
bake	bird-watching	dancing shoes	bison
burn down	bar	amygdala	astronaut
across the street	curly hair	brain	earthquake



alley



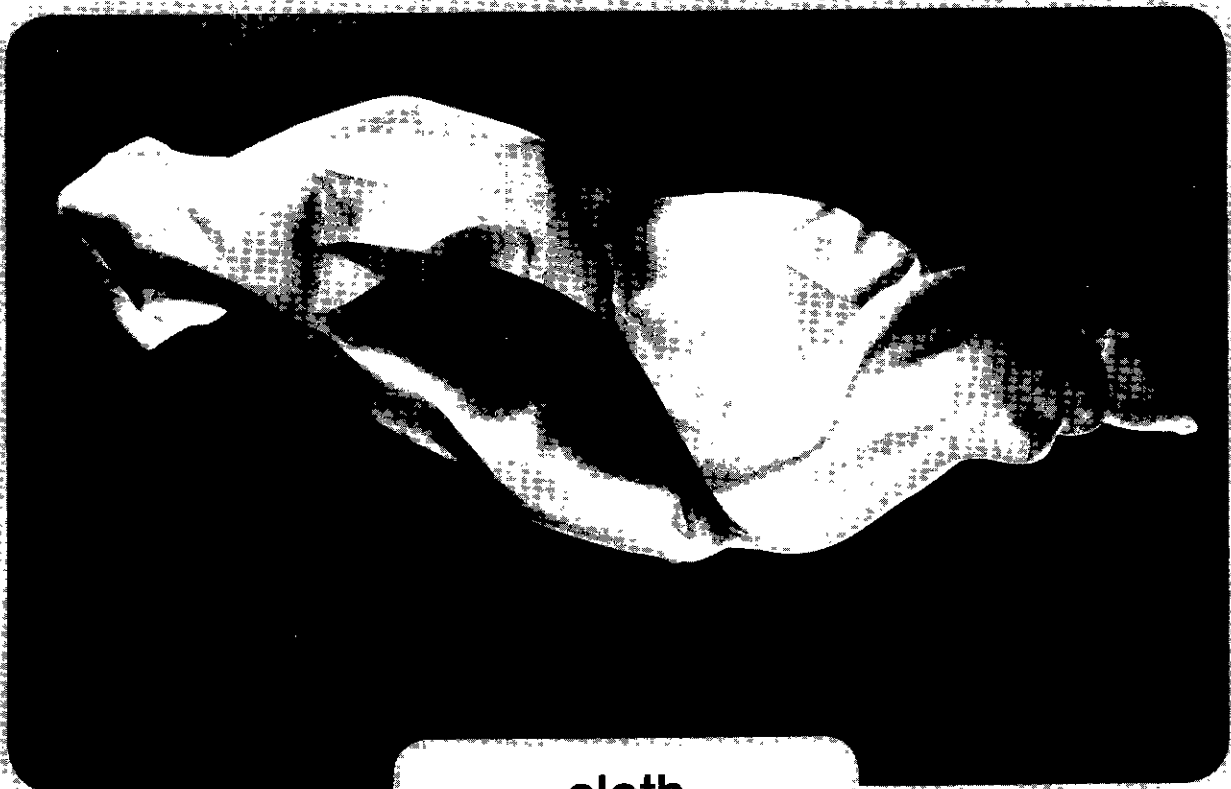
bake



burn down



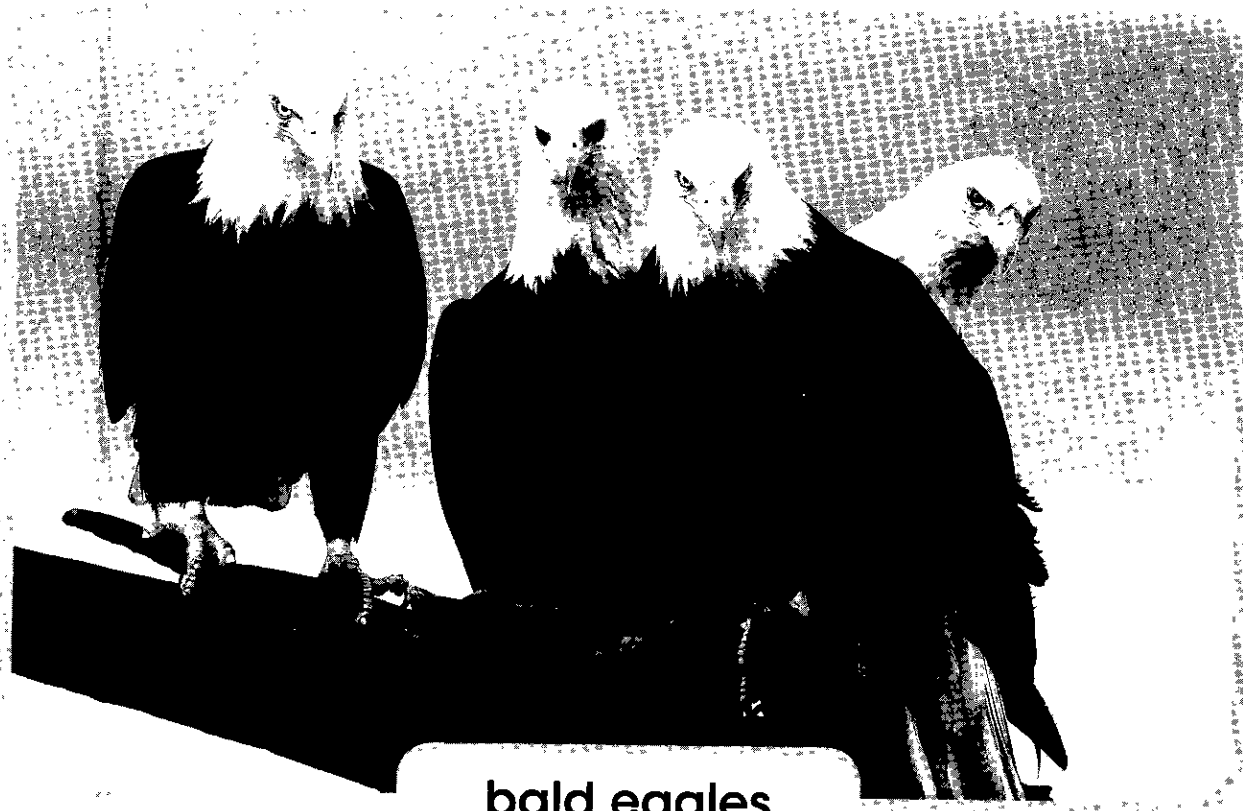
across the street



cloth



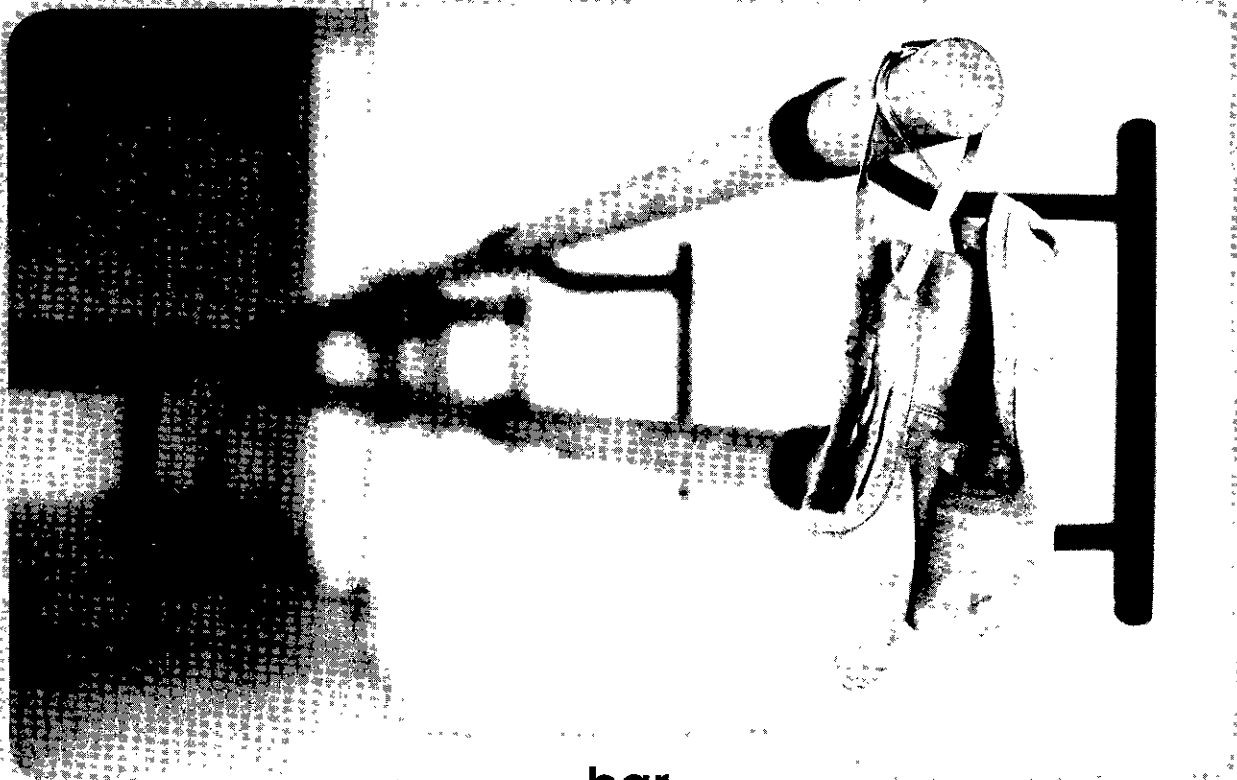
collect data



bald eagles



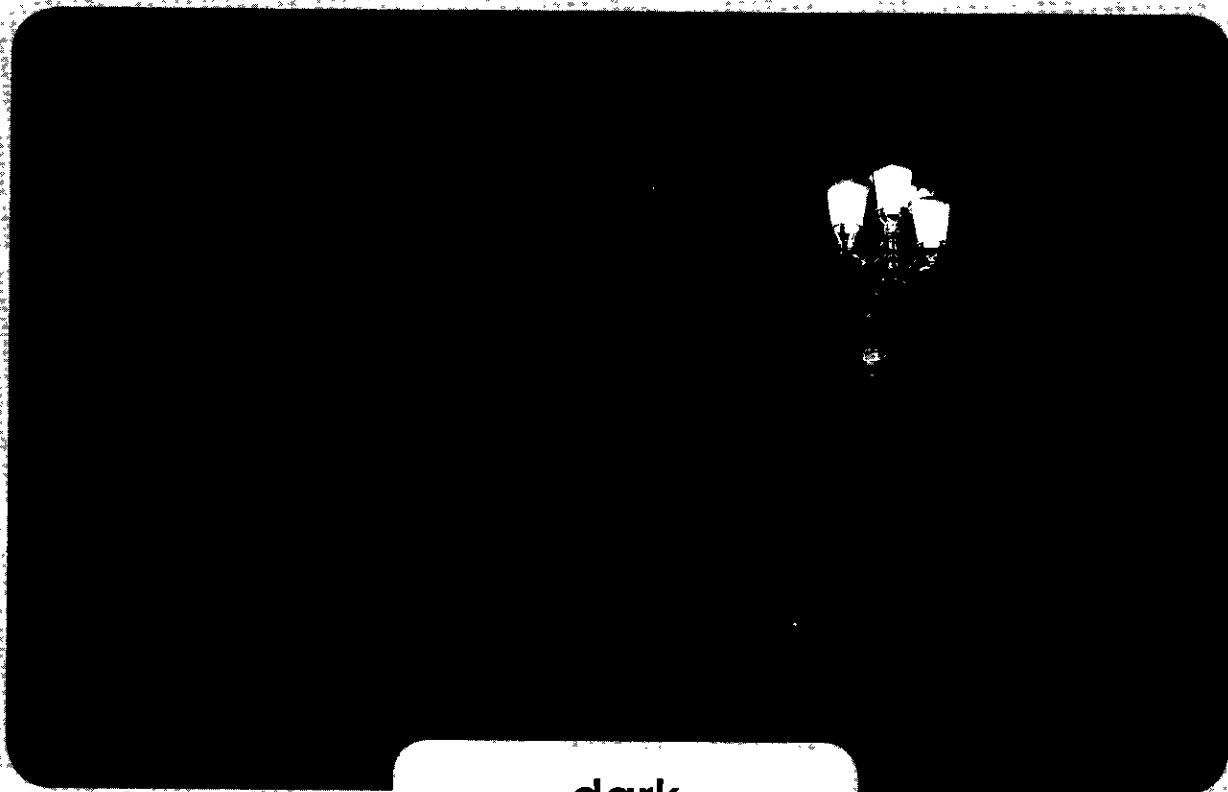
bird-watching



bar



curly hair



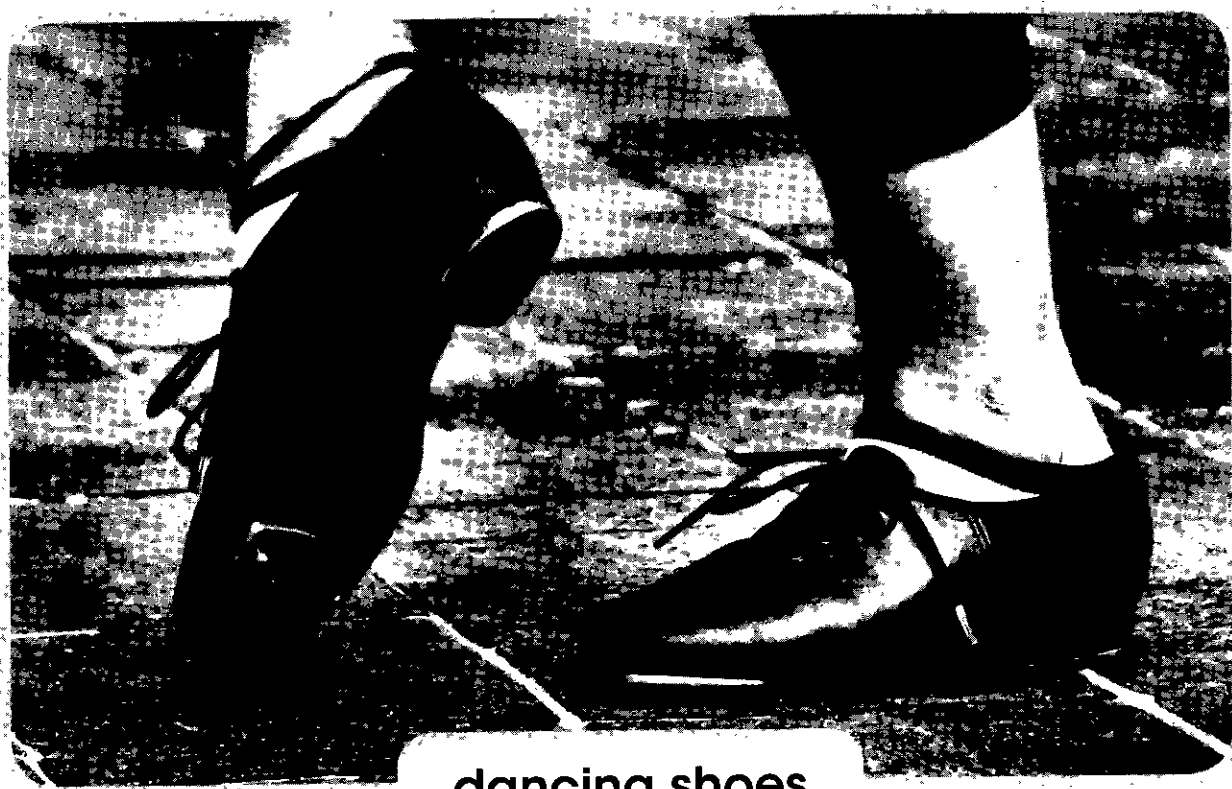
dark



dwarves



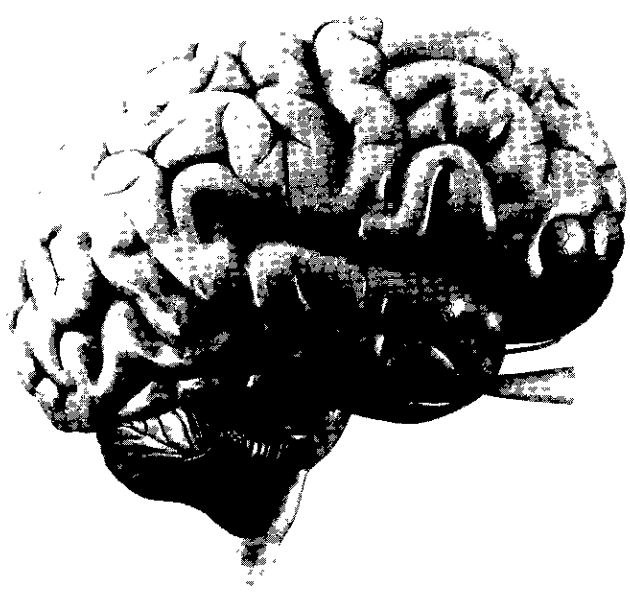
elves



dancing shoes



amygdala



brain



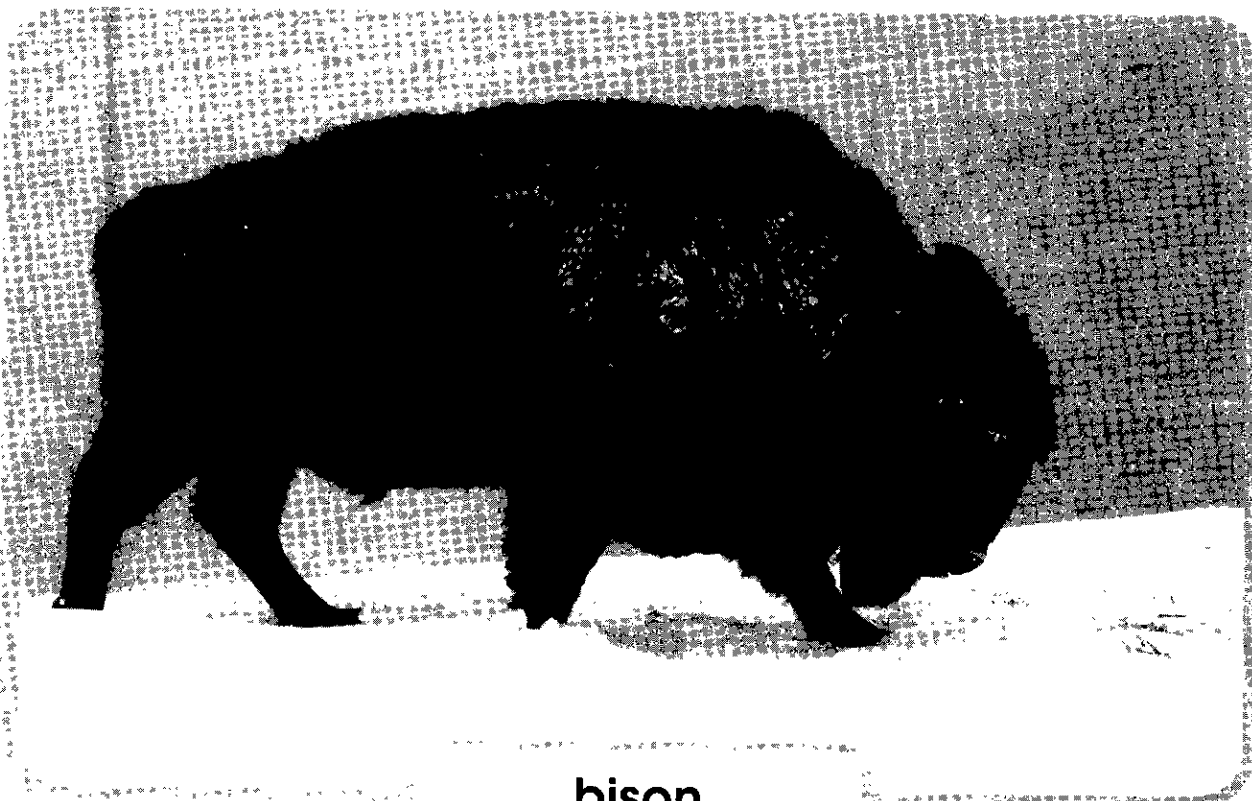
algae



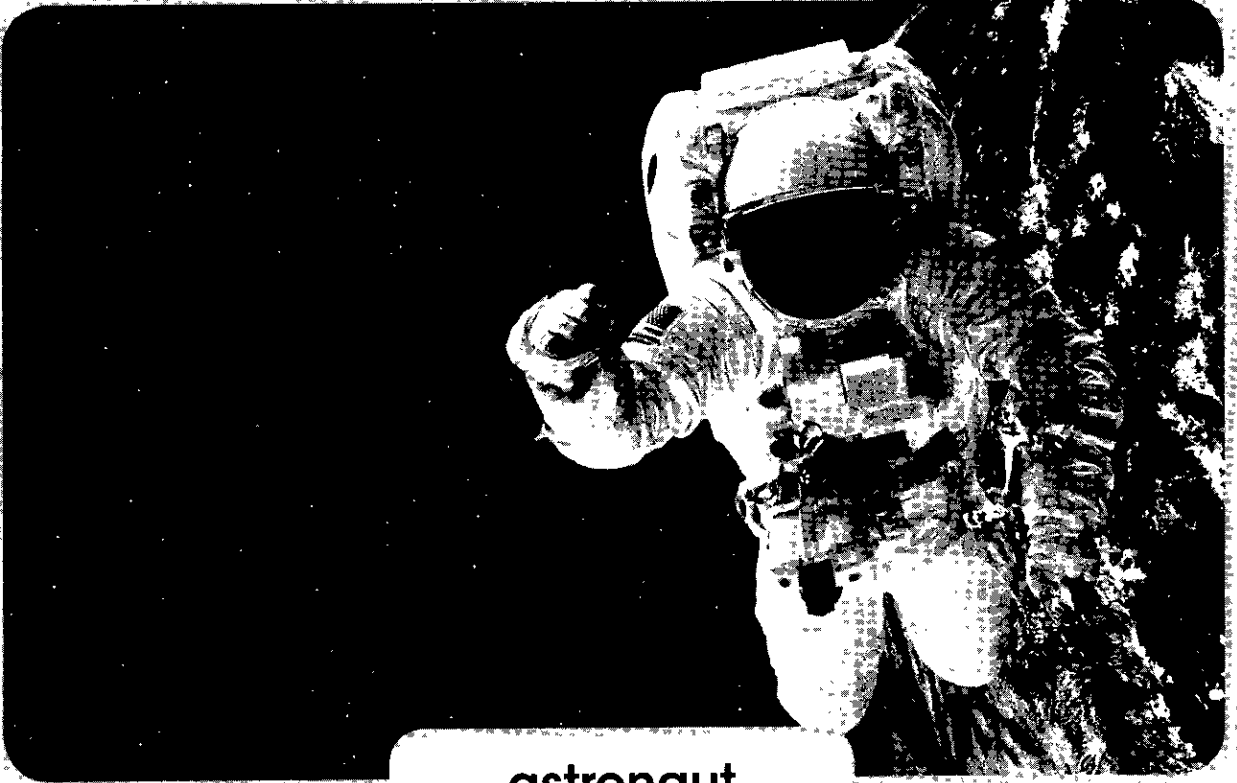
carve



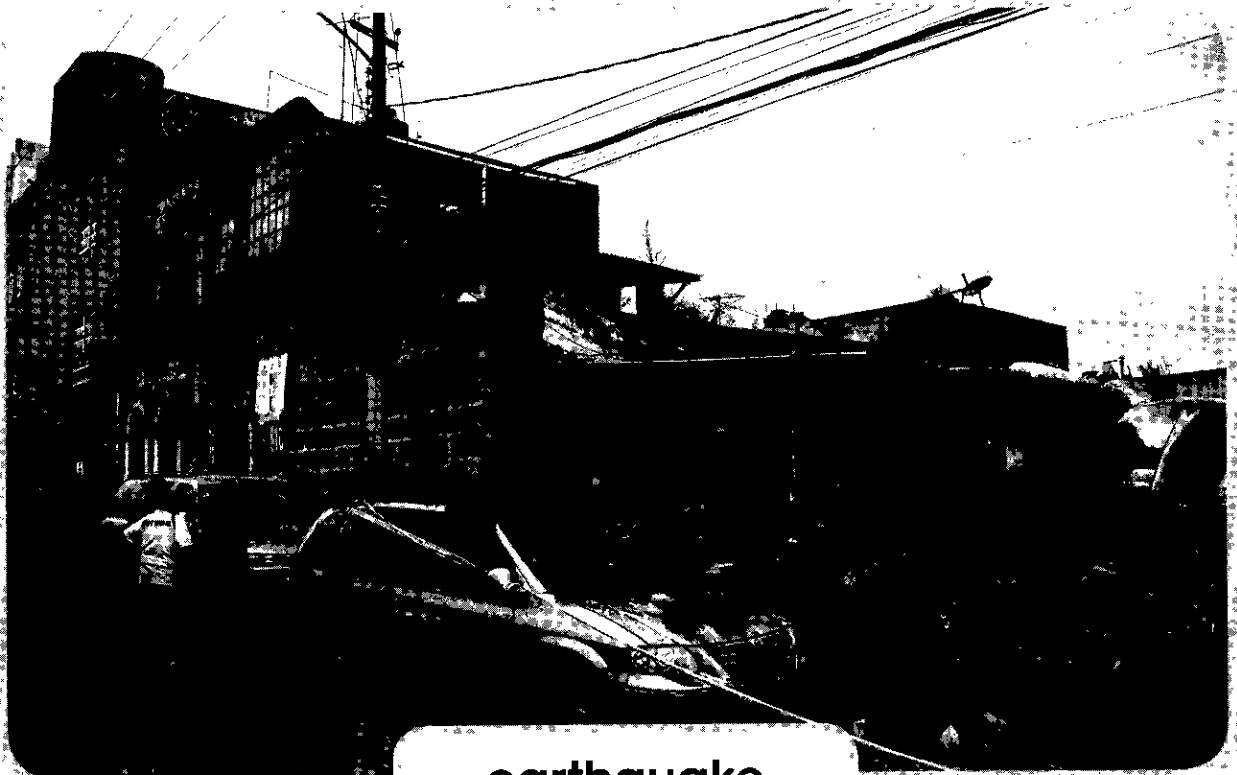
clay



bison



astronaut



earthquake

UNIT 1

Complete the dialog. Use the words or phrases from the box.

Hi
Hello
Do you want / is organizing
When
Where
the bowling alley.
what time
At 11
Bye

UNIT 2

Write an interesting anecdote. Don't forget to include words and expressions to show surprise, to describe things, to connect ideas.

Students' answers

UNIT 3

Complete the dialog. Use the words or expressions from the box.

Excuse
Can I help
can I get
going straight / turn left / walking until
at the corner / see the museum / behind
is really close.

UNIT 4

Answer the following questions.

It is a guide where you can follow a sequence of steps to solve a problem.

Because it explains us how to solve a problem.

Text and pictures or drawings.

Think of a problem you want to solve and write an illustrated guide. Don't forget to include information and pictures or drawings.

Students' answer

UNIT 5

Read the text. Answer the questions.

To Sendai, a city in Japan.
The Tanabata Matsuri festival.
On the 7th day of the 7th month.
The traditional story of this festival is that two gods named Orihime and Hikoboshi fell in love and can only meet once a year.
They act out plays about the legend.

2. Write five sentences to compare your community with the place from the reading in Activity 1.

Students answer

UNIT 6

Write 5 sentences about your abilities when you were a child.

Students' answer

Write about your abilities today.

Students' answer

UNIT 7

Complete the dialog with words or phrases from the box.

play a
What about
think it would
you want to play
I can't
are you ready
looks Medieval
already there
come here
magical people

UNIT 8

Read the text. Write a questionnaire. Answer the questionnaire.

Students' answer

UNIT9

Write a survey to find out students' opinion about the school's campaign to protect the environment. Include 10 sentences or questions.

Students' answer

UNIT 10

Read the text and answer the questions.

It is a museum label.
The Muisca (Chibcha) culture.
They were great goldsmiths.
The mountain rivers.
In what is now Bogota and its surroundings.

Write your own museum label.

Students' answer

Tracklist Primary Level 5

TRACK	UNIT	LESSON	ACTIVITY	PAGE
2	1	1	1	8
3	1	1	4	9
4	1	1	4	9
5	1	2	1&2	10
6	1	2	4	11
7	1	3	1&2	12
8	1	3	4	13
9	1	4	1	14
10	1	4	4	15
11	2	2	1	20
12	2	3	4	23
13	2	3	4	23
14	2	4	2	24
15	3	1	4	29
16	3	1	5	29
17	3	2	1&4	30 & 31
18	3	3	1&4	32 & 33
19	3	4	1&2	34
20	4	2	4	41
21	6	1	1&2	58
22	6	2	1	60
23	6	2	4	61
24	6	3	1&2	62
25	7	1	2, 3 & 4	68&69
26	7	2	3&4	70&71
27	8	2	1&4	80&81
28	9	1	1&2	88
29	9	2	1	90
30	9	3	2&3	92&93
31	9	4	1	94
32	10	4	2	104

READER'S BOOK 5

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38	6	The Stages We Go Through	76
39	7	Role Play	86
40	8	Questionnaires	104
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42	10	Cool Museums	130

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