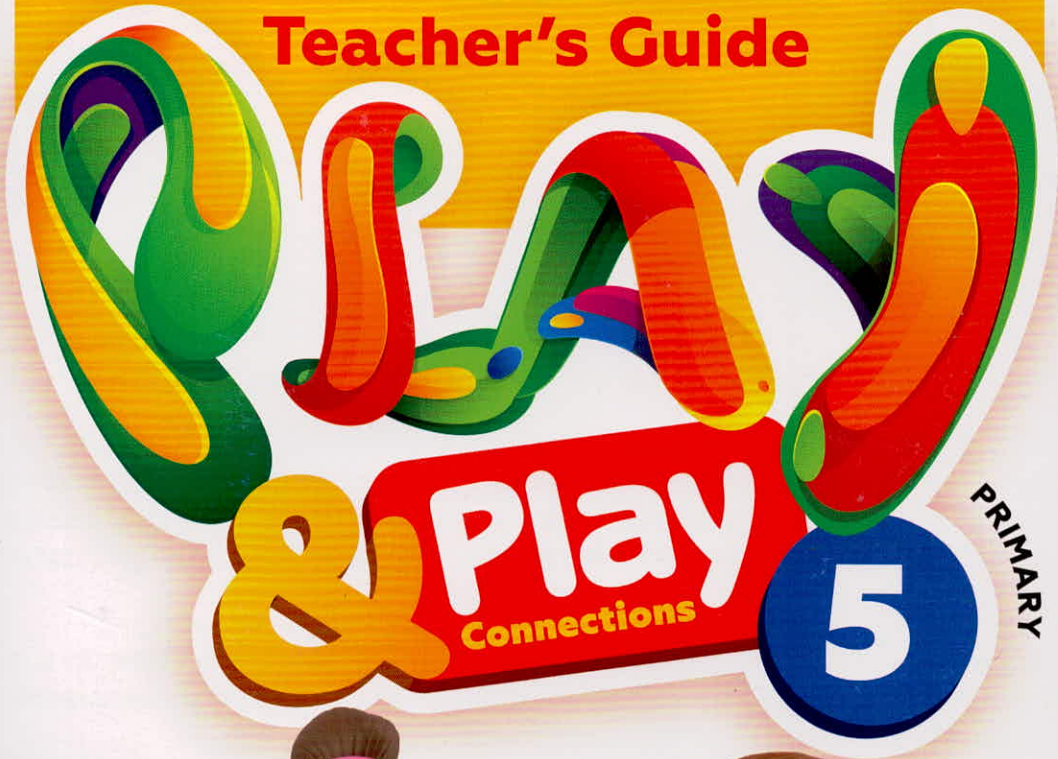


Susana Ramírez Félix
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Teacher's Guide



Ciclo 3

Lengua extranjera. Inglés

Teacher's guide

Estimado(a) maestro(a):

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

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

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

Le deseamos éxito.

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Teacher's Guide

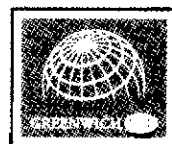


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Play and Play Connections is a three-level course for Primary School students that has been written after extensive research on how student children learn, and which adopts a variety of methods to suit their needs. It has been designed according to the standards and descriptors stated for the B1 level in the Common European Framework of Reference (CEFR) for languages, and it aligns with the objectives and learning outcomes described in the Mexican National Syllabus for English as a Foreign Language (EFL).

The course aims to provide students with the necessary language to understand tools and produce it in real-life contexts that are relevant for their personal lives, both inside and outside the classroom. It offers a variety of activities that expose the learners to a comprehensive range of written and oral materials that have been either purposefully created or adapted from real sources so as to provide the students with real input and put them in situations that are relevant and significant for applying the knowledge and developing the skills to use the target language in a meaningful way. The different techniques that have been used for the activities also allow the learners to reflect on their learning process, as well as on the characteristics of the language for better understanding. In this way, we aim to provide them with plenty of opportunities to achieve concrete goals which will motivate them to become successful learners.

Each of the units has been carefully developed to present language in contextualized situations through materials that set the foundations to link the topics to what they are exposed to in real life. The activities have been designed so that students can collaborate closely, and help one another by participating in pair work and group work tasks that foster communication through interactive exchanges to reach a common goal. The products play an important role in doing so and students are expected to develop these as an evidence of their comprehension and application of the target language.

Learners are expected to build on their pre-existing knowledge of the language and connect the learning experience to real life. The movable *Get connected* sections at the beginning of the unit will help them to make these connections and access the new knowledge in a more achievable way. Similarly, the *Portfolio Connection*, *Language Connection*, *Practice Connection*, and *Connecting You* sections are meant to provide learners with opportunities to make sense of language in a guided way and transfer their knowledge to situations that are less controlled outside the classroom.

Teachers are encouraged to use the *Portfolio Connection* sections in order for students to generate evidence of their work and use them to gain confidence in using the language by means of realizing what they are capable of doing at each stage. This evidence is also important in measuring their progress so that the teacher can evaluate them and each learner can actually assess themselves in what they are achieving.

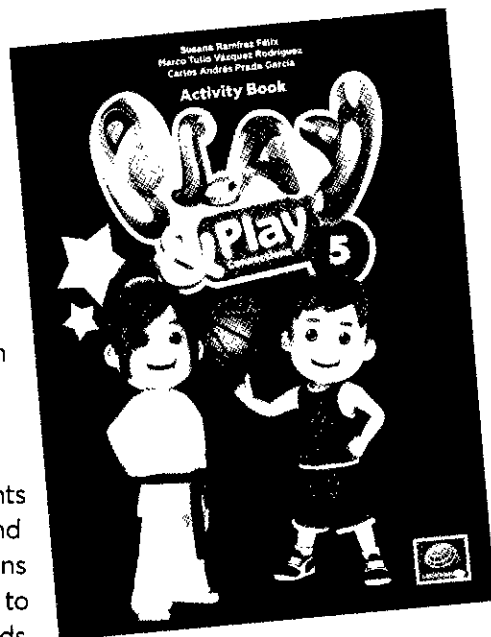
In order to help the teacher in accompanying the students in this process, the course offers clear instructions and suggestions to deliver each of the activities in the *Student's Book*, as well as ideas on how to link the contents of the unit and develop reading skills through the use of the *Reader's Book*.

Structure of the Series

Activity Book

The **Play and Play Connections** Activity Book has been designed so that students can use the language in context and reflect on the different ways they learn. The activities in the Activity Book:

- Focus on the integration of the expected outcomes linked to each social practice of the language. They allow students to participate in diverse communicative interactions which foster reflection and use of the English language. By doing so, students collaborate and work in teams, promoting respect and value of others' cultures and languages.



Unit 1

What is the title of the book?



What is the title of the book?



- Present a level of challenge for students to use the language in oral and written communicative interactions that are attractive and appealing to the learners' characteristics and needs.

In this way, the activities in each unit

foster the reflection about language, as well as behaviors, values and attitudes pertaining to each of these processes.

- Are flexible enough so that the teacher can adapt them to suit the students' needs.
- Provide the teacher with opportunities to set up different interaction patterns (individual work, pair work, group work and whole class activities) so that students can develop the social practice of the language and relate their learning to the environment set for each unit.
- Have been designed so that the instructions are clear enough and achievable for students.

Unit 2



What is the title of the book?



Unit 3

What is the title of the book?



What is the title of the book?



- Promote the development of ICT and digital learning skills.
- Allow the students to learn in a fun, safe, and relaxed environment so that they are able to self-assess their progress throughout the learning process.
- Are well-structured so that students can build their learning products with the guidance of the teacher, by developing social skills which allow for collaboration, team work, and interaction with their peers.
- Foster opportunities for learners to construct, deepen, and use their knowledge, strategies and attitudes to use the language in social interactions with others.

Unit 4



Unit 5



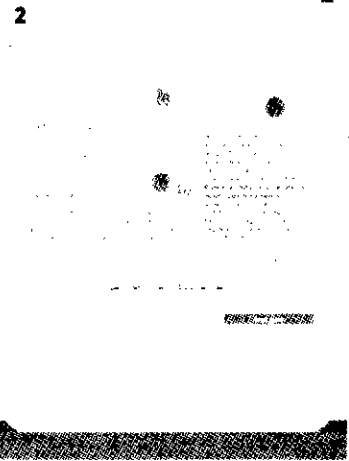
Unit 6



Unit 7



Unit 8



Unit 9

WHO? WHAT? WHERE? WHY? HOW? WHY? HOW? WAE



Unit 10

Reader's Connection

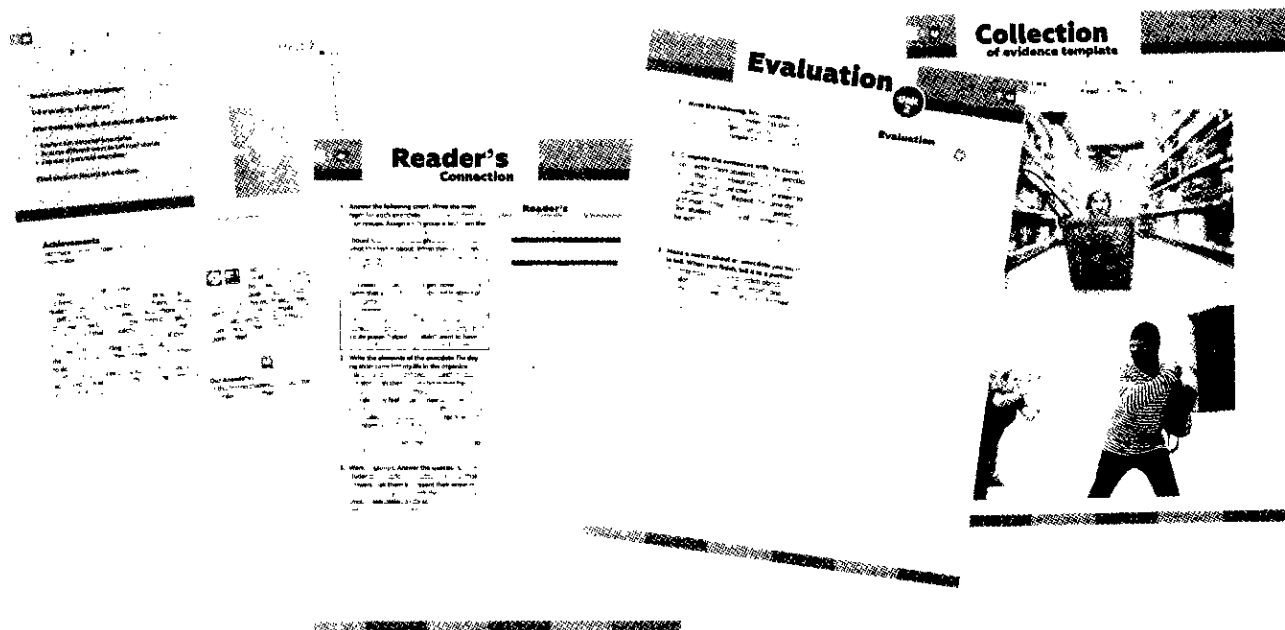
Evaluation



Teacher's Guide

The Teacher's Guide constitutes the main resource for teachers in understanding the methodology of the series, as well as the way the components interact together to provide learners with the opportunities for meaningful learning through the activities in the Activity Book. It is thought of to be a friendly guide and offer a number of teaching tips that will serve both the experienced teachers as well as those who are just starting to develop a career in TEFL. The Teacher's Guide includes:

- A clear reference guide which explains the methodology and strategies to teach each of the lessons and activities from the Activity Book.
- The pedagogical background behind the explanations of the way the teacher's role is going to change from one activity to another in order to suit the students' needs.
- A variety of teaching tips taken from different teaching approaches that will serve as the basis of their teaching practice.
- Clear explanations of the way all of the components in the series work together to provide the learner with a safe learning environment which sets the context for significant learning.
- Assessment tools which allow teachers to evaluate the students' progress at different times of the learning process, both formally and informally. These tools include specific instruments to be used at the end of each unit, in order to facilitate the evaluation process to teachers.
- A transcription of the audio scripts, so that they can use it in the best way possible so as to have them just as a reference tool for comprehension of the listening passages.
- A reduced page of the Student Book, as a reference of what is to be covered in every lesson.
- Answer keys of the activities and exercises in the Activity Book in order to facilitate the teacher's job.



Methodology

According to Penny Ur (2010), the learning potential of adolescents "is greater than that of young children, but they may be considerably more difficult to motivate and manage, and it takes longer to build up trusting relationships". This represents a high challenge for teachers, who need to carefully plan activities that are appealing and engaging for teenagers to get involved in the learning process.

Taking into consideration their characteristics, both as learners and individuals, is a fundamental aspect in achieving learning. The activities need to be contextualized so that learners can relate to them and incorporate their knowledge to their real lives. This is why learning styles have to be considered, but at an individual, as well as at a group level in order to help students develop specific learning strategies which will allow them to be successful users of the language outside the classroom.

Play and Play Connections aims to develop the four skills of the language (listening, reading, speaking, and writing), as well as learning and using the language needed at the B1 level as per defined in the descriptors of the Common European Framework of Reference (CEFR) for languages.

The book has been written taking into consideration the characteristics and needs of adolescent students; the activities presented in the *Student's Book* draw from different methods and approaches to teaching English as a foreign language, and have been carefully structured so that the learner is presented with significant opportunities to generate input in the target language, have enough controlled and semi-controlled practice in the classroom to activate the new knowledge, and then build upon knowledge to create concrete products of learning that serve as an evidence of their work, as well as an example of the acquired competence to use the language more freely.

Language can be defined as a communicative, cognitive, and reflexive activity that allows the learner to express, exchange, and support ideas, emotions, interests, and wishes, as well as to maintain inter-personal relations, access, and interpret information and contribute to building knowledge. The methodological principles of **Play and Play Connections** focus on the development of social practices of the language which fit in specific learning environments to facilitate the learning process. These social practices aim to provide the learners with communicative interactions which allow students to integrate their knowledge, skills, attitudes, and values, at the same time as they reflect on the different aspects of the target language and culture.

English teaching is organized into the curriculum for basic education by means of regular and concrete communicative situations that provide opportunities for the use of the language within three social environments: Familiar and Community, Ludic and Literature, and Academic and Educational. Based on that proposal, the units are organized from lower to higher level of complexity to maintain students' interest.

Every unit of **Play and Play Connections** starts with opening questions which are aimed to trigger the previous knowledge of the learner on the new topic. By presenting the student

with these questions, the teacher will be able to activate schemata, which will set the foundations and prepare the students to access the new knowledge in the unit.

Students are encouraged to actively participate in discussions from the beginning of the unit, thus fostering critical and creative thinking skills. Throughout the unit, they will participate in varied interaction patterns (from individual work, to pair work, and small group work), including whole class activities; all of which maximize their exposure to the language, but most importantly, the opportunities to activate their use in productive skills.

Similarly, the *Reader's Book* is a fundamental component of the series, since it is one important source of input for students. Each story in the *Reader's Book* is linked to the topic and learning outcomes of the unit. The stories have been divided into narrative and non-fiction stories, so that students can discriminate between the two types of texts. At the same time, they will also serve as a model for the products learners will create as an evidence of their learning.

Each lesson has been designed following a three-stage cycle which follow a learnercentered approach and that helps the teacher maintain a certain structure in delivering their lessons:

During the "Opening" stage, teachers are able to contextualize the lesson, as well as help students activate their schemata to be ready for the presentation of the main activities of the unit.

The "Development" stage presents the main activities of the lesson, in which skilloriented work will take place, both at a receptive and at a productive level. Students are expected to participate actively in the construction of their new knowledge both at an individual and at group level.

During the "Closing" stage, students will practice and consolidate their newly-learned concepts and skills through reflection and productive activities, which include specific preparations for the unit project which will be presented at the end of Lesson 3.

As mentioned before, the **Play and Play Connections** approach also draws on the creation of projects as evidences of the learners' work. These projects have a collaborative nature and are also examples of the communicative exchanges that will take place as part of the social practices of language and will allow the students to develop discursive skills to prepare, negotiate, give opinions, and present their projects to the class. The projects are also linked to the texts presented in the *Reader's Book*, so that less confident students can use the latter as a model for the production of their own projects. Each product has been carefully designed so that at the end of each lesson, students are expected to work in groups to brainstorm, plan, prepare, modify, adapt, analyze ideas, give their own opinions, and create the project step by step.

Assessment Guidelines

Assessment is fundamental to know how learners gradually progress. They are encouraged to actively participate in reflective activities to understand what their achievements are at different stages of the lesson, the unit, and the course.

The main purpose of evaluation is to gather information about the level of attainment students have in each of the stages of the learning process, which will allow the teacher to identify the progress in the comprehension and command of the language each student will achieve at the end of a given period. By doing so, the instructor is able to analyze whether the teaching situations, materials, activities, and the strategies used for teaching and learning are being effective to reach the goals stated in the program.

The student is assessed through their performance in the classroom activities, the evidence created to show their achievement in relation to the stated objectives, and how they have progressed from the starting point of learning. This has an impact in the approach the teacher takes towards the delivery of the lessons and how the students and the community perceive the level of progress in the course, in the way students develop their own learning strategies, and how their interaction changes at different stages of learning.

Assessing students implies considering the development of communicative skills as an individual process according to the following strands: a) how they acquire such communicative skills, b) when they acquire them, and c) the level of command of the language that each student achieves. Therefore, the role of the teacher is fundamental in identifying the ways and times in which they have to intervene so as to work on individual needs and provide them with opportunities to develop collectively.

Assessment is seen, then, as a continuous process that requires permanent monitoring on the part of the teacher to identify individual needs, rather than a sole event that happens only at the end of a period of instruction to identify how much they know. For this, Harmer (2007) has identified the differences between summative and formative assessment:

Summative assessment is the kind of assessment that takes place to round things off or make a one-off measurement. To assess the students with a summative focus, the teacher uses instruments such as formal tests that are given at the end of a learning period, and whose focus will be on getting a grade. This is done through end-of-unit or end-of-year-tests that will show the progress and achievements gained throughout the whole period.

Formative assessment, on the other hand, relates to the kind of feedback teachers give students as the course is progressing and which, as a result, may help them to improve their performance. This can be done through several ways: by monitoring the students' work in collaborative tasks; when students are assigned individual exercises either at school or for homework, noting how they respond to instructions given by the teacher; identifying

what mistakes the students are making and how they are tackling the problem; paying attention to their participation in class; using both routine and non-routine questions to promote critical thinking; or even by going to the results of achievement tests with students and giving feedback on how they performed and suggesting ways to improve their learning. In other words, formative assessment is done at a micro-level every time we indicate that students are wrong and we do something to help them get it right.

Play and Play Connections places a strong emphasis on formative assessment and provides the teacher with suggestions and ideas to check the students' understanding at each stage of the lesson, by encouraging students to reflect on what they are doing, how they are doing it, and how they are coming up with the results. Reflection, then, plays a key role in helping students identify their own progress, and gives the teacher invaluable feedback about what is going on in the lessons, so that they can adapt their teaching practice to suit their needs. By doing so, the course focuses on a learner-centered approach in which the facilitator leaves the traditional roles of director, controller, tutor, and "educational island" to the side, to take on the roles of facilitator, monitor, guide, prompter and resource and deems it more important in their everyday practice.

Self-evaluation is, therefore, a key factor in the students' understanding of their learning. The *Student's Book* includes activities to provoke reflection and analysis that will help the learners to identify the areas in which each, at an individual level, need to work on. In this way, students have access to their reflections anytime they need to review a topic.

Nevertheless, the collection of evidence of the students' progress will still have its role. If formative assessment is effectively conducted and feedback is given accordingly to help students learn throughout the whole period of evaluation, we should expect that they perform better in the summative assessment. **Play and Play Connections** provides teachers with concrete ideas for summative assessment. The *Student's Book* includes an evaluation page at the end of the unit; this can be done either as a simple exam, or as pre-test activity / quiz which prepares students to know the main elements that will be assessed with a formal instrument included in the *Teacher's Guide*.

Scope & Sequence

Unit 1 Let's Begin a Conversation! p. 18		
Family and Community	Exchanges associated with specific purposes.	Exchange expressions to organize a meeting.
Unit 2 Let's Record Our Anecdotes! p. 32		
Family and Community	Literary expression	Tell interesting short stories.
Unit 3 Let's Follow Directions! p. 46		
Family and Community	Interpretation and follow-up of instructions.	Exchanges information to get to a place within a community
Unit 4 Let's Stage a Short Dialogue! p. 60		
Ludic and Literary	Recreational expression	Accepts or rejects requests in role-plays.
Unit 5 Let's Make a Survey! p. 74		
Family and Community	Exchanges associated with media.	Exchange opinions about audio news

<ul style="list-style-type: none"> • To learn the unit's objectives. • To activate schemata. • Define a meeting. 	Observation guide	Conversation
<ul style="list-style-type: none"> • Trigger students' story production. • Identify the elements of an anecdote. 	Self- and peer evaluation card	Recording an anecdote
<ul style="list-style-type: none"> • Talk about directions. • Activate schemata. • Identify when to give directions. 	Rubric	Quick guide with instructions to get to a place
<ul style="list-style-type: none"> • Identify what a dialogue is. • Activate schemata. Identify why people participate in dialogues. 	Rubric	Short staged dialogue
<ul style="list-style-type: none"> • Identify reports. • Activate schemata. 	Check list	Survey

Unit 6 Let's Make a Short Illustrated Guide to Solve a Problem! p. 88		
Academic and Educational	Interpretation and follow-up of instructions.	Follow information from an illustrated guide, to solve a problem.
Unit 7 Let's Make a Graphic Line of Development! p. 102		
Family and Community	Exchanges associated with information of oneself and of others.	Describe and compare physical appearance and abilities of people from different ages.
Unit 8 Let's Make a Comparative Chart about Cultural Aspects! p. 116		
Ludic and Literary	Understanding oneself and others.	Read short stories about a trip to discover natural aspects and cultural expressions.
Unit 9 Let's Make a Questionnaire! p. 130		
Academic and Educational	Information analysis	Record information about a topic to make a questionnaire.
Unit 10 Let's Write Museographic Cards! p.144		
Academic and Educational	Search and selection of information.	Gather information about a topic to make museum labels and set up an exhibition.

<ul style="list-style-type: none"> • To know the unit's objectives. • To activate schemata. • Define a problem. 	Check list	Short illustrated guide to solve a problem
<ul style="list-style-type: none"> • Contrast physical appearance. • Activate schemata. 	Rubric	Graphic line of development
<ul style="list-style-type: none"> • Introduce the unit's topic. • Activate prior knowledge. 	Scale to value performance	Comparative chart
<ul style="list-style-type: none"> • Introduce the unit's objectives. • Activate schemata. • Learn what a questionnaire is. 	Scale to value performance	Questionnaire
<ul style="list-style-type: none"> • Introduce the unit's topic. • Activate prior knowledge. 	Rubric	Museographic cards

Unit 1
BPA1
BPA2
BPA3
BPA4
BPA5
BPA6
BPA7
BPA8
BPA9
BPA10

Learning environment:
Family and Community

Social practice of the language:

Exchange expressions to organize a meeting.

After finishing this unit, the student will be able to:

- Listen to and explore exchanges of expressions to organize meetings.
- Interpret expressions used by speakers.
- Take the role of a speaker in an exchange.

Final product: Conversation

- What is a meeting?
- Why is it important to organize meetings?



Social practice of the language
After finishing this unit, you will be able to:



Achievements

- To learn the unit's objectives.
- To activate schemata.
- Define a meeting.

Share with students when you have a party or celebration. Elicit some answers and invite them to talk about their meetings or reunions with their loved ones. Sit students in a circle and promote the importance of listening and the importance of body language. Provide prompts for struggling students.

Write on the board the expressions: *Hello, it's great to see you. / Have a nice weekend! Let's get together!* To introduce the unit's topic, set pair work and using choral repetition check pronunciation and understanding of the expressions and promote the use of gestures according to the exchanges as in a real context. Explain students that in this unit they will learn to exchange expressions to organize a meeting. Share with students that their final project for this unit is to make a conversation to arrange a celebration.

To close the introduction, elicit a student to read the first question on the cover page. Write *meeting* on the board and ask a volunteer to define it paraphrasing. Let two or three students share their own definitions with the class. Then, read the second question and set groups of three to discuss it. After two minutes, elicit two or three answers from different groups.

  **U1 BPA1** Encourage students to describe what they can see. Ask questions like: *Where are they? What are they doing? Have you ever experienced something similar to what you see in the picture?*



In this unit students will read the text "A Very Special Birthday Party." This text presents Martin organizing a birthday party for his friend Roger. Invite students to pay close attention to the exchanges as well as the expressions used to organize the meeting.



Work in pairs. Look at the picture and say what you think the kids are doing. Check your predictions.

Work in pairs. Read the conversation, identify the expressions that the speakers use to organize a meeting and underline them. What makes those expressions different? Discuss your ideas with other classmates.



H: Hey, guys! This is our new classmate. His name's Tim. He's from...
 T: Hi! My name's Tim. I'm glad to meet you. How are you?
 H: I'm good. How about you?
 T: Nice to meet you too. Hey, Tim.
 O: I'm here going to present a project about our school's recycling program. Sounds like a great idea. Let's meet tomorrow. What time?
 T: Sure. I'll be there. How about 10:00?
 H: That's good. What about on Wednesday?
 T: I'm sorry, I can't. I have to go to school.
 O: Sorry, guys. I need to go to the school now. See you then.
 H: Bye, Tim.

Go back to the conversation. Circle the words and expressions that you do not know. Try to get the meaning by analyzing the context. Then, discuss with your classmates the strategies you used to understand the meaning of unknown words. Did you use the same strategies?

Model's Answer
 From this example, if you don't know a word, first check the context. You can also look for the word in a dictionary. If you can't find it, ask your partner for help. Discuss the meaning of the word with a partner.

Achievements

- Analyze how a conversation starts and develops.
- Determine the sequence of speakers.
- Clarify the meaning of unfamiliar words and expressions. Predict the topic of a conversation.

Get connected!

Share with students how to organize a meeting. Present some conversations in which people are organizing a meeting. Encourage students to think about how people communicate with others in order reach an agreement.



Activity 1

Set pair work and draw students' attention to the picture, let students share their ideas to discuss what they see in the there paying particular attention to what the children are doing. Elicit some answers from students and write them on the board.

Possible answers: The kids are talking. / The children are organizing a meeting. / The girls are inviting the boy to a party, etc.

Activity 2

Set pair work and encourage students to read the conversation. Then ask them to underline the phrases and expressions used to organize a meeting. Encourage students to practice the conversation and if possible, call them to the front of the class to do a role-play. Ask a volunteer to read the question from the instructions and let students discuss for a couple of minutes. Elicit some ideas and share them with the class.

Underlined answers: What about if we meet on Wednesday?, I'm afraid, I can't, what about on Thursday?, Let's meet here at the school, I'll see you tomorrow.

Possible answers to the question: the expressions have an informal style, they suggest times and solve problems with each other's plans, etc.

Activity 3

Discuss with the class about the importance of getting the meaning of unknown words from the context. Tell them that they should not try to translate every word into their mother language. Learning a language means learning words, and expressions; and not necessarily to translate them. If possible, bring a soft ball into the room and throw it to students who highlighted unknown words and expressions and elicit the definition or meaning.

Ask students to read the expressions and as they read them, model your body language so students notice that you communicate ideas without speaking. Promote students reflection and elicit how they would use body language when using the expressions. Open a discussion and randomly elicit students' answers.

Connecting you

Tell students that they can deduce the meaning of words by checking the context in which it appears. Invite them to check the example and encourage them to find some others.

Glossary

You can have students work in pairs. Ask them to open their book on the Glossary and in turns, ask the vocabulary from the unit. This focuses on the meaning of the word. Then, have students review pronunciation of each word. Remember to first model the vocabulary so students have a reference. Have students take turns pronouncing the words in pairs. Finally, ask students to choose the most difficult words so they can look them up in dictionaries and get to understand them better through constant and different input.

Achievements

- Clarify new words and expressions' meanings.
- Analyze how a conversation starts and follows turns of participation.
- Recognize how to introduce people.



Activity 4

Set groups of three or four students. Encourage students to go back to the conversation and look for the answers for the questions. If possible, continue playing with the ball, toss the soft ball to elicit the answers to volunteers.

Answers: a. A new classmate is introduced and invited to participate in a project, so they organize to meet to complete the task. b. Helena. c. Hi, Theo. I'm Helena. Nice to meet you. d. Helena, Theo, and Monica



Activity 5

Mingle groups and set pairs. Read the examples with the class and ask them to check the expressions and complete the chart with its uses. Ask students to analyze and discuss. Finally, encourage volunteers to write the answers on the board.

Answers: d. *We use this expression to thank someone.* e. *We use this expression to introduce someone.* f. *We use this expression to organize a meeting.* g. *We use this expression to say that we are not available.* h. *We use this expression to organize a meeting.* i. *We use this expression to organize a meeting.* j. *We use this expression as a reward.*

Possible answer to the question: It is important to express how we feel or if we are available for a meeting.



Activity 6

Set teams and tell them to use the steps provided to plan a conversation to organize a meeting. Monitor to help with doubts and questions. Let each group present their role-play in front of the class. Encourage body language.

Possible answers: Bob: Hi guys! The teacher told us that the Geography exam is next Monday, lets study together. Maurice: Sure! That's a great idea. Patrick: When? Maurice: tomorrow after class, I'll meet you at the cafeteria. Bob: ok! I'll see you there. Patrick: Fine: bring your notes!

Reading

23 Work in groups of three or four. Analyze the conversation in Activity 1 and discuss the following questions:

1. What is the topic of the conversation? Look for key words and expressions.
2. Who starts the conversation?
3. What expressions does he use to start the conversation?
4. Who is participating in the conversation?
5. How are the turns of conversation organized?

24 Work in pairs. Interpret the following expressions from the conversation. Write what the speaker used them for. Follow the examples. Then discuss with another pair of students. Is it important to use these expressions when we talk to others? Why?

1. Hi
2. How are you?
3. Are you interested in...
4. How do you do the math, start?
5. We can go together.
6. Oh, you want me to ask you up?
7. Sure, I can't.
8. What time is it?
9. Sounds good.
10. See you.

25 Work in groups. Imagine that you have to meet your classmates to study for an exam or to plan a project. Follow these steps to organize a conversation. Each of you should have a role in the conversation.

1. What do you want to say? (Think about the topic for your needs. Are you going to study for an exam or to plan a project?)
2. What are you going to talk for? (This is your part to be in the conversation. How are you going to organize the turns of participation? Who is going to be the initiator, who is going to agree and who is going to disagree?)
3. Write down your ideas with a classmate. Think if you use particular phrases and expressions to organize a conversation.
4. Role-play your conversation.

Go to your Reader's Book. Read the text "A Very Special Birthday Party," pages 7-17, and find the expressions that the characters use to give thanks or to agree with someone. Discuss with a partner if those expressions are similar or different to the ones you studied in this lesson.

Activity 7

Guide students through the Reading "A Very Special Birthday Party," p 7-17 in the *Reader's book*. Invite students to read text by using a "pop corn" technique. One student starts reading the first sentence and stops at the period, then, a second volunteer will continue reading until the next stop. Repeat until the whole information is read. Guide students through information. Check vocabulary doubts, and ask them to identify the expressions used to thank or to agree when organizing a meeting. Provide a few minutes to discuss in pairs and compare the ones previously checked through out the lesson. If possible, draw a chart on the board to compare the expressions and let volunteers write the phrases so you can discuss them with the whole class.

Possible answers: Agree: perfect!, sure!, that's a great idea!, cool!, etc. thanks! thank you!, thank you very much!.



Lesson 2

Product 1 Conversation

Step 2

Have students check the steps they have followed up until this point and make sure they are following all the procedures needed to complete the second stage of their final product.

Planning



Help students decide how many speakers will participate in the conversation. Encourage them to include each and every team member in the creation of the conversation, and if possible, as speakers in the conversation as well. Monitor students and help them with vocabulary and accuracy. Set a time for students to practice.

Hands on!



Encourage students to read and analyze the list of words and expressions they wrote in Step 1. Ask them to add words and expressions to widen the list. If possible, provide students with some colored sheets to write the expressions on and exhibit them around the classroom. Help students to start with their drafts. Remind students to define the purpose of the conversation and emphasize that it is to organize a meeting. Monitor the class and help them as necessary.

Looking ahead



Remind students that in Step 3 they will edit their conversations. Help groups to correct and improve their conversations. Invite students to share their full conversations to change any detail to have a complete and accurate conversation. Ask them to have a setting and to use body language. Check spelling, punctuation, grammar accuracy, and any new words students would like to add to their conversations.

Lesson 2 Self-Evaluation

Have students reflect on what they have learned in this lesson. Invite some volunteers to read aloud each statement and have students check them individually. Ask questions to guide them. To identify learning improvement opportunities, invite students to think about their learning achievements, progress and performance during lesson two. Divide the class into pairs and have them compare their answers.

STEP

2

Now you will work on your conversation. You will use the words and expressions you wrote in Step 1 to help you.

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Now you will work on your conversation.

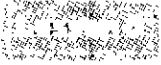
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Now you will work on your conversation.



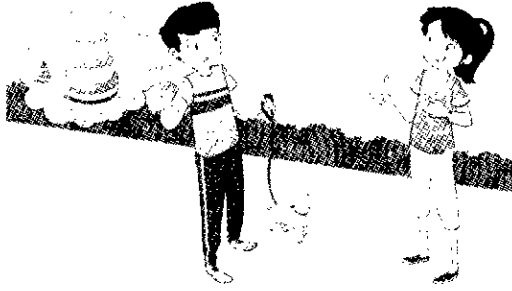
It is important to guide students to learn how to edit their work. Tell them that this activity should be done in any subject, not only English. What they do in English may help them develop other learning strategies that can be used through their academic process. Editing a draft can take some time, but by mastering the right skills, students will soon be able to create accurate conversations.



Listen to a conversation!

2

Work in pairs. Listen to the conversation. Try to infer the topic based on the words and expressions used by the speakers. Discuss your ideas with your classmates. What do you think the conversation is about? What makes you think that? Listen again and check.



Peter: Hi, Susana. How are you?
 Susana: I'm good. How about you?
 Peter: I'm fine. I'm glad to hear you speak
 very well. What are you doing?
 Susana: I'm going to a birthday party.
 Peter: What kind of party is it?
 Susana: It's a birthday party for my best friend.
 Peter: How old is she?
 Susana: She's 25 years old.
 Peter: How old are you?
 Susana: I'm 22 years old.
 Peter: How old is your brother?
 Susana: He's 18 years old.
 Peter: How old is your sister?
 Susana: She's 15 years old.
 Peter: How old is your father?
 Susana: He's 50 years old.
 Peter: How old is your mother?
 Susana: She's 45 years old.



Guide students to reflect on the other aspects of communication while listening to conversations: intention of the speaker, tone, voice, rhythm. For example: when rejecting, a speaker's voice tends to drop down and show a bit of sadness, when accepting, the tone of voice goes up due to the excitement.



U1 BPA1, U1 BPA2 and U1 BPA3. Let students work in groups. Ask them to say what they can remember from each picture by asking questions like: *What are they doing? Where are they? What are the similarities and differences between picture 1, 2 and 3.*

Achievements

- Identify rejecting expressions.
- Practice tone, volume, and rhythm in a conversation.
- Use an appropriate speaking speed to communicate clearly on the phone.



Activity 1

Write the following questions on the board: How are birthdays celebrated in your country? What do you like doing to celebrate your birthday? Ask students to work in pairs. Play the track and suggest student to try to deduce or conclude what the conversation they listened to is about. If possible, read the questions aloud and create a group discussion to come to conclusions about the topic of the conversation.



Possible answers: It is about a birthday party, Peter and Susana mention a date and a location for the party.



Activity 2

Working in pairs, ask students to listen to the conversation again and identify the tone, volume, and rhythm. When giving a rejection, emphasize that the volume and tone drops down. Let students talk about being polite and come to a conclusion to share with the class. Have some volunteers share their conclusions.

Possible answers: The speakers' tones are different because one is happy (Peter) and Susan feels sorry to reject the first invitation. Speaking speed is slower because people want to communicate in the clearest way possible. When rejecting an invitation tone tends to drop down.

Connecting you

Invite two different volunteers to read the questions aloud. Have students identify the speaker's behavior and attitude in the conversation they have listened to.

Write the following questions on the board: *Do you know how a birthday party is celebrated in different countries?* Elicit some answers, then ask a volunteer to read Culture Connection section.



Achievements

- Using expressions to accept or reject a request.
- Relate the meaning of expressions to body language.



Activity 3

Put students into groups and draw their attention to Activity 2 and ask a volunteer to read aloud the green expressions. Ask the questions to trigger a discussion. Discuss as a group and let them compare their conclusions.

Possible answers: Rejection: Sorry, I can't. I have to wait for my sister. Accepting: Sounds good!



Activity 4

Put students into two groups: A and B. Tell A students to go back to the conversation in Lesson 1 and tell B students to go to Lesson 2. Ask them identify different expressions used to accept or reject a request. After that, tell A students to find B students and vice versa to share their information. Let them compare and contrast. Divide the board in to two and invite volunteers to write the expressions on the board.

Possible answers: Lesson 1: I'm afraid, I can't. Sounds good. Sorry guys, I need to go. Lesson 2: Sounds great! Sure! It's perfect. To communicate ideas clearly to avoid confusions.



Work in pairs. Listen to the conversation again. Analyze the tone, volume and rhythm of the speakers. Discuss with your partner: are they similar or different to the tone, volume and rhythm of the speakers in a phone conversation? Are the speakers being polite? How do you know?



Work in groups. Go back to the conversation in Activity 2 and analyze the expressions in green. What expression is used to reject a request? What expression is used to accept a request? Discuss your answers.



Work in groups. Go back to the conversations in Lessons 1 and 2. Find other expressions used to accept or reject a request. Why do you think those expressions are used? Discuss the answer with your classmates.



Go to your Reader's Book. Analyze the conversations on pages 7-17. Find more expressions used to accept or reject a request. Discuss with your partner when you should use those expressions. Are they polite? What makes you think that?



Work in groups. Create a conversation similar to the one you listened to in this lesson. Follow the steps to write your conversation.

- Write questions to infer the purpose of speaking. "What did I want to say?" "Why did I say it?" "Why am I saying it?"
 - Think about the words and expressions you want to use. Think about your tone, volume, and rhythm.
 - Think about the body language that is related to the expressions you will use.
- Perform your conversation and present it. Keep your work in your portfolio.

Lesson 3 Self-Evaluation

Statement	Yes	No
I can identify the tone, volume and rhythm of the speakers in a conversation.	<input type="checkbox"/>	<input type="checkbox"/>
I can identify the purpose of speaking in a conversation.	<input type="checkbox"/>	<input type="checkbox"/>
I can identify the words and expressions used to accept or reject a request.	<input type="checkbox"/>	<input type="checkbox"/>
I can identify the body language related to the expressions used to accept or reject a request.	<input type="checkbox"/>	<input type="checkbox"/>

Activity 5

Ask students to go to their Reader's Book and in pairs ask them to find more expressions to accept or reject a request. Let students discuss the questions. Elicit some answers.

Possible answers: When you say yes or no to an invitation. They are polite as they answer in a friendly way.

Activity 6

Put students into groups and guide them through the steps to plan their conversations. Make sure students understand the expressions they are using, the purpose of the conversation, the tone, volume, and rhythm that they will use.



Lesson 3 Self-Evaluation

Have students reflect on what they have learned in this lesson. Read each statement aloud and have students check them individually.

Conversation

3

Step 3. Write the final draft of your conversation.

Remember to use the expressions you learned in Step 2. You should also use the expressions you learned in Step 1. You should also use the expressions you learned in Step 1. You should also use the expressions you learned in Step 1.



Step 4. Exchange your draft with the other group and give them feedback. You should give them feedback on the final draft. You should give them feedback on the final draft. You should give them feedback on the final draft.



Work in groups. Now you should edit the first draft of the conversation you wrote in Step 2. Remember that you can use words and expressions from this conversation. You should make sure that you are using the expressions correctly. Then, you can exchange your draft with the other group and give them feedback. You should give them feedback on the final draft. You should give them feedback on the final draft.

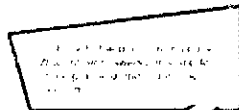


Step 5. You should write the final version of your conversation. Don't forget to bring the recording equipment you received from your classmates.

4

Step 4. Exchange your draft with the other group and give them feedback. You should give them feedback on the final draft. You should give them feedback on the final draft. You should give them feedback on the final draft.

Work in groups. Write the final version of the conversation you wrote in Step 3. Then, remember your recommendations. Consider the feedback you were given. You should give them feedback on the final draft. You should give them feedback on the final draft. You should give them feedback on the final draft.



Step 4. Exchange your draft with the other group and give them feedback. You should give them feedback on the final draft. You should give them feedback on the final draft. You should give them feedback on the final draft.

Step 5. You should write the final version of your conversation. Don't forget to bring the recording equipment you received from your classmates.

Hands on!



Give students a few minutes to work on their conversation. Ask them to exchange their product for peer assessment. Give students some time to write and produce their final version. Invite them to practice so they can correct pronunciation and intonation mistakes. Tell them to consider body language and turns of participation.

Looking ahead



Remind students that the next step is the presentation of their project. Tell students that in Step 4 they are going to write the final draft of the conversation. Remind them to include the recommendations they were given. Tell them to read what they wrote and rehearse the conversation in order to be ready to present it.

Step 4

Ask students to think about what they did and learned while working on the previous step. Read each statement aloud and have students listen to them.

End of unit Self-Evaluation

For this self-evaluation give students some minutes to read and reflect on their answers. Emphasize the importance of evaluation. Ask students to reflect on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Invite students to share their results with the class.

Product 1 Conversation Step 3

Have students check the steps they have followed up to this point and make sure they are following all the procedures needed to complete the third stage of their final product.

Planning



Help students decide who is going to help them to edit their conversations, who their audience will be, and how to keep the final draft in their portfolios. Invite students to organize their conversations.

Hands on!



Encourage students to edit the conversation they worked in Step 2. Have them check if the expressions use are used correctly, to accept or reject a request, as well as if they included appropriate punctuation marks. Ask them to check the spelling too. After that, ask groups to exchange their products for a peer-editing process. Ask students to provide constructive feedback.

Reader's Connection



Activity 1

Lead students to the *Reader's Book* and reread the text "A Very Special Birthday Party." Provide a piece of paper and ask students to look for the answers to the questions. Read the question aloud in advance and clarify any doubts. After a few minutes, have students put the paper on the wall to display the answers. Then, ask students to move around the room comparing their answers.

Answers may vary:

- a) Roger's Friends organizing a surprise party for him.
- b) Patrick, Emma, Kim and Martin.
- c) Hi! How are you?
- d) See you, great!
- e) I'm in!
- f) Sorry but my French class is from 4 to 5.
- g) kind and polite.
- h) yes, don't worry Mr Wilson, I'll tell my dad.
- i) they organized a party for their friend Roger.



Prepare *before, while and after* reading activities. Guide students to make inferences about the texts and check them after they finish reading. Ask questions about the text while they are reading it; this will help them to get a better understanding of what they read. After they have read a text, ask them to share what they think about it, and what they have learned from it. Remind students that *infer* is similar to *conclude*.



Activity 2

Tell students to get into groups of three or four students. Ask them to read the questions, discuss, and create a brief conversation similar to the ones on the text. Give students a couple of minutes to prepare their conversations and after rehearsing, if possible, invite volunteers to present in front of the whole class.

Possible answers:

- Sarah: Sounds great. When is it?
- Jane: Sunday the 3rd at 1pm.
- Sarah: Awesome. What can I bring?
- Jane: There's no need to bring anything. We'll have soft drinks.
- Sarah: Sure! Thanks! See you there!

Reader's Connection



1. Work in groups. After reading the text "A Very Special Birthday Party" in your *Reader's Book* (pages 7-17), take turns to discuss the questions below. Find information in the text to support your answers.

- 1. What is the text about?
- 2. Which part is interesting to the conversation?
- 3. Which expressions do they use to show interest?
- 4. Which expressions do they use to express surprise?
- 5. Which expressions do they use to offer a suggestion?
- 6. Which expressions do they use to reject a request?
- 7. What are the speakers' attitudes like?
- 8. Do they use any body expressions? Give an example to help us!
- 9. What is the birthday like a friend? From the observation?



2. Work in groups. Choose a conversation from the text "A Very Special Birthday Party". Create a similar conversation to the one you chose. Follow these steps:

- 1. Write questions to define the purpose of speaking. What are we going to do?
- 2. Write an introduction. Why are we doing it?
- 3. Write a list of the words and expressions you want to use. You can find them in the text or in the dictionary. Use a generator to help you. Use the generator and to talk about it in a small group of your classmates.
- 4. Think about your tone, volume and rhythm.
- 5. Think about the body expressions that relate to the content of your conversation.
- 6. Prepare your conversation.
- 7. Present your conversation to your class.

Evaluation



1. Work in groups. Write a conversation to organize a meeting.

Activity 2

Let students exchange their conversations with another group, promote peer editing, and after a few minutes ask groups to collect their conversations and compare and discuss the comments and observations made by the other groups.



Answers: Previous answer.

Activity 3

Ask students to practice the conversations and present in front of the class. Remind them to use appropriate expressions and words according to the context. Tell students to focus on non-verbal language. Monitor students to help as necessary.



Answers: Previous answer.



If possible, ask all groups to present their conversations, but if you have too many students, collect their written work and provide written feedback to each one. Try to have different volunteers doing different activities. It is very important to make all children participate in the activities.

2. Work in groups. Check that you included in your conversation expressions to open and close the conversation, to organize a meeting, to accept and reject requests, and to talk about the time and place of your meeting.
3. With your groups, rehearse your conversation and present it to the rest of the class.



Activity 1

Mix up groups and invite students to create a brand new conversation. Write on the board prompts like: birthday party, project meeting, celebration, and school year's closure. Ask them to choose one and tell them to open and close the conversation properly, express acceptance or rejection of the requests, focus on body language, and to be polite.

Possible answers: Linda: Hello?

Ryan: Hi Linda, it's Ryan. How's it going?

Linda: Pretty good, thanks. How about you?

Ryan: I'm fine. Sure glad it's Friday. Hey, is Peter there?

Linda: Yeah, hold on, I'll get him. Peter! Ryan's on the phone.

Peter: Hey Ryan, what's up?

Ryan: Not much. Are you going to Bob's party?

Peter: Sure.

Ryan: Sweet! We'll pick you up at 6 tomorrow morning, is that OK?

Peter: Yeah, that's fine. The yellow house, number 30.

Ryan: Ok, I know how to get there.

Peter: All right -- see you tomorrow, then.

Ryan: Take care.

Peter: Bye.

Collection

of evidence template

Use the following template to create a mind map and add all the expressions learned during Unit 1 for organizing a meeting. Use colors and images as necessary. Compare your mind map with a partner. If possible, move around the classroom comparing your mind map with the rest of the class.

Complete the following conversation with the most appropriate expression, then practice in pairs.

A: This is Ray. May I speak with Lee?

Organizing a Meeting

B: Yes, this is Lee speaking.

Accepting

A: Lee. How are you today?

B: Oh, things are going _____. What's up?

A: I was wondering if you could _____ me tomorrow for lunch.

Rejecting

B: _____. Where did you have in mind?

A: I was thinking of Joe's in the village.

B: I love that place. Sure, _____.

Other words and expressions

A: Fine then, I'll meet you around twelve.

B: I'll see you there. Look forward to it.

Evaluation instrument

Observation checklist.

Use this observation checklist to assess students, provide written feedback to praise their performance, and identify the possible learning opportunities for further practice.

Classroom Observation Checklist

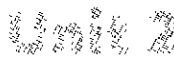
Student: _____

Date: _____

Respond to each statement using the following scale:

1 = Need more practice 2 = Good job 3 = Accomplished very well

- | | | | |
|--|---|---|---|
| A) My student knows how to organize a meeting. | 1 | 2 | 3 |
| B) My student learned how to be polite during a conversation. | 1 | 2 | 3 |
| C) My student knows the differences between a face-to-face and a phone conversation. | 1 | 2 | 3 |
| D) My student can identify what tone, volume, and rhythm are. | 1 | 2 | 3 |
| E) My student can produce conversations. | 1 | 2 | 3 |
| F) My student knows how to organize turns of participation. | 1 | 2 | 3 |
| G) My student knows how to accept or reject an invitation. | 1 | 2 | 3 |



Learning Environment:
Family and Community

Social practice of the language:
Tell interesting short stories.

After finishing this unit, the student will be able to:

- Explore fun personal anecdotes.
- Analyze different ways to tell a brief anecdote.
- Express a personal anecdote.

Final product: Recording an anecdote

- What is an anecdote?
- What elements does an anecdote contain?



Social practice of the language.

After finishing this unit, you will be able to:

Achievements

- Trigger students' story production.
- Identify the elements of an anecdote.

Write on the board the word *anecdote*, elicit from students what they think it is. An anecdote is usually a short narrative of an interesting, amusing, or biographical incident. If possible, narrate a funny story to students. Then, invite a volunteer to share an anecdote in their words without any corrections or interruption. If they had any difficulty telling their story, explain that during the lesson they will learn how to narrate it.

Explain that anecdotes include scene setting and characters which can be primary or secondary. Regarding the structure, it is divided in a beginning, a middle or development and an end. After that, set a musical chairs game. Organize a row of chairs in the center of the room, play music so students can dance around the chairs. When the music stops, each students has to take a chair, the student left standing has to describe one of the elements of the anecdote, for this, write the words on paper strips and have them in a bag. Students choose one and describe it or give examples. If the student had doubts, suggest the class to support them and help describing the element chosen.



U2 BPA1 show students the picture and let them work in pairs or small groups. Invite them to describe the picture and write on the board words like: *adventure, go hiking, mountains, compass, lantern, penknife* so students can extend their vocabulary. Ask more specific questions like: *Have you ever spent a night in the woods? Would you like to go camping?* Elicit students' and provide some help.



For this unit students will read the text "Our anecdotes" pages 21-31 of their *Reader's Book*. In this text, Julia shares different, fun, and interesting anecdotes told by her friends.

Work in pairs. Look at the pictures and say what you think about traveling and travel blogs. Do you think that sharing your experiences during a trip is amusing? Why?



Listen to and read Sally's anecdote.

My travel anecdotes

Hello! My name is Sally and I'm from the UK. I'm a travel blogger. I love to travel and I love to write about my experiences. My first travel blog was about my trip to the Amazon rainforest. It was so interesting and I loved to share it with you.

When I was 15 years old, I went to the beach with my friends. We had a picnic and we were having a great time. But then I saw a shark! It was so scary and I was so lucky that it didn't attack me. I was so lucky that I was able to tell you about it.

My first travel blog was about my trip to the Amazon rainforest. It was so interesting and I loved to share it with you. I was so lucky that I was able to tell you about it.

When I was 15 years old, I went to the beach with my friends. We had a picnic and we were having a great time. But then I saw a shark! It was so scary and I was so lucky that it didn't attack me. I was so lucky that I was able to tell you about it.

Work in pairs. Analyze the way Sally told her first anecdote. What words and expressions can you identify that make an anecdote eye catching? What elements do you think an anecdote needs to have to make it interesting? Are there many ways of telling an anecdote? When you finish, share your ideas with another pair.

Achievements

- Predict general idea of a text.
- Activate schemata.
- Identify an anecdote and define it.

Get connected!

Ask students about their last trip: *What did you see? Which places did you find more interesting? Who did you go with? Do you think you can learn new and interesting things when traveling? Why or why not?* Go over the discussion with the students, checking their ideas, and help them with vocabulary or questions. Inform students about how they can also share anecdotes about activities they do or experience every day.

Activity 1

Draw students' attention to the three pictures and brainstorm, write the ideas on the board. Invite students to add some more words to the brainstorm. Explain that a travelling blogger is someone who travels around the world collecting material for writing about their travel experiences. If possible, provide examples of some famous blogs. Ask a volunteer to read the question aloud and promote a group discussion. Write

the following examples on the board: Yes, it can be amusing because...

No, it is not amusing because...

Possible Answers: Visit famous places, travel around the world, write a blog, have holidays, go to the beach etc.

Activity 2

Tell student that they will hear Sally's anecdote, suggest following the reading as they listen. Invite them to underline the part of the text they find more interesting. At the end, invite a volunteer to share their highlighted parts and to explain why they chose it.

Answers will vary.

Focus students' attention on the note. Then, share a travelling experience to encourage students to share theirs. Give students a couple of minutes to express their experiences and what they learned from them. Use facial expressions.

Activity 3

Set pair work. Invite students to reread Sally's anecdote, while doing this, ask students to identify the words that make the story attractive, and tell them that using adjectives can describe it more vividly. Encourage students to reflect when answering the questions and a couple of minutes later ask the group to share their answers.

Possible answers: These fascinating and funny anecdotes inspired me..., My favorite travel blogger..., it was the best day ever. An anecdote needs to have descriptive elements to catch readers' attention. You can tell an anecdote as a simple story.



A think-pair-share is a collaborative learning strategy where students work together to solve a problem or answer about an assigned reading. Motive your students to share and produce.

Glossary

Remind students to go to Glossary to find the meaning of the highlighted words in the transcription. You might encourage them to guess meanings by using the context around the unknown words. Tell students that a good way to learn and remember new vocabulary is to use the last pages of their notebooks and make a vocabulary journal there. They can use that section to write new words they encounter and their definitions as well as a synonym.

Lesson 1

Achievements

- Analyze the structure of an anecdote: beginning, middle and end.
- Identify adjectives.
- Look up the meaning of new words.



Activity 4

As a group use a choral reading technique to read the anecdote, tell students to follow the reading as you read aloud, when you stop, they need to continue reading aloud, teacher starts reading the sentence and students it. After this, set pair work and suggest using four different colors to underline the setting, beginning, middle, and end of the anecdote. Monitor and check answers as they progress. Remind students to complete the answers on their activity book.

Answers: setting: a. Pyramids of Teotihuacan in Mexico.
 b. Beginning: my brother and I visited the pyramids of Teotihuacan. c. Middle: Race my brother up in the pyramids
 d. Ending: We had lunch in a restaurant and my brother confused ketchup and hot sauce.



Activity 5

Set pair work and tell students to narrate Sally's anecdote, Activity 2, and 4, as if they were her. Suggest making some notes to help them remember the sequence or key words. Monitor through the activity and help students with tenses if necessary.

Possible answers: Hi! My name is Sally and I have always liked travelling, my grandfather inspired me, I found written anecdotes my grandfather kept in the attic and I was fascinated, so I decided to start a traveling blog and I met my favorite blogger Mike Ruiz. It was a great day!



Activity 6

Write *adjective* on the board and explain that it is a word used to describe a noun, point to the door and ask: *how can you describe the door?* Blue! Repeat the procedure with several classroom objects. After that, invite students to work individually and to underline six adjectives used by Sally encourage them to write them on the lines. Finally, suggest using those adjectives to narrate a short anecdote to another classmate.

Answers: a. old b. fascinating c. funny d. favorite e. big f. best (good)

Go to page 125. Guide students through adjectives and explain that those are words to describe a noun and that there are several types: opinion, size, age, color, material, purpose, and shape. Bring an item into the room to be described, elicit some adjectives from the students.

Language Connection



An anecdote always has a setting or context and three parts: a beginning, a middle and an end. Read the following anecdote, write your ideas on the lines, and talk with your partner about how you identified each part

Hey everyone! I want to tell you some funny anecdotes from my trip to Mexico last month. My brother and I visited the astonishing pyramids of Teotihuacan. I was very excited. I am obsessed with anything related to ancient architecture and pyramids. I wanted to see all of what Teotihuacan had to offer as soon as we got there.

One funny little anecdote happened when we were going up the Pyramid of the Moon. I thought the trail would be fun. I saw my brother up the steep stairs. But what did you know? As

soon as we were halfway up the stairs I ran out of breath and felt dizzy, and my brother tripped with his cell phone in his hand and we definitely took the funniest selfie ever. You should've seen his face! His eyes were wide open!

Later, we had lunch in a restaurant called Quinto de la India Buñita, where we had the yummiest barbacoa (sheep meat) steam cooked in an underground oven and escamoles (ant eggs). My brother put some hot sauce on his food thinking it was ketchup, but guess what? It was tobacco sauce! He started to cough and cough at the same time. We both had a good laugh. He took a sip in water, he even joked the waitress. Finally, he took the ketchup.

1. Setting
 2. Beginning
 3. Middle
 4. End

Work in pairs. Pretend you are Sally and retell your partner Sally's trip to Mexico as if it were your anecdote. Try to use the correct pronunciation and intonation.

An adjective is a word that can help you describe an action or situation in an anecdote. Look for six adjectives in Sally's anecdote and write them on the lines. Next, use them to tell a short anecdote to a partner.

Student's Tip



U2 BPA2 Show the picture and ask students: *What do you see? What is the people doing? Do you think this could be an interesting anecdote to tell?*

Why or why not? Encourage them to discuss the questions in pairs.

If possible, invite students to investigate some kinds of anecdotes and their characteristics. Then, encourage them to select one and write a draft based on the main characteristics it contains and the tone they want to highlight. Pair students up and let them tell their anecdote.

Recording an anecdote

STEP

1

Work in pairs. You'll need to write and discuss the following questions:

- What type of anecdote are you planning to write?
- What is the subject of your anecdote?
- What is the setting of your anecdote?
- What is the main event of your anecdote?
- What is the outcome of your anecdote?
- What is the moral of your anecdote?

Work in pairs. You'll need to write and discuss the following questions:

- What type of anecdote are you planning to write?
- What is the subject of your anecdote?
- What is the setting of your anecdote?
- What is the main event of your anecdote?
- What is the outcome of your anecdote?
- What is the moral of your anecdote?

Looking ahead



Tell students that in step 2 they have to write a list of adjectives, connectors, and expressions to use in their anecdotes and write their anecdote's outline. If possible, provide students with a bond paper and color markers to keep record of the word lists and to exhibit as a linguistic approach.

Lesson 1 Self-Evaluation

Have students look at the statements and check them individually to think about their learning achievements, progress, and performance during lesson one. Ask students to work in pairs and suggest comparing answers. Invite them to make a list of things they can improve in Lesson 2.



Peer assessment is an educational activity in which students judge the performance of their peers and it can take different forms depending on the characteristics of its implementation, the learners, and the learning context. It is an excellent option to get students to understand each other's learning experiences in the classroom. Try to use peer assessment as possible during classes.

Product 2 Recording an anecdote Step 1

Planning



Explain students that the final product for this unit is to record an anecdote. They will have to write a short personal anecdote and record it. Help them decide what materials they are going to use to write and keep a record, suggest writing it on their notebooks, piece of paper or computer. Define time and date to record their anecdotes. Give them a selection of the type of anecdotes to record so they can choose one. In case students do not have electronic devices, encourage them to write a draft and practice their anecdote aloud, paying special attention on pronunciation and intonation.

Hands on!



Divide the class in small groups. Ask some volunteers to read Hands on questions aloud. Give groups a couple of minutes to brainstorm their answers and write them on a piece of paper. Monitor and provide some help, write prompts on the board if you notice students are struggling to answer the questions.

Achievements

- Predict general idea of an audio.
- Activate schemata.
- Identify and use connectors while telling an anecdote



Activity 1

Ask students to look at the picture and tell what they can see in the picture. Ask students these questions: Do you know what city is? What do you think the building that looks like a sailboat is? Ask them what they think the anecdote will be about. Give students some minutes to answer the questions and promote sharing answers in pairs. Play the audio and ask students to confirm or correct their answers.

Possible answers: a. A trip to Sydney. b. Her last vacation trip. c. Her plans to visit Australia.



Activity 2

Invite volunteers to help you reading the prompts in the boxes, tell students that those will be used to retell Sally's anecdote. Play Track #4 and ask students to write notes.

Answers: 1. She was streaming live from Australia. 2. When she was riding the ferry to the zoo, she rode on a cable car. 3. At the zoo she saw gorillas, zebras, giraffes, kangaroos, koalas, wombats and Tasmania devils. 4. While she was surfing, she saw many people. 5. She stayed at the beach only two hours because she got sunburned. 6. When she was ready to pay for her lunch she realized she had forgotten her credit card.



Activity 3

Before working on the activity, write the following sentences on the board: *Jack feels sad **because** he lost his wallet. Mom is working **and** Dad is watching TV. I want to visit other countries **such as** France and Germany. I want to buy new clothes, **but** I don't have enough money. Tom can have a sandwich **or** a burger for lunch.* Underline the connectors and explain that *because* is used for a reason, *and* to add ideas, *such as* to give examples, *but* to contrast *or* when you have two options. If possible, write some prompts on the board to encourage students to make sentences using connectors. Suggest students telling each other Sally's anecdote using connectors.

Possible answers: Sally stayed on the beach only one hour *because* she got sunburnt. She had fish *and* chips for lunch. She saw animals *such as* wombats, zebras, and giraffes.

Go to page 126. Invite some volunteers to help you reading the explanation of connectors and set teams, provide color sheets and divide the connectors in order to have different lists to be displayed inside the room. Explain uses and meanings.

Language Connection



Visiting Australia

Look at the picture. Write three ideas that you think Sally's anecdote will be about. Talk to your partner about why you wrote those ideas. Then listen and check to see if you were right.

Listen again. Talk with a partner about Sally's Australian anecdote using the prompts in the boxes.

1. She was streaming live from _____.
2. When she was riding the ferry to the zoo _____.
3. At the zoo she saw _____.
4. While she was surfing _____.
5. She stayed at the beach for only two hours because _____.
6. When she was ready to pay for her lunch _____.

Work in pairs. Talk about Sally's anecdote using the words in the boxes. Look at the example.

because and such as out or

Sally went to Australia **because** she wanted to see some animals.

She visited different places, **such as** the Australia Zoo.

Go to the Language Connection section on page 126 to learn more about connectors.



When displaying a poster you increase the possibilities of memorization of the content, the information goes from short term memory to long term memory, so every time you produce a poster make sure they can display it inside the room.

22

The words in the list are used to express surprise while telling an anecdote. Work in pairs. Use the words to retell some of Sally's anecdote from her trip to Australia. Follow the example:

- Suddenly
- By surprise
- Speechless
- All in all, for words

Write in just one sentence the words from Activity 4, keep your work in a portfolio that is very useful for your final product.

Students tip

While telling an anecdote, intonation, speed, pause, and volume are very important to keep your audience interested. Body language is also an important part. Work in pairs. Read the anecdotes following the instructions on the right.

Intonation: More variation of the voice is speaking.

Volumes: The louder the voice, the more interesting it is.

Speed: The more slowly you speak, the more interesting it is.

Pause: A short pause is useful to emphasize an important point in a story.

When she returned to the hotel, she found a note on the table. It said: 'Welcome to Australia! Enjoy your trip!'

When she was in the car, she saw a sign that said 'Welcome to Australia!'

Anna was surprised to find a note on the table. It said: 'Welcome to Australia! Enjoy your trip!'

When she was in the car, she saw a sign that said 'Welcome to Australia!'

When she was in the car, she saw a sign that said 'Welcome to Australia!'

When she was in the car, she saw a sign that said 'Welcome to Australia!'

Click on the red link to visit the website: <https://www.australia.com/en> Have students compare the places Sally visited and the ones she did not. Invite students share their ideas. Ask them: Which place would you like to visit?

Achievements

- Use words and expressions to communicate surprise and expectation.
- Analyze the acoustic characteristics to tell fun anecdotes. (Intonation, speed, pauses, and volume)



Activity 4

Explain the words used for surprise and clarify their meanings. Suggest students to work in pairs. Ask students to use the sentences prompts and the words and expressions to communicate what Sally felt during her trip. When they finish, ask them to read their sentences aloud. If possible, provide paper strips for their sentences to exchange with the other pairs.

Possible answers: Sally was speechless by the awesome day she had. When Sally got sunburned suddenly she had to leave because she was hungry...

Activity 5

Ask students to think about their last vacation, write an anecdote using the words reviewed in Activity 4 and keep record of it. If possible, let some volunteers read their anecdotes to the class.

Possible answers: Last vacation I went to Veracruz. I was speechless due to the beautiful view at the port. Suddenly my dad ask us to have lunch. I was caught by surprise when my uncle Antonio arrived. I was at a loss of word and excited

Portfolio Connection



Encourage students to read the note and investigate some facts regarding anecdotes. Then, invite them to tell their story in front of a group.

Activity 6

Share with students an anecdote, emphasize your intonation, speed, pause and volume according to your narration, and use body language to complement it. Make sure students are interested in it. After, ask students if they noticed any special features in your anecdote and write on the board the words: intonation, speed, pause, and volume. Explain that these words keep the audience attracted to the anecdote and make the narration more interesting as well as vivid. Let students read the definitions of intonation, volume, speed and pause. Illustrate each one orally.

Project this web page: <https://www.australia.com/en> Have students compare the places Sally visited and the ones she did not. Invite students share their ideas. Ask them: Which place would you like to visit?

Digital Connection



U2 BPA2 On a piece of paper, ask students to write three sentences to describe what is happening in the picture. Ask them to explain their reasons why they think this picture can make for an interesting anecdote.

Product 2 Recording an anecdote Step 2

Have students check the steps they have followed up until this point and make sure they are following all the procedures needed to complete the second stage of their final product.

Planning



Help students decide on the aspects in the planning section. How many words are they going to use to write and record the anecdote? Establish a word range to use, sometimes students feel stressed due to a high number of words they have to write. Suggest them to write a personal anecdote or if they want they can write about someone else's. Write onomatopoeias on the board and explain that are used for a more meaningful description like: *The **buzzing** bee flew away.* Point to the word *buzzing* as an onomatopoeia. Produce the sound of a bee. Recommend students to use sounds and onomatopoeias to make an anecdote more appealing or entertaining.

Hands on!



Once students have decided how they are going to write and record their anecdote, give them some minutes to write the list of adjectives, connectors, and expressions they are going to use in their anecdote. If possible, provide different color sheets to categorize the words, display on the room walls and let students move around the classroom complementing the lists in order to have a peer assessment and more complete lists.

Looking ahead



Explain to students that in step 3 they are going to write the rough draft of their anecdote. Remind them the parts of anecdote: setting, beginning, middle, and end. Write them on the board and ask some volunteers to define them with their own words.

Lesson 2 Self-Evaluation

Have students look at the statements and check them individually in order to reflect on their learning achievements, progress and performance. Divide the class in pairs and have them compare their answers. Monitor the activity and ask students to give solutions to some of the problems their classmates presented during the unit.



Ask students to write in a single sentence what they enjoyed learning the most in Lesson 2 and in another sentence what they liked the least. Ask them to share their reason why with the class. You may use as part of your reflective teaching process.

STEP

Recording an anecdote

2

Check that students have followed step 1. If they have not, make sure they do so before moving on to step 2. If they have, ask them to write their anecdote. Encourage them to use the words and expressions they have listed in step 1.

Planning section

Use the list of adjectives, connectors and expressions you have used in your anecdote. For example: "I was surprised because..." "I was happy because..." "I was sad because..." "I was angry because..." "I was excited because..." "I was nervous because..." "I was surprised because..." "I was happy because..." "I was sad because..." "I was angry because..." "I was excited because..." "I was nervous because..."

Use the adjectives, connectors and expressions you have used in your anecdote. For example: "I was surprised because..." "I was happy because..." "I was sad because..." "I was angry because..." "I was excited because..." "I was nervous because..." "I was surprised because..." "I was happy because..." "I was sad because..." "I was angry because..." "I was excited because..." "I was nervous because..."

Step 3: your anecdote

In Step 3 you are going to write the first draft of your anecdote.

Lesson 2 Self-Evaluation

Check that students have followed step 1.

Use the list of adjectives, connectors and expressions you have used in your anecdote.

Use the adjectives, connectors and expressions you have used in your anecdote. For example: "I was surprised because..." "I was happy because..." "I was sad because..." "I was angry because..." "I was excited because..." "I was nervous because..." "I was surprised because..." "I was happy because..." "I was sad because..." "I was angry because..." "I was excited because..." "I was nervous because..."

Use the adjectives, connectors and expressions you have used in your anecdote.

Lesson 3

My Trip to London

Listen to and read another of Sally's anecdotes. Choose the title that best fits it.

- a. Sally's Junk Treasure b. Barry's New Foreign Ring c. Sally and the Magic Ring

Hi, this is Sally again. Today I want to share a funny and somewhat embarrassing anecdote from one of my recent trips to

London, to see the sights of Piccadilly Circus. I could have visited the British Museum, Spoken by Elton John, or Royal Opera and saw a special show. I picked it up and noticed that it had a very small ring attached to it. I had read what it said but knew it wasn't English. I saw a man sitting on the ground, but he had no eyes. So I put it in my pocket and continued walking.

On my way home, the shop assistant saw my friend Barry. He asked me to come to his house for a drink. We had a drink and he showed me the ring and asked if I knew what language it was. Barry said he looked at the ring and said it was a ring from the time he found an expensive ring with some ancient language written on it. It turns out that my expensive ring was nothing more than a toy ring that you would find in a toy shop in London.

He then showed that I was a British girl and that's all I had to say. There are other things I could have said in front of Barry, but I didn't say anything. We both had a good laugh!

Work in pairs. Answer the following questions about Sally's anecdote.

- Where was Sally walking?
- Who did she visit in London?
- What happened that made Sally's visit to London interesting?
- What did Barry have to say about the ring?

Work in pairs. Retell Sally's anecdotes using the sequencers in the box. Follow the example.

First Sally was walking down Piccadilly Circus. First, Next, Then, Finally

Use the same sequencers to help you retell Sally's

Answers: a. the street of Piccadilly Circus. b. Barry c. She found a ring d. It was a toy ring.

Activity 3

Write the following words on the board: *First, Next, Then* and *Finally*. Explain the uses of the sequences to clarify doubts. If possible, write mingled recipe steps on the board, ask students to organize them using the sequences. After that, set pair work and ask students to use the sequences to narrate Sally's anecdote.

Possible answers: *First, Sally went to London. Then, she was walking when she found a ring. Next, she met Barry and told him about her ring. Finally, Barry told her it was a toy ring.*

To make the activity more interesting, give students a minute or two to write their sentences on their notebooks in the correct order. If they don't finish on time, they have to include two more sentences about Sally's Australian anecdote. If possible, use a chronometer students can see.

Achievements

- Read and comprehend information from an anecdote.

Activity 1

Ask students to read Sally's anecdote as they listen to the audio. When they finish, ask them the following questions: *Where did Sally go? Who did she visit? What did she do there? What did she find? What happened during her trip?* Give students a couple of minutes to answer the questions as a group. Ask the class to choose the best title that suits the anecdote. Elicit more examples of titles from the students.

Answers: A. Sally's Junk Treasure

This kind of activity is a perfect opportunity for students to reinforce their reading comprehension skills. If possible, write some comprehension questions on the board for the students to answer.

Activity 2

Ask a volunteer to read the questions aloud. Set pair work and ask students to reread the text and to answer the questions.

Lesson 3

Achievements

- Determine the elements of an anecdote.
- Choose an anecdote to share.
- Use adjectives and connectors to enrich the anecdote.
- Use sound, body and facial gestures (expressions) to tell an anecdote.



Activity 4

Explain that onomatopoeia is the process of creating a word that phonetically imitates, resembles, or suggests the sound that it describes. Common onomatopoeias include animal noises such as "oink", "meow", "roar" and "chirp". Tell students to listen to Sally's anecdote once again. Write the chart on the board and ask volunteers to write their answers so the class can check. Ask students to add two more.

Answers: clink! Coin hitting the sidewalk, beep, beep, cars honking, ring, ring, phone ringing.

Possible answers: Buzz - Bee buzzing, Meow! Cat producing sounds.

Activity 5

Suggest students to make a list of sounds and expressions to use in their personal anecdote. They may use the ones from Sally's anecdote, but promote the addition of new ones to extent her repertoire. Ask students to write them on pieces of paper to be displayed around the classroom.

Portfolio Connection



Activity 6

Invite students to work in pairs and encourage them to tell Sally's anecdote. Ask them to pay special attention to intonation, speed, pausing, and volume to make clear their ideas.

Encourage students to research on Piccadilly Circus and explain: What did they like the most from this place? Elicit answers from students and discuss as a group. Explain that Piccadilly Circus is a road junction and public space of London's West End in the City of Westminster. It was built in 1819 to connect Regent Street with Piccadilly.

Digital Connection



Explain students that anecdotes have several elements: Narrator: the person that reads the: Time: when the narration is occurring; Place: the location where it happened; Main character: the principal actor; and Secondary characters: the rest of the actors.

Sounds are what make an anecdote richer and funnier to hear. You should always use them when telling one. Sally uses some words to represent sounds. Listen to her anecdote again, can you identify them? Write them in the chart and explain what they represent.

Sound	What it represents
-------	--------------------

Write a more sounds and write what they represent.

Make a list of words and expressions to imitate sounds. Use the ones from Sally's London anecdote and the others you have heard or read. An onomatopoeia is a word that imitates a sound. Write the sound it makes, and we can all hear that sound in our heads. Write some more examples and share them with your classmates.

Work in pairs. Take turns to read Sally's anecdote. Use the correct intonation, speed, pausing, and volume. Don't forget to use body language to express your feelings.

Go on to read the text and write in the table below. What makes the story an anecdote? Can you think of a word that would describe the anecdote? Write it in the table.

Answers:

Work in groups. Go back to Sally's anecdote in Activity 4. Look at the words in green. Analyze them and discuss with your classmates: What is the place and time of the anecdote? Who is the narrator? Who is the main character? Who are the secondary characters? When you finish, fill in the mental map with your information.

Answers to an anecdote

Activity 7

Ask students to reread Sally's anecdote, encourage them to identify the place, time, narrator, main character, and secondary character on the text and to complete the chart with the information. Draw the chart on the board and ask for some volunteers to help you with the answers.

Answers:

- Narrator: Sally;
- Main Character: Sally;
- Place: Piccadilly Circus, London;
- Time: yesterday;
- Secondary character: Barry.



U2 BPA3 Have students work in small groups. Ask them to talk about the action happening in the picture. (The boy is texting.) After that, ask them the following questions: Can you tell a whole anecdote from just one picture? Why or why not?



Recording an anecdote

STEP 3

Work with your partner to decide on the objects you will use to create your anecdote.

Think about the main characters, the setting, and the events that will happen in your anecdote.

Write down the five elements of an anecdote.

When you finish, exchange your work with another pair and check spelling, grammar, and punctuation. You can also read your anecdotes to each other to give your personal opinion on how you can make it more interesting.

STEP 4

Write the final version of your anecdote. Include sounds to make it more fun and engaging.

Place in place to record it.

When recording, remember to keep in mind rhythm, speed, volume, and pronunciation.

Present your final product to the class.

STEP 3

Work with your partner to decide on the objects you will use to create your anecdote.

Think about the main characters, the setting, and the events that will happen in your anecdote.

Write down the five elements of an anecdote.

When you finish, exchange your work with another pair and check spelling, grammar, and punctuation. You can also read your anecdotes to each other to give your personal opinion on how you can make it more interesting.

STEP 4

Write the final version of your anecdote. Include sounds to make it more fun and engaging.

Place in place to record it.

When recording, remember to keep in mind rhythm, speed, volume, and pronunciation.

Present your final product to the class.

to write the rough draft of their anecdote. When they finish writing, ask them to exchange their anecdote with another pair or group. Remind them to proofread their classmates work and give positive comments. Recommend students to read their anecdotes out loud to check pronunciation, intonation, sound effects, speed, volume, body language and facial expressions.

Looking ahead

Ask students to write on a piece of paper how they feel about moving on to Step 4 and what expectations they have with their finished products. Remind them to have their anecdotes proofread and ready to be recorded with their electronic device.

Step 4

Make sure students check the steps they have followed up until step four.

Hands on!

Make sure to give students enough time in class so students can work on the final product. Follow these steps: 1. Give students a couple of minutes to check that they do not have anything else to add to their written anecdote. 2. When students finish checking their anecdote, ask them to look for a space either inside or outside the classroom to record their anecdote. 3. Make sure students brought the objects they are going to use to make their sound effect. 4. Provide students about 10 or 20 minutes to record their anecdotes. 5. Organize students to present their anecdotes to the whole class.

Product 2 Step 3

Have students check the steps they have followed so far and make sure they are following all the procedures needed to complete the third stage of their final product.

Planning

Now it's time for students to make their product. Help them decide when and where they are going to record it. What equipment they are going to use (smartphone, tablet or recorder) Encourage students to define who the narrator, the characters: main and secondary; and the setting. If students find some difficulties to present their work by using electronic devices, then, invite them to rehearse the anecdote as many times as possible and when they feel ready, ask them to present it in front of the group.

Hands on!

Encourage students to use the previous lists made: adjectives, connectors, and expressions to write their anecdote. Let students work in pairs or groups (depending on how they chose to work) and give them a couple of sheets of paper

End of unit Self-Evaluation

For this self-evaluation give students some minutes to read and reflect on their answers. Have students go to page 17 and invite them to tell you how they feel about the experience of recording their anecdotes. After, clear a space in the middle to sit in circle to share their experiences.

Reader's Connection



Activity 1

Organize students in four groups. Assign each group a text from the reading. Each group should read it again and give a summary about what the text is about. When they finish, ask each group to write the main idea of each story in the space provided. Give students a couple of minutes to answer the activity. Elicit some answers from students. If possible, write them on the board.

Answers: a. "Interschool Soccer Tournament": A rookie soccer team that wants to participate in a soccer tournament.

b. "My First Pet": A girl who wasn't interested in pets but a cute puppy helped her change her mind. c. "New School, New Friends": A girl moves to a new city and is afraid of change. d. "The Day My Sister Came into My life": A child who was used to being an only child and didn't want to have a baby sibling.



Activity 2

Tell students to set groups, choose an anecdote and draw a chart on the board, tell students to find the elements of the anecdote they chose and to draw a chart as well on a bond paper. Remind them to include narrator, time, place, main characters and secondary characters. Monitor as students work to help with questions or doubts.

Answers will vary.



Activity 3

Give students a couple of minutes to discuss their answers. Ask them to present their answers to the class or you may ask them to prepare a small presentation to do so.

Possible answers: a. My dad is always telling us anecdotes.

b. I love to share my experiences with my family because we have a great time together. c. Sharing your exercises let others know how you think and how you feel.

Reader's Connection



1. Work in groups. After reading the text "Our Anecdotes" in your Reader's Book (pages 21-31), take turns to give a brief synopsis of each one. Find out some information in the text to support your answers.

a. What is the anecdote "Interschool Soccer Tournament" about?

b. What is the anecdote "My First Pet" about?

c. What is the anecdote "New School, New Friends" about?

d. What is the anecdote "The Day My Sister Came into My Life" about?



2. Work in groups. Choose an anecdote from the text "Our Anecdotes" in your Reader's Book (pages 21-31). And discuss the following:

a. Who is the narrator?

b. What is the time and place of the anecdote?

c. Who is the main character?

d. Who are the secondary characters?



3. Work in groups. Take turns to answer the following questions:

a. Is there someone in your family that is always telling anecdotes? Who is it?

b. Do you like telling anecdotes about you or do you like to hear your family and friends? Why?

c. Do you think anecdotes have an important role in a person's life? Why?

Evaluation



Work in groups. Choose a place, time, narrator, main character, and secondary characters to write an anecdote.

Place:

Time:

Narrator:

Main character:

Secondary character:

Work in groups. Write a short anecdote using the elements you wrote in Activity 1.

Possible answer: Last vacation, I was in a beautiful beach with my family when, by surprise, my favorite uncle and aunt arrived to join us in our trip. The sea was buzzing like a bee because there were huge waves which made us have great fun. We decided to have lunch in a very interesting restaurant. Suddenly, a person came out of the restroom running, the door banged so loud that everybody in the place was in shock. It was my uncle who forgot to bring his wallet to pay for the meal, we couldn't stop laughing.

Activity 3

Explain to students that they have to choose the best anecdote, just one by group, let them choose who the narrator will be. Write the prompts: intonation, speed, pause, and volume to remind students to pay close attention to those elements while presenting. Encourage them to use expressions and words according to appropriate usage. Tell students to focus on non-verbal language. Give time to rehearse the presentations. Ask students to present it in front of the class.



With your teams, rehearse your anecdote and present it. Remember to use the appropriate intonation, speed, pause, and volume. Make sure you include sounds to make it more engaging.



Activity 1

Tell students to work in groups and to share information about an anecdote. Each student will tell the group an anecdote, after that, they will have to choose the best one or the funniest to complete the place, time, narrator, main and secondary characters. Encourage students to narrate using body language, facial expressions, and onomatopoeias if possible. As well as intonation, speed, volume, and pause to catch other attention.

Possible answers: Place: Cancun, Time: last vacation.
Narrator: myself, the boy, the girl, etc. Main characters: my family and I. Secondary characters: my uncle and aunt.



Activity 2

After producing orally their anecdote, now, invite students to write that anecdote, using the appropriate tense, connectors, adjectives, and punctuation. Monitor students as they work to help them with vocabulary, accuracy or any struggling student who does not feel confident to write. Ask some students to stand up in front of the class and read out loud their anecdote. Give students a couple of minutes to answer the activity. Check their answers and provide a written feedback, if possible.

Collection of evidence template

Work with a classmate. Look at the pictures. What do you see in each one? Use Wh-question words to ask your classmate about the situations portrayed. Then try to tell a short anecdote about each situation.



Evaluation instrument

Use the following rubric to assess your and your classmates' performance throughout the unit. Put a check on the face expression depending on your performance in class.



I am involved and enthusiast in class.

I work without having questions, discussing ideas, offering constructive criticism, and summarizing discoveries.

I was proactive in cooperative groups.

I speak and understand English most of the time in class.

I am respectful to classmates and mindful of others' needs.

Learning environment:
Family and community

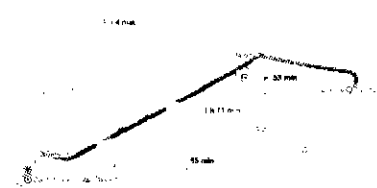
Social practice of the language:
Exchanges information to get to a place within a community

After finishing this unit, the student will be able to:

- Explore directions.
- Understand directions to get to a place.
- Give directions to get to a place.
- Write directions to get to a place.

Final product: Quick guide with instructions to get to a place.

- When do you have to follow directions?
- When do you give directions?



Social practice of the language:

After finishing this unit, you will be able to:

Achievements

- Talk about directions.
- Activate schemata.
- Identify when to give directions.

Tell students you want to go to the nearest supermarket from school, ask them if they could give you directions, if possible draw a map on the board and use your finger to motivate students to produce, as the theme is brand new for them, you may need to write some prompts on the board to help them. If students make mistakes, let them know that during the lesson they will be able to manage it.

Write on the board the questions: *When do you have to follow directions? When do you give directions?* Bring a soft ball into the class and throw it while listening music, like in the "hot potato" game, encourage students to be gentle and respectful while playing, after some seconds stop the music and elicit and answer from the student with the ball, if you notice a struggling student, invite other students to help that student. Repeat with the second question.

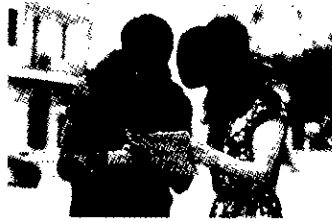


U3 BPA1 Have students look at the picture. Elicit information about it, make questions like: *Where can you find a map like this in your community?* Help struggling students writing some words on the board as they brainstorm.



For this unit students will read the text "Visiting Mexico City" pages 35-45 of their *Reader's Book*. In this text, Robbie visits different places in Mexico and shares his experiences.

Work in pairs. Look at the picture and say what you think the people are doing. Where are they? What makes you think that?



Work in groups. Listen to the conversation again. Who is giving directions? Who is asking for directions?

A: Excuse me, could you tell where I can find a bank?
 B: Sure, are you looking for a public bank or any bank?
 A: It could be any bank. I don't need to find an ATM.
 B: Oh, it's better if you go to the mall. You will find different banks there. But you need to take a taxi.
 A: Why?
 B: Walk straight ahead until you pass the traffic light. Then, turn right on Chicago Avenue. You'll find a bookstore. The bus stop is at the corner. Take bus 45 and get off at Robinson Avenue. The mall is in front of a bus station.
 A: Thank you very much.
 B: You're welcome. Take care.

Work in pairs. Go back to the conversation. Identify and circle expressions about places and means of transport. Then discuss with another pair of students: what places are mentioned in the conversation? What means of transport are mentioned in the conversation?

Activity 2

Suggest students to follow the conversations as they listen. Set groups of three and elicit some answers after listening. Provide some minutes so students can practice the conversations. At the end, invite volunteers to act out in front of the class.

Answers: The young man is giving directions. The woman is asking for directions.

Activity 3

Tell students to go back to the conversation, suggest using two different colors to highlight the answers. Write *places* on the board and ask students to brainstorm some words, repeat with *means of transport*. Finally, provide some minutes to circle the answers. Check orally as a class. Students may not know that ATM is Automated Teller machine, it is a machine that withdraws cash money from a bank account when banks are closed.

Possible answers: places: bank, mall, bookstore, bus station. Means of transportation: bus.



Draw students' attention to the highlighted words. The meaning of these words is included in the Glossary of students' Activity Book. Promote the use of these words as much as possible and encourage students to practice them in different writing tasks. Motivate students to create their own glossary with unknown words.

Achievements

- Expand repertoire of vocabulary and expressions.
- Think about questions to clarify the message.

Get connected!

Brainstorm vocabulary and expressions related to giving directions. Then, ask students to work in pairs. Have them take turns to ask for and give directions.

Glossary

Focus students' attention on the words in bold. You can have students work in pairs. Ask them to open their book on the Glossary and in turns, ask the vocabulary from the unit. This focuses on the meaning of the word. Then, have students review pronunciation of each word. Remember to first model the vocabulary so students have a reference. Have students take turns pronouncing the words in pairs. Finally, ask students to choose the most difficult words so they can look them up in dictionaries and get to understand them better through constant and different input.

Activity 1

Point out to the picture, make some questions like: *What can you see?* Elicit some answers, then, invite a volunteer to read aloud the questions on the activity book. Set pair work, make sure you balance a struggling student with a classmate who can be supportive. Suggest them to discuss the questions and some minutes later, invite some volunteers to share their answers with the whole class.

Possible Answers: The man is giving directions to the woman, they seem to be in an old European town, Andrea is wearing a hat like if she were on vacations and may be lost.

Lesson 1

Achievements

- Differentiate who gives and who receives directions.
- Compare expressions that indicate places.



Activity 4

Set 6 different teams, to each team give a strip with one of the questions from the activity, provide two or three minutes to get the answer. Once they finish, mingle them to have 6 different students with six different questions so they can compare and exchange information. Encourage peer work. To check, elicit some volunteers to share their answers with the class.

Answers: a. the woman wants to find a bank. b. She needs to go to an ATM. c. She got lost. d. Yes, if you learn how to read a map, it could be a very helpful tool. e. The mall is in front of the bus station. f. Yes, because if you need help or help somebody, accurate communication is important.

Connecting you

Invite a volunteer to read the question. Give some minutes for students to discuss in pairs their answers. Providing prompts may help struggling students.



Activity 5

Write on the board Wh question words like: who, what, where, etc. Remind students to use wh questions words to ask for more information. Set groups and tell them that they will play a quiz, they will have to make three questions and ask them to another team, that team will answer and score a maximum of three points if answers are correct, then the team that answered will have to make their questions to another team and repeat until every team has participated.

Possible answers: Where is the mall? in front of the bus station. What can you find on Chicago Avenue? A bookstore



Activity 6

Set pair work. Provide color sheets if possible. Invite students to reread the conversation between the Young man and the Woman. Point out to the expressions which can be used to give directions, suggest creating a list. Invite them to use colors and figures like a sketch note with visuals.

Possible answers: Walk straight ahead... Turn right on Chicago Avenue... the bus stop is at the corner, etc.

People from all around the world like to visit other countries, they are called tourists. Sometimes, they do not speak the language spoken in the place they visit; so they try to communicate using different strategies as signs, facial gestures or body language.



Work in groups. Take turns to discuss the following questions. Give reasons for your answers.

- What does the woman want to do?
- Where does she want to go?
- Why is she using a map?
- Do you think maps are useful? Why?
- Where is the mall located?
- Is it important to know how to ask for and give directions? Why?

Connecting you

What do you do when you want to get to a place that you don't know where it is? Discuss your ideas with a partner.



Work in groups. Think about other questions about the conversation you listened to in Activity 1. Take turns to ask these questions to your classmates and to answer their questions. Follow the example:

Where does the woman have to turn right?

What bus does she have to take?



Work in pairs. Go back to the conversation in Activity 1. In your notebook make a list of the expressions used to give directions. How do you know those expressions are used to give directions? What do you use those expressions for? Then write your list with those expressions; for example:

Could you tell me where I can find a...? Walk straight ahead.
 Turn left. Turn right.

People from all around the world like to visit other countries. They are called tourists. Sometimes, they do not speak the language spoken in the place they visit, so they try to communicate using different strategies as signs, facial language.

Go to your Reader's Book. Read the text "Visiting Mexico City" pages 35-45. Identify the expressions that are used to give directions. Then discuss with a classmate if these expressions are similar or different to the ones you studied in this lesson. Add those expressions to the list you wrote in Activity 6 and keep a copy in your portfolio.

Encourage students to create a places and means of transportation glossary. Ask them to add directions like: turn right, turn left, walk straight on, etc., which can be helpful for their final product



Divide the class in groups. Have each group take turns discussing about how people ask for and give directions. Monitor the activity, and help students as necessary. For struggling students, suggest checking the conversation while discussing.

Quick guide with instructions to get to a place

STEP

1

Looking ahead



Tell students that in Step 2 they will need to describe a route, so that they need to have it clear in their heads. Ask students to check vocabulary and expressions about asking for and giving directions in the conversation in Unit 1, as well as the ones in their *Reader's Book*. Tell students that they can also check other examples of this kind of expressions online.

Lesson 1 Self-Evaluation

Have students look at the statements and check them individually to think about their learning achievements, progress and performance during Lesson one. If they think they still need to study more about something, encourage them to check the activities related to the point they need to study. Divide the class in pairs and have them compare their answers. Invite them to make a list of things they can improve in Lesson 2.



Use Color-coding to assist students in distinguishing concepts and ideas as this unit provides a good opportunity for students to create their own glossary in order to expand their repertoire of words and expressions. Motivate them to select key words and expressions from the texts they will read through the unit. Encourage them to use bright colors.

What materials do you need to make a quick guide?
- A pen or pencil
- A ruler
- A piece of paper
- A pair of scissors
- A glue stick
- A stapler
- A hole punch
- A stapler
- A hole punch

Work in small groups. You should take turns to discuss and answer the following questions:
- Why do you want to say it?
- Why are you going to say it?
- Why will people listen to you?

When you finish, write down the useful words and expressions that you think are useful for creating your guide. For example, work right ahead, turn right, take the bus, get off the bus etc. You can check Activities 2 and 3 in the other materials. Make notes in your notebooks and have your teacher check them.

In Step 2 you are going to describe a route from one place to another. Think about places you can visit and how to get there. Ask your class to think for more expressions for directions online.

Lesson 1 Self-Evaluation

What did you learn in this lesson?

What did you like?

What did you find difficult? What did you struggle with? What do you need to practice more? What do you need to improve? What do you need to learn more about?

Product 3 Quick guide with instructions to get to a place Step 1

Planning



Help students decide the following; what materials they need to make their guide. Lead a discussion about the importance of using recycled materials. Later, help them to get organized in small groups. Ask students to think about how they can say things in their guide so that it's clear.

Hands on!



Invite students to work with their groups. Guide them to think about the conversation they will create, what they want to say, why they want to say it and to whom they are going to say it. After that, ask them to analyze the conversation in this Lesson, and choose words and expressions that can be useful for creating their guide. Ask them to make a list in their notebooks. Monitor the activity and help students as needed.

Lesson 2

Achievements

- Give directions. Extend vocabulary and expressions.
- Classify expressions and abbreviations to indicate distance.



Activity 1

Tell students to look at the picture and ask what they can see in the picture. Invite them to imagine they got lost in a city they don't know, ask: *what would you do?* Give students some minutes to answer the questions and promote sharing answers in pairs. Then elicit some possible answers to the instructions, for example, *downtown / I ask for directions.*



Activity 2

Ask a volunteer to read the questions in the Activity book. Tell students to follow the text as they listen. Play track 7. Ask students to work in groups and write the possible answers for the questions, then elicit some answers. Ask them: *would you ask for directions if you got lost? Who would be the appropriate person to approach?* Promote a group discussion. Monitor students and help if necessary with vocabulary.



Answers: The policeman is giving directions. The woman is asking how to get to the Natural History Museum. The places mentioned are: Oxford Avenue, a subway station, the museum. Means of transportation: subway and bus.

Connecting you

Ask students to share their opinions about paying attention when someone gives them directions, and explain that paying attention can help you getting to a place without a map.



Activity 3

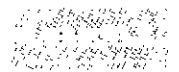
Work in pairs. Take turns discussing the questions. Ask students to work in pairs. Have them read and answer the questions. Monitor students' work and help them as necessary. Invite some volunteers to share their ideas with the class. After that, guide a group conversation about different ways in which we indicate distance.

- Possible answers:** a. Could you tell me how I can get to...
 Go straight ahead... Take the green line... Take bus 146...
 b. Yes, they were easy. / They were a little bit difficult.
 c. m d. cm, km



Acting role-plays motivates students to gain confidence while producing in English. After working with a conversation you can always find an opportunity to motivate your students. It clarifies what students are learning, improves the effectiveness of teaching and enhances learning.

Getting started



Work in pairs. Look at the picture and describe it. Where do you think these people are? What do you do when you don't know how to get to a place? Share your ideas with other classmates.



Work in groups. Listen to the conversation. Who is giving directions? Who is asking how to get to a place? What places are mentioned in the conversation? What means of transport are mentioned in the conversation?

Ex: *Are you lost?* / *Yes, I am. I don't know how to get to the Museum of Natural History?*
Sure. Go straight ahead and you'll see Oxford Avenue. You'll find a subway station. Take the Green Line to Rossvelt. Get off at Rossvelt station. I will take bus 146 to State and Rossvelt. Now I have you reach the Museum Campus. The Museum of Natural History is on the left. It's far from the bus stop. I think you'd better know where to take the bus.
At the subway station, you can buy a ticket and get on the subway and get to the bus.
Perfect. Thank you very much.
Enjoy your visit.

Listening

Work in small groups. Take turns to discuss with your partner. It is important to pay attention to what is being said when giving directions.

Work in pairs. Take turns to discuss these questions

1. What new expressions or phrases did you see or hear in the picture or listening?
2. Were the directions easy to follow? Why?
3. The policeman mentioned 500 meters. How do you express distance?
4. What other phrases or expressions did you hear?



Work in groups. Look at the following text. What kind of text is it? What kind of information do you think you will find in this text? Read and check your inferences.

National Museum of Anthropology

The National Museum of Anthropology is located in the area between Paseo de la Reforma and Avenida de las Americas in the SC Cuauhtemoc, Mexico, DF.

It is a very important museum in the capital and contains a lot of information about the culture and heritage of the people of the State of Mexico and the Aztec, a part of the

Quick guide to get to the National Museum of Anthropology

If you are coming from the center of the city, take Subway L2 to Hidalgo station, go straight ahead to Paseo de la Reforma, take the Metrobus L7 to Museum of Anthropology, see all the information in the text.

You can also take Subway L2 to the Science Museum, transfer to Line 7, take the Metrobus L7 to Museum of Anthropology, see all the information in the text.



Work in groups of three. Go back to the text and take turns to answer the questions. What kind of information does the text give you? What expressions to give directions are included in the text?



Work with your groups. Write some questions about the previous text that help you get the message. Take turns to ask the questions you wrote.

Work with your groups. Write some questions about the previous text that help you get the message. Take turns to ask the questions you wrote. After that, identify in the text of Activity 4 the expressions that you can include in the list you wrote in the previous lesson. Are you able to do it in a particular



Go to your Reader's Book. Read the text "Visiting Mexico City", pages 35-45. Identify the means of transport that the characters mention. Are they the same as the ones you use in your city or town? Discuss with your partner.

Achievements

- Increase vocabulary and expressions repertoire.
- Classify expressions and abbreviations to indicate distance.



Activity 4

Write *quick guide* on the board. Explain that a quick guide is in essence a shortened version of a manual. Ask students to work in groups. Give them one minute and brainstorm the kind of it is the kind of information it contains. Suggest writing their answers on their notebooks. Motivate students to read the text aloud, in turns, to confirm their predictions.

Possible answers: It is a quick guide. Instructions or directions to get to the National Museum of Anthropology.



Activity 5

Suggest students to reread the text. Ask them to answer the questions and discuss their answers. Provide a piece of paper and tell students to write their answers, at the end, ask them to show their answers to the class so they can compare answers.

Possible answers: The text gives you directions to get to the Museum. The instructions used are: take bus L2, get off the subway and go straight ahead, take the metrobus L7, go straight ahead to Chapultepec, etc.

Activity 6

In groups, give students a couple of minutes to write their questions. Tell them to exchange the questions with another group to answer the questions. Let them share and compare their questions and answers.

Possible questions: How can I get to the National Museum of Anthropology? Take subway L2 to Hidalgo station, go straight ahead to Paseo de la Reforma. Take the Metrobus L7 to Museum of Anthropology, the museum is on the left.

Activity 7

Encourage students to complete their list of words and expression with information from Lesson 1 and Lesson 2. Remind them that this information will help them develop their final product. Suggest writing some questions about the text in Activity 4 and record for their portfolios.

Portfolio Connection



Activity 8

Give some minutes for students to find the means of transport mentioned in the text "Visiting Mexico City". Suggest students to analyze them. Guide a discussion where students compare the transportation mentioned and the one they commonly use.

Invite students to role-play a conversation from the ones they have listened to so far in this Unit.



Lesson 2

Product 3 Quick guide with instructions to get to a place Step 2

Have students check the steps they have followed up until this point and make sure they are following all the procedures needed to complete the second stage of their final product.

Planning



Help students decide how they are going to illustrate their guide. Ask them to think about the best way in which they can organize the information in their guide. Tell them that they can also include maps and sketches of their community. Suggest them to draw maps that can be added to the quick guide to support their directions.

Hands on!



Students should make their lists as complete as possible. After writing their own, they can compare with other teams to enrich their work. Then, have them choose two places in their community: the starting point and the place they want to get to. Monitor students' work and help them as necessary.

Looking ahead



Remind students that the Looking ahead point helps them think of the steps they will take after the next lesson is finished. Explain to students that in step 3 they are going to write their guide. Tell students that they will provide peer feedback to enhance their products and to help struggling students. Remind them that it will be important to give positive comments as well.

Lesson 2 Self-Evaluation

Have students look at the statements and check them individually in order to reflect on their learning achievements, progress and performance. Divide the class in pairs and have them compare their answers. Monitor the activity and ask students to give solutions to some of the problems their classmates presented during the unit.

STEP

2

Quick guide with instructions to get to a place

Write the title of your quick guide on a separate sheet of paper. Then, write the name of the place you want to go to. Write the name of the starting point of your quick guide.

Write a list of expressions to use in your quick guide. Write the name of the starting point of your quick guide. Write the name of the place you want to go to. Write the name of the starting point of your quick guide.



Work in small groups. Read the list of words and expressions you wrote in Step 1. Think of the expressions you need to use in your quick guide. Write a list of expressions to use in your quick guide. Write the name of the starting point of your quick guide. Write the name of the place you want to go to. Write the name of the starting point of your quick guide.



In step 1 you should write the first draft of your guide. Remember that the purpose of your guide is to give directions to a place. Check the list of expressions that you have written to see if you have included all the expressions that you need to use in your quick guide.

Express your ideas

Write the title of your quick guide on a separate sheet of paper. Then, write the name of the place you want to go to. Write the name of the starting point of your quick guide. Write a list of expressions to use in your quick guide. Write the name of the starting point of your quick guide. Write the name of the place you want to go to. Write the name of the starting point of your quick guide.

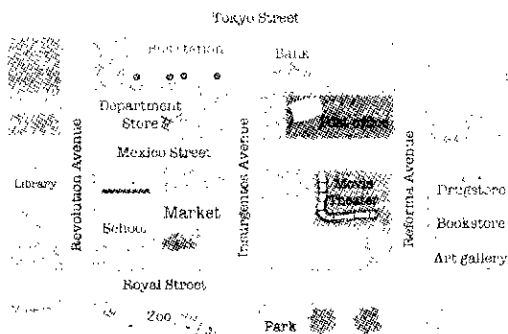


Personalization is essential to keep students' attention. When setting a student in a context they are familiar with, it is much more probable to get a response as you are using their communities or environment as stimuli. Propose personalizing their guides for an easier production.



Go Straight!

Work in pairs. Look at the map and say the places you can see. Are they familiar to you? How often do you go to these places?



Work in groups. Listen to the conversations. Take turns to answer: who is asking and giving directions in each dialogue? What expressions are they using to give and ask for directions? Circle the expressions that you identify.

<p>Conversation 1</p> <p>Man: Excuse me, where is the bus station?</p> <p>Woman: It's in front of Tokyo Street and Insurgentes Avenue.</p> <p>Man: Thank you very much.</p> <p>Woman: You're welcome.</p>	<p>Conversation 2</p> <p>Man: Excuse me, where is the drugstore?</p> <p>Woman: It's between the art gallery and the bookstore.</p> <p>Man: Thank you.</p> <p>Woman: No problem.</p>
<p>Conversation 3</p> <p>Man: Excuse me, where is the market?</p> <p>Woman: It's next to the school.</p> <p>Man: Thank you.</p> <p>Woman: You're welcome.</p>	<p>Conversation 4</p> <p>Man: Excuse me, where is the department store?</p> <p>Woman: It's on the corner of Mexico Street and Revolution Avenue.</p> <p>Man: Thank you.</p> <p>Woman: You're welcome.</p>

After that, explain that you will play Track 10 two more times and they have to write down the words that are related to directions as they are mentioned; for example: *go straight, turn left, turn right, etc.* Elicit other examples as a group. Later, have students work in small teams. Ask them to take turns to do the following activities: Each of them should choose two places in the map: one will be the starting point, and the other the target place. This student has to ask for directions to get to the place he/she wants to get to. The other students should take turns to give him/her directions. Monitor the activity and help children as necessary. If possible, let students act out the conversation, encourage them to use body language.

Answers: Conversation 1: The Man is giving directions to the Young Man. Expressions: Can you tell me where the bus station is? The bus station is in front of Tokyo Street and Insurgentes Avenue. Go straight on Revolution Avenue until Tokyo Street. Turn right and go straight until Insurgentes Avenue. Conversation 2: The Woman is giving directions to the Young Woman. Expressions: Can you tell me where the bookstore is? Go straight on Mexico Street until Reforma Avenue. Turn left and you will see the drugstore. The bookstore is between the art gallery and the drugstore. Conversation 3: The Man is giving directions to the Woman. Expressions: Can you tell me where the market is? Go straight on Revolution Avenue until Royal Street. You will see a school. The market is next to the school. Conversation 4: The policeman is giving directions to the Man. Expressions: Can you tell me where the department store is? The department store is on Revolution Avenue on the corner of Mexico Street.



Achievements

- Identify places in a neighborhood.
- Giving and asking for directions.



Activity 1

Write the following words on the board: *department store, bank, bus station, library, school, market, movie theater, drugstore, bookstore, art gallery, park, zoo, museum and post office.* Ask for some names for these places from the students' communities in order to confirm understanding. Work in pairs. Look at the map and say the places you can see. Ask students: *are they familiar to you? How often do you go to these places?* Have children work in pairs. Ask them to look at the pictures, and take turns discussing the question. Elicit some ideas from the whole group.

Possible answers: Yes, next to my house there is a drugstore. My mom goes there every time I get sick. In front of my grandma's there is a bank. We go there when she makes a money deposit.



Activity 2

Play Track 10 and let students listen to the three conversations. Play Track 8 again, but this time pause it after each conversation. Encourage students to follow the directions as they listen. Repeat the procedure with each conversation.



Lesson 3

Achievements

- Identify locations and places to go.
- Write sentences to indicate how to get to a place.
- Ask questions to get directions.
- Follow directions on a map.
- Practice ways of asking and giving directions.



Activity 3

Mingle students into groups and guide them to the conversations in Activity 1, try to set 4 teams or 8, tell team one to focus on conversation 1, team 2, conversation 2 until 4. After some minutes, mingle them again and ask students to share and compare the information from their conversations. To check, elicit the answers.

Possible answers: a. Maps are used to guide. A sketch is a rough drawing of a location. They are both useful because they can guide you if you get lost. b. Places mentioned: bus station, bookstore, market, department store. c. Means of transportation mentioned: bus.



Activity 4

Set pair work. Draw students' attention to Activity 1 and tell students that they will create two conversations. Provide enough time to analyze the map, rehearse and present it to the class.

Possible answers: Could you tell me how to get to the drugstore? Sure, turn right, walk straight ahead two blocks, the drugstore is on the corner. Can you tell me where the library is? Yes! It's opposite the park.

Explain that the use of manners is essential to create a gentle environment with the person when asking or giving directions. Using indirect questions is a formal way of asking things. Using a courteous body language is important as well.

Activity 5

Suggest students to work in small groups, ask them to check conversations in Activity 1 or the previous lessons as a model to make a conversation similar to those. Suggest using color sheets for their maps, sketch a neighborhood map, draw the instructions and act out a conversation to ask and give directions.

Portfolio Connection



Work in groups. Go back to the conversations in Activity 1. Then discuss with your classmates.

1. What are maps and sketches used for? Are they useful? Why?
2. What places are mentioned in the conversation?
3. Do the speakers mention any means of transport? If yes, which ones?



Work in pairs. Create two conversations similar to the ones in Activity 1. Use the map as a guide. Follow the guidelines below. Do not forget to respect turns of speaking.

Conversation 1: Could you tell me how to get to the bookstore?

Conversation 2: How do you get to the market? How far is it to go to the library?

Student's Map



5. Work in small groups. Create a conversation similar to the ones you listened to in Activity 2. Role-play with a partner.

1. Make a map of your community similar to the one in Activity 1.
2. Select your location and the place where you want to go.
3. Write questions to use for directions.
4. Analyze your map to check if it is clear and to verify the directions.
5. Write your conversation. Rehearse it and present it. Do not forget to respect turns of speaking.

Lesson 3 - Self-Evaluation

Check 127 for more tips and check

your checklist.

- I can ask for directions in some 10 languages.
- I can give directions in 10 languages.
- I can understand directions in 10 languages.

Great

Good

Not so good



U3 BPA1, BPA2, BPA3 Ask students to analyze each picture. Guide a discussion by asking questions like: What places can you see in this picture? What's the similarity or difference between this (show BPA 1 and 2) and this one (show BPA 2 and 3)? Which map looks like your neighborhood?

Lesson 3 Self-Evaluation

Have students reflect on what they have learned in this lesson. Read aloud each statement and have students check them individually. Give them some tips regarding activities they can do in order to reinforce aspects where they don't feel confident about. Ask students what new things they learned about this topic?

Quick guide with instructions to get this page

3

Step 3: Write the first draft of your guide.

Write a list of directions that will describe the route.

Use the map to check your directions.

Write a first draft of your guide.



Write a first draft of your guide. Remember that the purpose of your guide is to give directions to get to a place. Think of a list of directions that will describe the route. You can use the map on page 54 and the map in your Reader's Book on pages 25-27 as models. After you have finished exchanging your guide with another group of students, help your classmates edit their work. Check the spelling of the words and check the purpose of the product you make.



Write a first draft. How you should write the first draft of your guide. Remember that the purpose of your guide is to give directions to get to a place. Think of a list of directions that will describe the route. You can use the map on page 54 and the map in your Reader's Book on pages 25-27 as models. After you have finished exchanging your guide with another group of students, help your classmates edit their work. Check the spelling of the words and check the purpose of the product you make.



Step 4: You will write the first draft of your guide. Think of a list of directions that will describe the route. You can use the map on page 54 and the map in your Reader's Book on pages 25-27 as models. After you have finished exchanging your guide with another group of students, help your classmates edit their work. Check the spelling of the words and check the purpose of the product you make.

4

Step 4: Write the final draft of your guide.

Write a final draft of your guide.

Use the map to check your directions.

Write a final draft of your guide.

Use the map to check your directions.

Write a final draft of your guide.

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Use the map to check your directions.

Write a final draft of your guide.

Looking ahead



Let students know that in step 4 they will write the final draft of their guide. Tell them to read what they wrote and check that their guide is completed and free of mistakes. Ask them to bring materials to make the final version of their guide.

Step 4

Ask students to think about what they did and learned while working on the previous step. Read aloud each statement and have students check them individually.

Hands on!



Ask students to create the final version of their guide. Remind students that they should illustrate the guides, and that they can include maps and/or sketches. Finally, organize a presentation of their guides. Motivate students to use their guides to practice asking for and giving directions with their classmates.

End of unit Self-Evaluation

Have students look at the statements and check them individually in order to reflect on their learning progress and performance. Divide the class in pairs or small groups and have them compare their answers. Monitor the activity and provide tips on how to improve on the aspects they did not feel confident about, such as going over the specific activities where those aspects are dealt with again or asking for your help.

Product 3 Step 3

Have students check the steps they have followed so far and make sure they are following all the procedures needed to complete the third stage of their final product.

Planning



Help students decide who will help them to edit their guide and if they want to invite students and teachers from other classes. You can help them organize a presentation of their quick guides.

Hands on!



Encourage students to write the first draft of their guide. Encourage them to include several examples of expressions to give directions. Have them exchange their work with another team. Ask them to help their classmates edit their work. Then, have them take turns to give and receive feedback regarding each other's work. Monitor the activity and help children as necessary.

Reader's Connection



Activity 1

Ask students to read the text "Visiting Mexico City" in their *Reader's Book*. They can do it by themselves. After that, set groups and tell them to discuss the questions and suggest writing the answers on their notebooks to compare at the end of the activity.

Possible answers: a. It is about a foreign student who comes to Mexico. b. Edinburgh. c. Near the Zocalo. d. Chapultepec Castle, Xochimilco, Teotihuacan, Frida Kahlo's Museum and Templo Mayor. e. Bus, metrobus, trajineras, light rail train, subway. f. Walk, get on the, get off the, find, take a, etc. g. Yes, they are fantastic! No, I have never been there. h. I would like to visit... i. Answers will vary. j. Answers will vary.



Activity 2

Set teams. Assign each team a place from the reading: Chapultepec Castle, Xochimilco Trajineras, Teotihuacan pyramids, Frida Kahlo's Museum, Templo Mayor and the Great Pyramid of Tenochtitlan. Encourage students to reread the text and quick guide in order to create a conversation. Suggest using the asking and giving directions list previously made and to create a sketch to set their starting point. Remind them the importance of body language, manners, tone, volume and rhythm. Give them enough time to practice and let them act out in front of the whole class.

Possible answers: Hi! Could tell me how to get to Templo Mayor? Sure! The Museum of the Templo Mayor is in the Zocalo area. Walk towards Jose Maria Pino Suárez Street. Turn right on Seminario Street towards Moneda Street. Go straight ahead for about 50 meters. You will pass a library, and then you will see the entrance of the Museum right in front of you.



It is important for students to get use to reading aloud, as well as silent reading. Depending on the purpose of the reading activity, ask them to read in each of those ways. If students are not fluent in English, ask them to practice silent reading and then reading aloud; this will give them more confidence while reading in front of their classmates. Moreover, guide a group discussion about the importance of paying attention to other people while they are reading aloud; and not to make fun of their classmates when they make mistakes. Reinforce the idea that we all make mistakes and we can learn from them.

Reader's Connection



1. Work in groups. After reading the text "Visiting Mexico City" in your *Reader's Book*, pages 35-45, take turns discussing the questions below. Find information in the text to support your answers.

1. What is the text about?
2. Where does Rubén come from?
3. Where is he staying?
4. What places does Rubén visit?
5. What means of transport are mentioned throughout the text?
6. What expressions are used to give directions?
7. Have you visited any of those places?
8. Which place would you like to visit?
9. Do you think the directions given to get to that place are clear?
10. Do you know of another way to get there? If yes, explain.



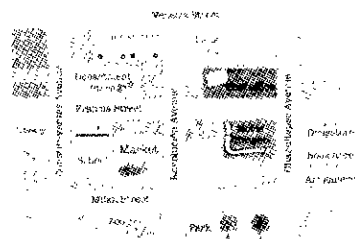
2. Work in groups. Choose a quick guide to get to a place from the text "Visiting Mexico City" in your *Reader's Book*, pages 35-45. Create a conversation using that guide. Follow these steps:

- a. Write questions to discuss the route: *¿Dónde está? ¿Dónde voy? ¿Dónde termino? ¿Dónde debo ir? ¿Dónde voy a parar? ¿Dónde debo ir? ¿Dónde voy a parar? ¿Dónde debo ir? ¿Dónde voy a parar?*
- b. Think about the words and expressions you want to use. You should use variations in tone, pitch and pace the conversation and to ask for and give directions.
- c. Think about the body language that relates to the exercise and you will use.
- d. Rehearse your conversation.
- e. Present your conversation to your class.

Evaluation



1. Look at the map, identify the places and write some directions. Follow the example.



2. Work in pairs. Using the previous map, write a conversation where you ask for and give directions.

3. Role play your conversation and present it to your class.



Activity 1

Since this is formative assessment, students can practice self-evaluation, as well as peer-assessment. These activities offer a valuable opportunity for them to learn how to give and receive positive feedback. Have children work individually. Ask them to look at the map and do the following activities: choose their location and the place where you want to go; write some sentences about the location of places in the map; write questions to ask for directions. Monitor students work and help children as necessary.

Possible answers: The bank is behind the post office. The library is in front of the school. The bookstore is between the drugstore and the art gallery. The zoo is opposite the market.



Activity 2

Have students work in pairs. Give them enough time to create a conversation about asking for and giving directions. Tell them that they should use the information they wrote in the previous activity. After they have finished, ask them to exchange the conversation with another pair of students.

Encourage children to give and receive feedback about each other's work. Write the prompts: *body language, expression to ask and give instructions, intonation, and volume* to remind students to pay close attention to those elements while assessing the conversations.

Possible answer: Could you tell me how to get to the bank? Sure! Turn left on Revolution Street, walk straight ahead for two blocks. The bank is in front of the Bus Station.

Activity 3

Explain to students that they will present their conversation to the class. Encourage them to use expressions and words according to appropriate usage. Tell students to focus on non-verbal language. Give time to rehearse the presentations. Ask students to present it in front of the class.



In order to motivate students, give them marks such as happy faces, stamps or stickers. It is important not to give negative marks to them. If students make mistakes, help them to find them and correct them.

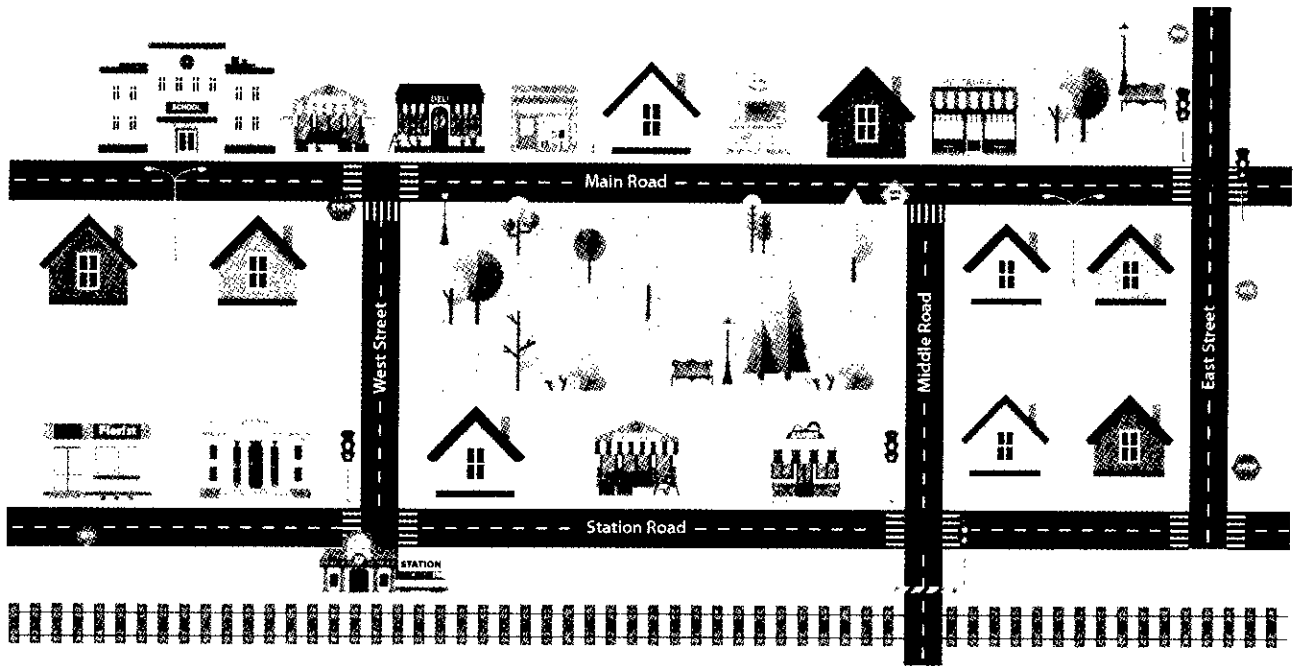


Collection of evidence template

Look at the map below. Follow the instructions to Jenny's House. Use a pencil or a pen to draw a line to Jenny's house.

How to get to Jenny's house.

- 1 Start at the Star.
- 2 Go down main Road and go past the restaurant, the fish shop and the library.
- 3 Turn left into West Street and go towards the station.
- 4 Mary's House is on the left in front of the station.



How do you get to these houses?



Bob's house

1. _____



Martha's house


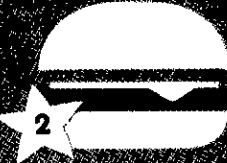
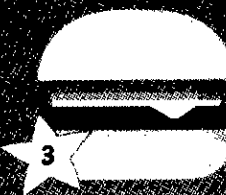
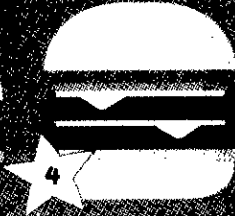
2. _____

Evaluation instrument

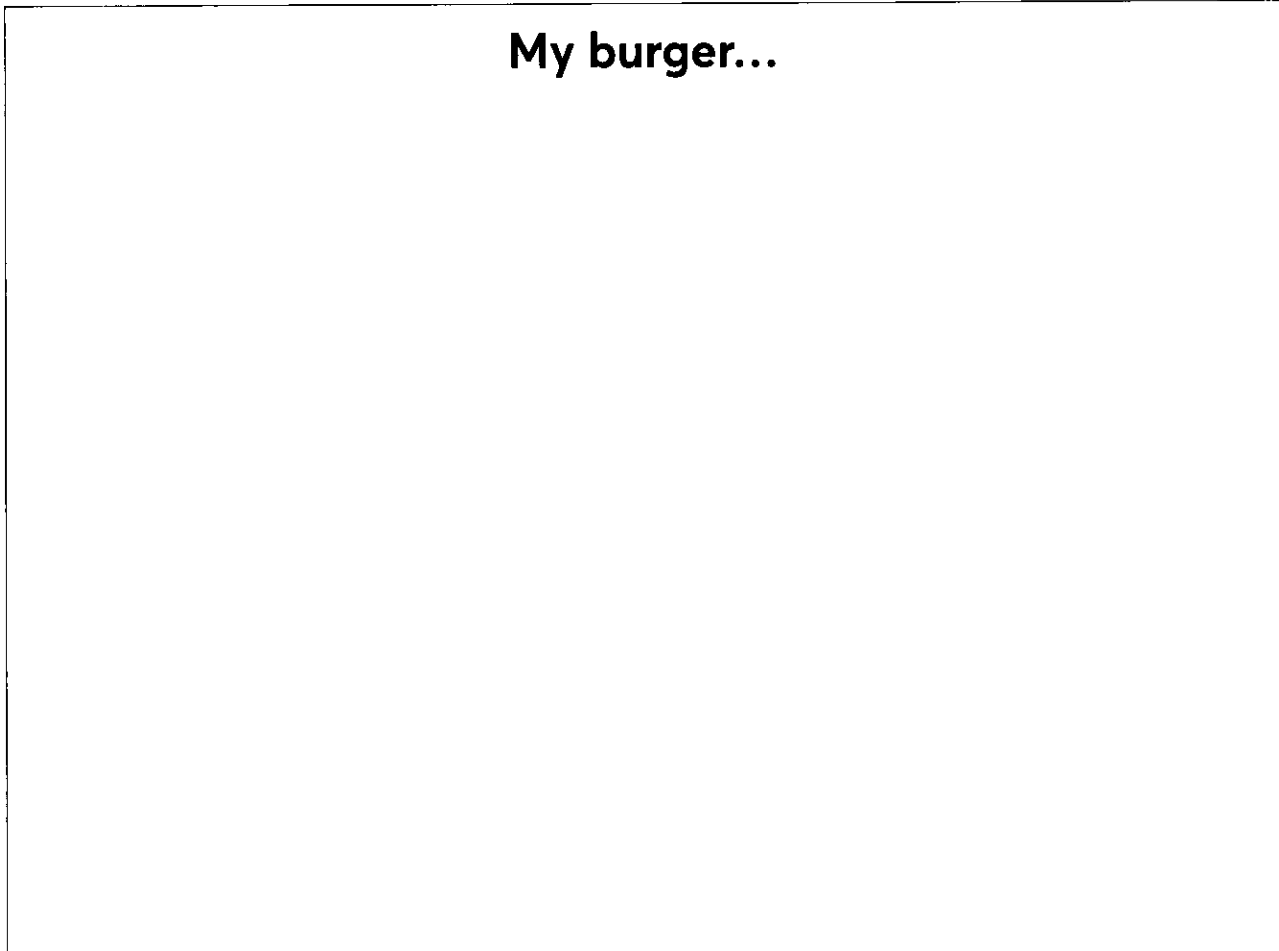
Rubric

Use the following rubric to assess your performance throughout Unit 3. Draw the burger that you think represents your performance and share it with your classmates.

Burger
Rubric

Not bad. It's a start, but it's not ready to eat yet. Keep working	You've added some meat but you still need more. Revise, try again, keep working	You've made a good product! You meet the standard. You're ready to eat!	You've gone above and beyond! You did extra, supersize work. You are deluxe!
			

My burger...



Learning Environment:
Ludic and Literary

Social Practice of the Language:
Accepts or rejects requests in role-plays.

- After finishing this unit, the student will be able to:**
- Listen to and explore exchanges with expressions to accept or reject requests.
 - Understand expressions to accept or reject requests.
 - Exchange expressions to accept or reject requests.

Final Product: Short staged dialogue

- What is a dialogue?
- Why do people participate in dialogues?



Social practice of the language.

After finishing this unit, you will be able to:

Achievements

- Identify what a dialogue is.
- Activate schemata.
- Identify why people participate in dialogues.

Organize and carry out the inside-outside circle activity. Arrange the chairs in concentric circles with students facing each other. Read the first trigger question on Unit 4's cover page. Give students a couple of minutes to discuss the answer with a partner. Explain that a *dialogue* is a conversation between two or more people or an exchange of ideas and opinions. Then ask the students in the inside circle to rotate one or two chairs to the right or left. Read the second question and repeat the procedure. At the end, invite some volunteers to sum up their ideas and share them with their classmates.

Divide the class into small groups. Write on the board *Accepting and rejecting requests*. Guide a discussion about situations in which people accept or reject requests. Brainstorm ideas regarding different situations. Explain that communicating something at a basic level in a foreign language is a great achievement; it is a step further towards fluency.

U4 BPA1 Invite students to describe what they see. Elicit information about it; for example: *What can you see in the picture? What are people doing? What do you think they are talking about? Do you think they are accepting or rejecting requests? Why?*



For this unit students will read the text "Accepting and Rejecting Requests" on pages 49-62 of their *Reader's Book*. The purpose of this reading is to provide students with examples about the words and expressions used to accept and reject requests in different contexts, like at home, at school, or at a restaurant.

Lesson 1

Achievements

- Distinguish and recognize speakers' attitude.
- Clarify the meaning of words and expressions.



Activity 3

Set small teams, provide students with white sheets of paper and tell them that they will have some minutes to answer the questions with the information of the conversation, and that they will compare their answers at the end. Have another pair of students read the conversation aloud. Write some prompts on the board to encourage students to write extra questions.

Answers: a. They are talking about a game. b. Its name is truth or dare. c. I would like to play with my classmates to have a great time. d. They are friends. e. They don't agree at the beginning but then they are excited. They are polite and funny.



Activity 4

Ask students to work in pairs. Tell them to go back to the dialogue on the previous page and suggest using a color to highlight the questions and answers that Justin and Norma used for accepting or rejecting requests. Invite them to compare and contrast the expressions. Advise them to keep record on their Portfolios for their final products.

Answers: a. Do you want to play a game? What is it about? b. Would you like to play with me? I know the game, but no, I can't play now. c. What about if we play just for 10 minutes, and then I help you to study? d. Could you help me to study for my Math exam? Of course! e. Can I ask now? Absolutely! Go ahead! f. Can you ask another question? No, I can't. g. Could you promise not to laugh? Not really! h. Could you stop it, please? No way. (Let them know this last expression must be used with care, because it's very emphatic)

In all cultures, it is important to listen carefully to others, especially when they are making requests. Respect is valued in most cultures around the world.

Portfolio Connection



Culture Connection



Activity 5

Set pair work and tell students to reread the conversation in Activity 1. Remind them of the positive impact of role-plays while learning English. Using that conversation as model, ask students to change some information to personalize a conversation which accepts or rejects requests. Suggest making some notes to help them remember its sequence or key words. Monitor the activity and help students with tenses if necessary.



Work in groups. Read the conversation aloud. Take turns to discuss the following questions. Give reasons for your answers. You can ask other questions if you need to clarify doubts.

1. What are they kids talking about?
2. What's the name of the game they are playing?
3. Would you like to play that game with your classmates? Why/why not?
4. What's the relationship between the kids?
5. What's the volume and rhythm of their voice like? Are they being quite rude/funny? What makes you think that?



4. Work in pairs. Answer the conversation on page 42. Identify the questions and answers the kids used to accept or reject requests. Write them in the space provided. Then, take turns to discuss how are the questions similar/different? Keep your work in your portfolio. You will use this list in the creation of your final product.

Questions	Answers
Do you want to play a game?
Would you like to play with me?
What about if we play just for 10 minutes and then I help you to study?
Could you help me to study for my Math exam?
Can I ask now?
Can you ask another question?
Could you promise not to laugh?
Go away from here, please!

In all cultures, it is important to listen carefully to others, especially when they are making requests. Respect is valued in most cultures around the world.

Note: We will make use of this conversation in the next lesson. We will use the questions and answers to create a role-play. We will use the questions and answers to create a role-play. We will use the questions and answers to create a role-play.



Go back the conversation in Activity 1. Pretend you are going to play a game with your partner. Role-play a similar conversation. You can talk about your favorite game.



Go to your Reader's Book. Read the text "Accepting and Rejecting Requests", on pages 49-59. Take turns to discuss with your partner: in what situations of the real life do we accept or reject requests? Identify other questions to make requests and expressions to accept or reject requests. With your partner, clarify the meaning of unknown words. You can look them up in a dictionary.

Possible answers: A: Hello, B! Do you want to play a game? B: What is it about? A: It's really simple and fun. It's called guess the word. Would you like to play with me? B: I know the game, but no, I can't play now. I need to do my homework. A: What about if we play just for 10 minutes, and then I go home? B: Is 5 OK? A: Of course! Ok, ready? B: Ok. A: [moving his hand simulating riding a bike] B: Riding a motorbike? A: Absolutely! Your turn! B: Ok, [mimics eating] A: Eating! B: Sorry, I think it's time to do my homework. A: Fine, see you later!

Activity 6

Give enough time to students to read the conversations in their Reader's Book. Have them identify the expressions to accept or reject requests. Motivate them to share their findings with a classmate. Ask some volunteers to read the examples they found. Promote using a dictionary if necessary.

Possible answers: We accept requests when we agree and we reject them when we disagree.

Divide the class in small groups. Have each group take turns to discuss how people accept and reject requests. Monitor the activity and help kids as needed.



Short staged dialogue

STEP

1

Write a short staged dialogue and create a set design. Stage dialogues are fun. They are a great way to practice your speaking skills. You can use your imagination to create a story. You can use your imagination to create a story. You can use your imagination to create a story.

Write a short staged dialogue. You should think about the following ideas:

- What are you going to talk about in your dialogue?
- Who are you going to talk with?
- When you finish, you should select some words and phrases and use them in your dialogue. For example, "Hello, how are you?" "I'm fine, thank you. How about you?"
- Check your Reader's Book on pages 49-50. Make a list in your notebook of words you work with other classmates. You can use the phrases in your dialogue.
- When you finish, you should present it to the class. If you can, present it to the class. If you can, present it to the class.

In Step 2 you should write the first draft of your dialogue. Think about what information you want to include in your work. For example, you can use some simple expressions to help you to create a story.

Looking ahead



Tell students that in step 2 they have to write the first draft of their dialogues to use in their conversation and write their conversation outline. If possible, provide students with bond paper and color markers to keep record of the expressions they can use in their dialogues. Tell students that they can also check other examples of people performing a short staged dialogue online.

Lesson 1 Self-Evaluation

Invite students to think about what they have done and learned during this lesson. Have them look at the statements and check them individually to evaluate their learning achievements, progress, and performance during lesson one. If they think they still need to study more about something, encourage them to check the activities related to the point they need to study. Divide the class into small groups and have them compare their answers.



Suggest students to listen to conversations in English as much as possible. Tell them that if they want to improve their pronunciation in English, they have to listen to people speaking in this language. They may also watch movies or TV series in English.

Product 4 Short staged dialogue Step 1

Planning



Help students decide what materials they need to create their short stage dialogue. This can be related to scenario, a set design, costumes, etc. Remind students they should use recycled material whenever possible. Later, help them to get organized in small groups. Ask them to think about and share their ideas about how they are going to organize their dialogue.

Hands on!



Have children work with their teams. Guide them to think about the dialogue or conversation they will create, and to talk about what they want to say, why they want to say it and to whom they are going to say it. After that, ask them to analyze the conversation in this lesson, and choose words and expressions that can be useful for their dialogue. Ask them to make a list in their notebooks. If possible, create a poster with expressions to be displayed on the room. Monitor the activity and help students as needed. Suggest students to check their Reader's Book for more expressions.

Lesson 2

Achievements

- Activate schemata.
- Identify and use the present simple.



Activity 1

Ask students to look at the picture and ask what they can see in it. Elicit some answers. Give students some minutes to answer the questions and promote sharing answers in pairs. Read the dialogue aloud and ask students to confirm or correct their answers. At the end, provide some minutes to practice the conversation. Monitor correcting pronunciation.

Possible answers: They are in a classroom. / They are having a conversation. / They are classmates. / They have uniforms, there is a board and a teacher.



Activity 2

Set small groups. Tell a pair of students to read the dialogue again and to answer the questions. Suggest writing key words and if possible, compare answers with another group.

Answers: a. It is about a task for a role-play in a classroom. b. A role-play is acting in different real-life situations. c. Set teams and create a funny conversation to act it out. d. They are having fun.



Activity 3

Ask students: *What tense is used in the conversation?* They may say that it is the present. Before working on the activity, write the name of the tense and two or three examples on the board. Provide the structures and rules for the third person singular. If possible bring a pair of fly swatters to play. Divide the board in four columns and tell students that you will tell them a verb and they have to run and hit the correct column with the fly swatter. Remind students about safety rules.

Possible answers: The present tense. Because the most of the verb conjugations are in infinitive.

Go to page 125. Explain that the present simple is a tense used when you talk about daily activities, habitual actions, routines, and permanent situations. Provide students with some practice to confirm they understood its use.

Language Connection



When presenting grammar, a reinforcing game or activity will help you identify struggling students so you can provide remedial work or more practice.

Almost Like a Stand-up Comedy!

Work in pairs. Look at the picture and take turns to discuss the questions: where are the kids? What are they doing? What's their relationship? Are they classmates, family members? What makes you think that? Then read and check your answers.



Teddy: We are going to role-play a funny conversation.
 A: Funny conversation? We always have funny conversations at school.
 Ok. First, please, work in a group of three. Remember that when we role-play a conversation, we should pretend that we are in a real-life situation. do you want to work with me?
 Yes! Robert, do you want to work with us?
 Absolutely!
 Ok. You have 20 minutes to make a conversation on one role-play. I'll be your judge in the winner. You can go ahead now!
 Ok. What about if we pretend we are in a classroom?
 Sounds good! Ok, we can talk for a while now.
 A: Hello! Can I be the teacher?
 Of course! Let's make up our conversation.



Work in groups. Read the conversation again. Then, take turns to answer the questions below.

1. What is the conversation about?
2. What is a role-play?
3. What do the students have to do?
4. What is the student's attitude to?



Keep working with your teams. Take turns reading the conversation aloud and then discuss: *Is the conversation in present, past or future? How do you know?*

1. Go to the Language Connection section on page 125 to learn more about the simple present tense.

Work with your group. Read the second part of the conversation. Analyze and circle the questions that they used to make requests and the answers they used to accept or reject those requests. Discuss with your classmates what you did to identify those expressions. Underline them.



Ok, give your bike a ride. We want to ride today. Is there a station, first?
 Can we be the first ones, Miss?
 Of course! Go ahead.
 Ok, we're in a restaurant.
 Would you like to order, Marlon? Can you order for us?
 Second please? What do you like to order?
 Yes, thank you. One more... can I have bear soup with shrimp sauce, please?
 Absolutely. Would you like anything to drink?
 Yes, please. Could you bring me a hamburger or chicken, please?
 Sorry, we're out of hamburger and chicken. What do you want to order?

Third? Would you like to have a hotdog instead?
 Yes, thanks! And delicious!
 And you sir, what about you like to eat?
 Could you bring me a hot pizza with vanilla ice-cream sauce on top, please?
 Yes, sir. Would you like anything to drink?
 No, thank you.
 Ok, I'll be back with your order in a few minutes.

5. Work with your group. Read and analyze the expressions you underlined in the previous activity. Discuss with your classmates: What of those expressions can you use in the list you wrote in the previous lesson? What expressions can you use in your final product? Keep your work in your portfolio. Remember that you can use this more as an idea for your final product.

Work in pairs. Go back to the conversations in Lessons 1 and 2. Discuss with your partner what new expressions did you learn? Share your conclusions with your class.

Go to the Language Connection section on page 76 to know more about connectors.

Go to your Reader's Book. Read the text "Accepting and Rejecting Requests" on pages 49-59. Take turns to discuss: what questions to make requests can you find? What expressions to accept or reject requests can you find? You can include more of these questions and expressions in the list you wrote in Lesson 1.

Achievements

- Analyze the structure of tenses.
- Choose the topic of a situation to make a request.



Activity 4

Explain to students that they will read the second part of the conversation. Set teams and ask them to have colors to highlight the expressions used to make requests as well as the ones to accept or reject the requests. Let student discuss how they could identify them. Elicit some answers.

Possible answers: a. Can we be the first ones, Miss? Of course! Would you like to order? Can I have a gummy bear soup with shrimp sauce, please? Would you like anything to drink? Yes, please. Could you bring me a hamburger milkshake, please? Sorry, I'm afraid we have run out of hamburger milkshake, but we have other flavors. Would you like to have a hotdog milkshake instead? Yes, thanks! Could you bring me spider pizza with vanilla ice-cream sauce on top, please? Yes, sir. Would you like some ice? No ice, thank you.

Activity 5

Set team work. Ask students to discuss the questions. Provide bond paper and suggest using colors to make a sketch which can help them memorize the expressions. Tell them that those expressions are going to be used in their final product and that they will be displayed in the room.

Portfolio Connection



Activity 6

Share with students that connectors are used to join ideas and avoid being repetitive. We use *but* to contrast; *I like chocolate, but I prefer strawberry*. *And* is used to add ideas; *I love bananas and guavas*. *If* is used as a conditional. *If you practice, we'll go to the final championship*. Motivate students to produce some sentences using the connectors.



Possible answers: Connectors are words to join sentences.

Direct students to page 126 on the *Activity Book* and write the connectors on the board. Use different colors and explain the uses, *but for contrast, and for addition their if for conditions*. Elicit some sentences orally.

Language Connection



Activity 7

Guide a group discussion about the importance of knowing how to accept and reject requests. Ask students: *Do you know how to accept or reject a request?* Elicit some answers.



Lesson 2

Product 2 Short staged dialogue Step 2

Have students check the steps they have followed up until this point and make sure they are following all the procedures needed to complete the second stage of their final product.

Planning



Help students decide on the aspects in the planning section. They will have to decide when they are going to rehearse their dialogue. Guide a group discussion about the idea of using index cards to read the dialogues. This can be a good idea for struggling students, but it is possible to ask them to memorize their conversations.

Hands on!



Encourage students to read and analyze the list of words and expressions they wrote in the previous step. Ask them to add words and expressions from this lesson. Then guide them to analyze words and expressions to accept and reject requests. Have them choose expressions to include in their dialogue. Finally, encourage them to write the first draft of the dialogue. Monitor students' work and help them as necessary. Remind students that all members of their team should participate in the dialogue.

Looking ahead



Explain to students that in step 3 they are going to edit their dialogue. Remind students the importance of providing feedback and positive comments.

Lesson 2 Self-Evaluation

Have students look at the statements and check them individually in order to reflect on their learning achievements, progress and performance. Divide the class in pairs and have them compare their answers. Monitor the activity and ask students to give solutions to some of the problems their classmates presented during the unit.



Foster opportunities for students to listen to different conversations about accepting and rejecting requests. Create "Before, while and after" listening activities. Guide students to identify main ideas, as well as supporting details in conversations. Listening is the one skill that we use the most in everyday life. Listening comprehension is the basis for speaking, writing, and reading skills. To train listening skills, it is important to listen actively, which means to actively pay attention to what you are listening to. Make it a habit to listen to audio books, podcasts, news, songs, etc. and to watch videos and films in the foreign language.

STEP

Short staged dialogue

2

Write the dialogue script of your dialogue. Use the words and expressions you wrote in step 1. Write the dialogue script of your dialogue. Use the words and expressions you wrote in step 1. Write the dialogue script of your dialogue. Use the words and expressions you wrote in step 1.

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Lesson 2 Self-Evaluation

Write the dialogue script of your dialogue. Use the words and expressions you wrote in step 1. Write the dialogue script of your dialogue. Use the words and expressions you wrote in step 1. Write the dialogue script of your dialogue. Use the words and expressions you wrote in step 1.



Let's Order Some Food!

Work in pairs. Look at the picture and take turns to describe the situation. Then listen to the conversation and see if you were right.

Work with your partner. Listen to the conversation and identify the questions to make requests and the expressions to accept or reject requests. Discuss with your classmate which of those questions and expressions you use in your final product.



Thanks for calling Mr. Cite!
 My name is Orlan.
 How can I help you?
 I'd like to order a pizza and drink, please.
 Sure. Pizza, top or cheese?
 Delivery or
 can I bring it to your place?
 41 South Street
 Is that the address?
 Yes, it is.
 And your name?
 Amanda Corder.
 Thank you. What time do you like to order?
 I'd like the pizza right now, please, and hot to go, please.
 Okay. Any drinks to go with that?
 I'd like a juice, please.
 Anything else you want to add?
 No, thank you. That's all for me.
 Great. That'll be \$10, please. Will you pay with a credit card or cash?
 I'll pay with cash.
 Do you need change?
 No, thank you. See you with the pizza to go!
 Around 4:00 p.m.
 Here you go. Enjoy your meal!
 Do you see the staff by your face? Is your pizza here?
 Thank you very much.
 You're welcome. Thank you for choosing Mr. Cite!

Activity 2

Play Track 9 and let students listen to the whole conversation. Play the track again but this time pause it after each of the words the students have to recognize. Suggest students use colors to highlight. Motivate students to compare their answers with a partner. Guide a group discussion regarding similarities and differences between face to face conversations and ones on the phone. Ask students if they have ever talked with someone on the phone in English. If possible, for further practice, it would motivate your students if you brought an old phone for students to use as part of their staged dialogues. If possible, ask students to practice and act the conversation out in front of the class.

Possible answers: How can I help you? I'd like to place an order, please. Can I have your address, please? Thank you. What would you like to order? Will you pay with a credit card or cash? Hmm... is it possible for you to send it faster?



The word *realia* means using real items found in everyday life as an aid to teaching English. Using realia helps to make English lessons memorable by creating a link between the objects and the word or phrase they represent.

Achievements

- Identify the main idea and details in a dialogue.
- Anticipate general idea of a dialogue.
- Select topics for a dialogue. Suggest words and expressions to create a dialogue.



Activity 1

Make a circle, tell students that they will have to say one thing they see on the picture and that they may not repeat what their classmates said before. If somebody repeats, they will leave the circle. The winner will be the last ones in the circle. Then, tell students that they will hear a conversation and confirm their predictions.



Answers: There is a man on the phone. He is in a cafeteria. He is taking the order.



This kind of activity is a perfect opportunity for students to produce freely. They may say words in their mother tongue, so help them with the translation. Playing games is one of the most effective ways to memorize vocabulary.

Lesson 3

Achievements

- Determine the elements of an anecdote.
- Choose an anecdote to share.
- Use adjectives and connectors to enrich the anecdote.
- Use sound and body and facial gestures (expressions) to tell my anecdote.



Activity 3

Ask students to work in groups of three. Play Track 9. Give them some minutes to analyze the conversation and to answer the questions. Monitor students' work and help them as necessary. Invite some volunteers to say the answers aloud.



Answers: a. It is a phone conversation. b. She is placing a food order. c. They are nice, polite and respectful. d. Amanda and Oliver e. Amanda and Oliver.



Activity 4

Set pair work. Invite students to discuss the differences between phone and face to face conversations. Guide students to identify the relevant information; for example, words and expressions to accept or reject requests. After that, have them create a graphic organizer with main ideas and supporting ideas. Suggest sharing their organizer with the class to compare and contrast.

Answers: Main idea: placing an order. Supporting ideas: I'd like to place an order, please. For pick-up or delivery? Can I have your address, please? I'll have the green salad with grilled chicken, and tortilla soup, please.

Activity 5

Ask students to work in small groups. Ask them to create a dialogue similar to the conversations. They will have to focus on a topic, recall the expressions previously checked and use them, and clarify questions in the conversations. Encourage them to use realia and body language and to focus on their intonation and pronunciation. Challenge them to learn their dialogues by heart. If not, let them use some notes in a small piece of paper.

Portfolio Connection



U4 BPA2 and BPA3 Let students work in small groups and ask them to describe each picture. Guide by asking questions such as: *How different are the situations in each picture? What similarities can you find in the pictures? What picture is not familiar to you? Why?*



Work in small groups. Listen to the conversation again and answer the questions.

1. Is it a face-to-face or phone conversation?

2. What is Amanda doing?

3. How are the speakers behaving?

4. What is Amanda requesting?

5. What is Oliver requesting?



Discuss with a partner, how similar/different are face-to-face and phone conversations? Then, in your notebook, write down the main idea and key details of the conversation in a graphic organizer; for example, what the conversation is about (main ideas), and some supporting details (related to the main idea). Share your work with your class.

3. Work in small groups. Create a dialogue similar to the ones you listened to in this unit. Follow the steps:

- Choose a topic for your dialogue.
- Suggest words and expressions to create your dialogue.
- Ask questions to clarify doubts while you are talking with others.
- Check your dialogue and edit it as needed.
- Write some notes about your dialogue.
- Rehearse it and present it. Check your intonation, pronunciation and body language. Use your notes if necessary.

Lesson 3 Self-Evaluation

Lesson 3 Self-Evaluation

Have students reflect on what they have learned in this lesson. Read aloud each statement and have students check them individually. Give them some tips regarding activities they can do in order to reinforce aspects where they don't feel confident on. Ask students *what they learn about having a conversations and accepting and rejecting requests.*

Short staged dialogue

STEP 3

Check the steps you have followed so far and make sure you are following all the procedures needed to complete the third stage of their final product.

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Work in groups. Now you should edit the first draft of the episode you wrote in Step 2. Remember that you can use words and expressions from this lesson as well. This is a chance for your draft and other groups may help them to edit their work. Pay attention to the comments of your peers about your work and give some feedback.



Work in groups. Now you should edit the first draft of the episode you wrote in Step 2. Remember that you can use words and expressions from this lesson as well. This is a chance for your draft and other groups may help them to edit their work. Pay attention to the comments of your peers about your work and give some feedback.



In Step 4 you should present your staged dialogue. Don't forget to do any practice or scenography you need. Rehearse your dialogue as much as you can in order to feel confident while presenting it.

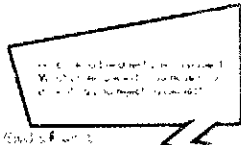
STEP 4

Let students know that in step 4 they will write the final draft of their dialogue and they will present it. Tell them to read what they wrote and check that their dialogue is ready to be presented.

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Looking ahead



Let students know that in step 4 they will write the final draft of their dialogue and they will present it. Tell them to read what they wrote and check that their dialogue is ready to be presented.

Step 4

Ask students to think about what they did and learned while working on the previous steps. Read aloud each statement and have and have students check them individually.

Hands on!



Ask students to create the final version of their dialogue. Finally, organize the presentation of their dialogues. Motivate students to use their notes if they think they need it. Praise students with stamps and motivate students to clap at the end of each presentation.

End of unit Self-Evaluation

Have students look at the statements and let them check the items individually in order to reflect on their language progress and performance. Divide the class into pairs or small groups and have them compare their answers. Monitor the activity and provide tips on how to improve in the aspects they did not feel confident on. Suggest going over them again for deeper practice.

Product 2 Short staged dialogue Step 3

Have students check the steps they have followed so far and make sure they are following all the procedures needed to complete the third stage of their final product.

Planning



Help students decide when and where they are going to present their short staged dialogue, and if they need any scenography. Guide them to think about what they can use, and where they can get the material. Have them discuss who is going to help them edit their work, and if they are going to invite other students or teachers to the presentation.

Hands on!



Encourage students to edit the draft they wrote in step 2. Have them check if their dialogue includes sentences accepting and rejecting requests. Encourage them to exchange their work with another team. Ask them to help their classmates edit their work. Remind them to proofread their classmates' work and give positive comments. Recommend students to check pronunciation, intonation, body language, and facial expressions.

Reader's Connection



Activity 1

Organize students in seven groups. Assign each group a text from the reading. Each group should read it again and answer one of the questions. The second group answers question 2. Repeat this for all seven questions. At the end, mingle the students to have a question 1, 2, 3, 4, 5, 6 and 7 in a group. Promote sharing their answers and suggest comparing them. Give students a couple of minutes to answer the activity. Elicit some answers from students. If possible, write them on the board.

Possible answers: a. Mr Neal, André, Erin, Brenda, Oscar, June, Walter, Mrs. Russell, Janice. Hotel Receptionist, Bank Executive, woman. b. Would you like to get a credit card? Can you ask the shuttle driver to be at the airport at 5? Could we stay on the first floor? c. Sure, no problem! Sounds good. d. I'm afraid..not, I prefer... e. Speaking is polite and clear about the message conveyed. f. In a face to face conversation you can read body language. g. Yes, please, thank you!



Activity 2

Tell students to get into groups, choose a conversation, and write a similar one. Tell students to identify the expressions to make requests as well as the ones to accept or reject requests. Remind them to include courtesy expressions, body language, a good attitude, and a scenario if possible. Provide them with enough time to prepare, rehearse, and present. Verbal praise is important; use it at the end before giving feedback. Monitor as students work to help with questions or doubts.

Possible answers: A: Can I start you off with anything to drink? B: Yes, may I have some water, please? A: Sure, would you like any appetizers today? B: May I get an order of barbeque wings? A: No problem, can I get you anything else? B: No, thank you, that'll be all for now. A: Let me know when you're ready to order your food. B: I'm ready. A: What can I get you? B: May I have the fettuccini Alfredo? A: Will that be all? B: Yes, that's it.

Reader's Connection



1. Works in groups of three or four. After reading the text "Accepting and Rejecting Requests", on pages 49-59, take turns discussing the questions below. Find information in the text to support your answers:

- Who participates in the conversation?
- What questions do they use to make requests?
- What expressions do they use to accept requests?
- What expressions do they use to reject requests?
- What are the speaker's attitudes like?
- How similar/different are the face-to-face and phone conversations in the Readers Book?
- Do the speakers use courtesy expressions? If yes, which ones do they use?



2. Works with your groups. Choose a conversation from the text "Accepting and Rejecting Requests", on pages 49-59. Create a conversation similar to the one you chose. Follow these steps:

- Identify the questions to make requests and the expressions to accept and reject requests.
- Think about the words and expressions you want to use in your conversation. Write a script for your dialogue.
- Make sure you understand the expressions to accept and reject requests.
- Rehearse your conversation.
- Think about your tone, volume and rhythm.
- Think about the body language that relates to the expressions you will use.
- Present your conversation to your class.

Evaluation



1 Work in pairs. Create a dialogue where you make, accept, and reject requests.

2 Rehearse your dialogue. Check your pronunciation, intonation and attitude. Then write a short paragraph about the importance of body language. While presenting your dialogue.

3 Work in pairs. Role-play your conversation and present it to your class.



Activity 1

Tell students to work in groups to create a dialogue. Each team should choose an option from a bag. Make some paper balls with the words: *restaurant, hotel, mall, bank, school, home* and let students pick one. This will be the scenario for their conversation. Invite them to bring realia to class and create costumes if possible. Tell them to use the expressions checked and reviewed in the previous activity to help them create their dialogues.

Possible answers: May I get you anything to drink? B: Yes, please. May I get a glass of lemonade? A: Would you like an appetizer? B: May I get an order of barbecue wings? A: Sure, would you like anything else? B: That'll be fine for now, thank you. A: Tell me when you want to order the rest of your food. B: Excuse me, I'm ready to order. A: What would you like? B: Let me have the baby-back ribs. A: Sure, will there be anything else that I can get you? B: That will be it for now.

Activity 2

After producing their dialogue orally, invite students to write why they think body language is important when communicating. Monitor students as they work to help them with vocabulary, accuracy or any struggling student who doesn't feel confident to write. Ask some students to stand up in front of the class and read out loud their paragraph. Give students a couple of minutes to answer the activity. Check their answers and provide written feedback, if possible.

Possible answer: You can say that having the wrong body language gets in the way of conveying your message. You need a lot of talent on other elements to make up for bad body language. Good body language means you are paying attention to different elements. For example, you have to know how to move, where to look, where to stand and what gestures to make.

Activity 3

Tell students to focus on non-verbal language. Give them time to rehearse the presentations. Ask students to present it in front of the class. At the end, let some students share their opinions with the class. Peer feedback motivates students.

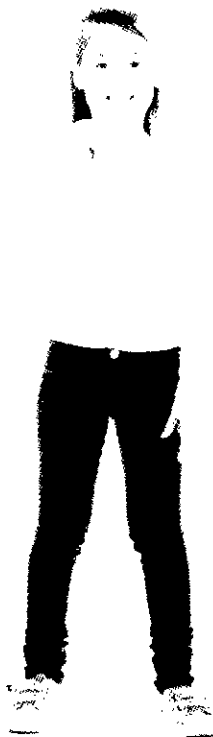


Body language is your body's way of communicating without the use of spoken words. It's the combination of facial expressions, gestures, and movements that convey what goes on in your mind. Encourage students to use it.

Collection of evidence template

Dan wants to ask Susan to go outside and play. Help them have a conversation at Dan's house.





Evaluate on instrument

Rubric

Use the following rubric to assess your performance in Unit 4. Put a check on the emoji that best represents your performance in class. Compare your result with your classmates.



I accepted or rejected requests.

I respected speaking turns.

I used a scenario.

I produced correct sentences.

I was polite.

Learning environment:
Family and Community

Social practice of the language:
Exchange opinions about audio news.

After finishing this unit, the student will be able to:

- Listen to and explore news related to family and habitual contexts.
- Understand news in audio.
- Exchange opinions.

Final product: Survey

Achievements

- Identify reports.
- Activate schemata.

Elicit from students: *Did you watch the news? What are the trend news?* Let students share what they have learned lately. Ask two volunteers to help you acting out an interview, provide the dialogues in copies. Suggest the others to pay attention but provide them a copy as well to follow the interview. Sample:
A: Hi everyone! Here we are with B, Hi B! I hear you are having extracurricular classes.

B: Hi A! that's right! I just started taking baseball classes.

A: And are you having fun?

B: Sure I am! I feel excited to practice such interesting sport! A, thank you very much!

Repeat twice if possible.

To introduce the unit's topic: First, arrange students in groups of three or four. Then, hand out small strips of paper with the unit's learning objectives in each one. Give the groups a couple of minutes to brainstorm ideas on what each learning objective refers to. When they finish, ask a member from each group to share their ideas. Explain each of the objectives in words that are easy for students to understand. If they have any questions or doubts, clarify them. Explain to students that in this unit they will listen to different types of news reports. Tell students that their final product for this unit is to design and make a survey.

Unit 5

5

What is a news report?

How many types of news reports do you know?



Social practice of the language:

After finishing this unit, you will be able to:



U5 BPA1 and ask students to work in pairs. Invite them to describe the picture and say what they think happened. If time allows it, talk about the risks that

the news reporters take to inform people about these events.



In this unit, students will read the text "News for everyone", pages 63-73 of their *Reader's Book*. The purpose of this reading is to show students a variety of news reports and the different ways they can be broadcasted and published: TV, radio, internet, or newspapers.

they finish, ask students to describe the action in each of the pictures related to the news report.

Possible answers: emergency services, shelter, paramedics, and landslide.

Activity 2

Before beginning the activity, ask students: How do you share your opinion? Students may say: In my opinion. Elicit some answers from the group. Then suggest students to listen Track 14 and to underline the expressions that share information. Set pair works and let them compare their answers. Finally, ask two volunteers to act the conversation.

Possible answer: They are sharing their opinions

Tell students that there are many ways to give your opinions when speaking English. The exact English expression you use depends on how strong your opinion is. Ask a volunteer to read the students tip and suggest a group discussion.

Activity 3

Talk to students about how sometimes news reports forget to mention some details simply because they don't have the time, the information, or maybe because the reporter forgot to mention them. Ask students to work in groups and discuss the questions.

Answers: a. landslide occurred. b. Chad Robinson. c. Chad Robinson. d. Yes it is quite clear.

Glossary

You can have students work in pairs. Ask them to open their book on the glossary in turns to ask the vocabulary from the unit. Then, have students review pronunciation of each word. Remember to first model the vocabulary so students have a reference. Have students take turns pronouncing the words in pairs. Finally, ask students to choose the most difficult words so they can look them up in dictionaries and get to understand them better through constant and different input.

Work in pairs. Look at the pictures. Listen to the news report and circle the pictures that correspond to the information given.



Work in pairs. Listen to the news report again. Pay special attention to the questions and expressions in blue. Why are they using them? Discuss with another pair of students what is the characteristic of those expressions.

Students' Tip

Tip 1: **Yes, they are.** They have shared the information by using the words "and" and "injured" and "medical services".

Tip 2: **Yes, they are.** They have shared the information by using the words "and" and "injured" and "medical services".

Tip 3: **Yes, they are.** They have shared the information by using the words "and" and "injured" and "medical services".

Tip 4: **Yes, they are.** They have shared the information by using the words "and" and "injured" and "medical services".

Tip 5: **Yes, they are.** They have shared the information by using the words "and" and "injured" and "medical services".

Tip 6: **Yes, they are.** They have shared the information by using the words "and" and "injured" and "medical services".

Work in groups. Read the news report Activity 2 and answer the following questions:

- What is the news report about? Who started the news report?
- What provides details? What is the information about?

Achievements

- Anticipate information using clues and known words.
- Present doubts in an indirect mode.

Get connected!

Begin the lesson by writing on the board the term news report. Ask students to brainstorm ideas they have about the topic. Have students share their ideas and as they participate, write some of the words or concepts they mention on the board. Have students give some examples of news reports they or their parents usually listen to. Before starting with the activities in the lesson, ask students to brainstorm which characteristics a news report has.



Activity 1

Before playing the track, have students focus their attention on the pictures. Ask them to describe what they see in each one and ask them if they think all of those pictures are related to a news report. Ask them to give their reasons why. Play the track one time without pausing so students can get familiar with the news report. Play the track again so students can circle the pictures they think belong to the news report. When



Lesson 1

Achievements

- Understand information by answering Wh- question words.
- Decide on what I want to say and reflect on the words I need to use to express my opinions.



Activity 4

Set pair work. Invite them to reread the conversation and pay close attention to the expressions. Have them identify the expressions that are useful for sharing information and the expressions that are useful for sharing an opinion.



Answers: For information: Can you tell us what happened?, Can you give us more details?, Do you have any information on what caused the landslide? For opinion: What is your position on...?, What do you think about...?, My position on... is that, it seems to me that..., As I see it..., Without a doubt..., I think that..., This is just my opinion, but...

Connecting you

Have students open their books in page 126 and ask them how often do they share their opinions about a matter? Encourage students to share their ideas and make some questions, while students explain to the class.



Activity 5

Write on the board the wh question words: who, what, when, where, etc. Remind students that they ask for specific information. Then, write the phrases from the Student's Tip box and remind them they are used to express opinions. Ask students to work in pairs to role-play the news report and add their own opinions. When they finish, ask a volunteer pair to come to the front and act out their role play.

Answers will vary: Climate change, around the world, during the last years, to help the planet, it is very important to the planet.



Activity 6

Ask students to pair up. Invite students to go to p 65 of the Reader's Give them a couple of minutes to discuss the questions from the activity. Remind students to use wh-questions and read the example along with the class. Ask each group to share their conclusions with the rest of the class.

Possible answers: a. It's about adopting pets. b. For several months. c. I would like to adopt a cat. d. In Baltimore. e. To help animals find a home.

Explain to students that each survey they design and distribute should have clear goals by which you can measure the success of the project.

Work in pairs: Analyze the news report from Activity 2. Which expressions did Chad and the news anchor use to provide information? Write them on your notebook. How can you use the expressions from the Student's Tip box to give your personal opinion about a news report?

Connecting you

When you watch a news report on TV or read it on the Internet, do you like giving your personal opinion about it? Why or why not? Discuss your ideas with a partner.

Work in pairs: Practice the news report with a partner. Pay special attention to the words in blue. Then practice the same conversation adding your opinion. Use the phrases in the Student's Tip box as a guide.

Work in pairs: Use the news report "Community" in your Reader's Book on page 65 to role-play a news report. Use the wh questions. Look at the example.

- a. What is the news report about?
- b. When is the event going to take place?
- c. What is your opinion about this event?
- d. Where is the event going to take place?
- e. Why is this event being organized?

Student's Tip

If you have a computer at hand, make a Wh-question. Use the online version of a Power Point slide. You can use it to extract specific details from other news reports.

Work in pairs: Go to your Reader's Book on page 64 "Climate Change: Are We in Danger?" Use the following survey questions to give your personal opinion on the news report. Look at the example.

- a. What is your personal opinion about the report?
- b. Do you think the way the reporter presents the news is more than...
- c. Do you like statistics in this type of news report? Why?

Make a list of words and expressions you can use to give your personal opinion. Use the phrases from the Student's Tip box and the list in Activity 6 as a start. You can add more or change the suggestions.

If students don't have a computer at hand, they can make a poster on a large sheet of paper in which they include the expressions they just learned.

Digital Connection



Activity 7

Have students read their Reader's Book on page 64. Then, have a volunteer read the questions from their Activity book to the class. Set students in pairs and ask them to use those questions to share their opinions.

Activity 8

Suggest students to keep their lists available. Tell them that they have to use it throughout the unit. In it, they have to write their personal opinions on all the news reports they work with in the unit.

Portfolio Connection



U5 BPA1. Ask students the following questions: *What happened to the house? What do you think could've caused this? Why is this situation worth reporting? What would you say about it if you were reporting it?* After a few minutes of discussion, have your students work in small groups and ask them to think about a possible news report.



Survey

STEP

1

1. Plan the survey

Discuss with your class what type of survey you will create. You will need the help of your teacher. You should decide on the following answers of your teacher.

What type of questions are you going to write?
How many questions are you going to write in the survey?
What expressions are you going to use to give a personal opinion?

Make sure you write down all the ideas you come up with in Step 2.



Work in small groups. Take turns to discuss and answer the following questions.

Are you going to use a news report from your study to know the answers?
Who are you going to ask the questions to?

How are you going to organize the order of participation?
Take a few minutes to discuss your answers and write them down.



2. Looking ahead

In Step 2 you are going to write the first draft of your survey questions.

Lesson 1 - Self-Evaluation

1. Plan the survey

1. Plan the survey

Discuss with your class what type of survey you will create. You will need the help of your teacher. You should decide on the following answers of your teacher.



Are you going to use a news report from your study to know the answers?
Who are you going to ask the questions to?

How are you going to organize the order of participation?
Take a few minutes to discuss your answers and write them down.

Lesson 1 Self-Evaluation

Have students look at the statements and check them individually to think about their learning achievements, progress and performance during Lesson 1. Divide the class in pairs and have them compare their answers. Ask each pair to make a list of things they think they can do better in Lesson 2.



Always guide your students through their self-evaluation. Help them analyze and understand each and every learning objective. Most important, let them know how important it is for them to know their learning process. These self-assessments offer students an opportunity to reflect on their strengths and skills, as well as what they've achieved during their time studying a Unit.

Product 5 Survey Step 1

Planning



Guide students to make the decision on the type of survey they are going to make. Research the characteristics of each type and give student a brief explanation of each one (In Step 2 they have to research that information by themselves). If you can, show them an example of type of survey.

Hands on!



Divide the class into small groups. Write the questions on the board. Give groups a couple of minutes to brainstorm their answers and write them on a piece of paper. After each group has finished with their answers, ask them to share them with the rest of the class. If there is time left and to help develop their speaking skills even further, ask each group to prepare a small presentation with the information they find.

Looking ahead



Explain to students that in Step 2 they are going to make a survey they can use, decide which one they are going to use and define the objective of their survey and the types of questions they are going to ask.

Lesson 2

Achievements

- Understand information by answering Wh- question words.
- Identify the main idea of a report.



Make sure to always ask students to help you read the activity instructions. This helps students comprehend the instructions better, practice their reading, pronunciation and legibility.



Activity 1

Ask a volunteer to read the instructions. Tell students to listen to Track 11. After listening they need to answer the questions. If possible, during the listening stop the recording when some time for students to write the sentences. After they finish discussing and checking their answers them with another pair, ask the questions out loud, let students answer them as a group.



Answers: a. Giving a tablet to every student, b. can have a big impact on improving their motivation to learn and encourages independent study. c. Many parents worry about their children using tablets in school. d. They feel they might get distracted e. 100 schools in London f. the tablets were most used in class for research and writing notes.



Answering questions as a group is a great way to get shy students involved and helps develop students' oral abilities. Try it every time you can!



Activity 2

Use the Time-Pair-Share strategy. Ask students to walk around the classroom and share what they can remember about the news report. Give them two minutes share and then change partners. Repeat until every student has had a chance to change partners. Give students a couple of minutes to answer the activity. When they finish, ask them to compare their answers with another classmate.

Answers will vary: 1. Yes, it was, it provided information on the topic. 2. No, There's not enough budget. 3. No, I think they can distract students. 4. Yes, for research.



Activity 3

Challenge students to work in groups and replace the personal opinion expressions. Suggest organizing the sentences from the report on the first try. When they finish, ask them to share their answers with another pair, Write the numbers from 1 to 4 in a single column. Ask a few volunteers to come to the board and write the sentences in the correct order.

Possible answers: I think the use of tables is not a very good idea. In my opinion, every kid should have a tablet.

Lesson 2

School News



Work in pairs. Listen to the news report. When you finish, answer the questions. Check your answers with other classmates.

1. What is the news report about?
2. What does the Superintendent say about the use of tablets? What do the parents say about it?
3. Why are they against the use of tablets?
4. Where was one of the studies made?
5. What was the result?



Tablets in Schools

Giving a tablet to every student in a school can have a big impact on improving their motivation to learn and encourages independent study. That's the main Superintendent of the Elmwood School District.

The parents will be asked to sign a petition to have the program running before using the classroom devices in each classroom. How do you think the parents will get back to the Superintendent?

Many parents worry about their children using tablets in school. They think they might get distracted by playing with them and they don't want the devices to get broken or stolen.

The study asked if there is a school where tablets were used. Out of the 100 schools, 60 of them were in public schools and 40 were in private schools.

Research revealed that the tablets were most used in class for research and writing notes. The study also found that the parents who were against the program were mostly from the private schools.

Parents for what do you think about the news report? Do you think the news report is good or bad? Do you think the news report is good or bad?

Do you think the news report is good or bad? Do you think the news report is good or bad? Do you think the news report is good or bad?

Do you think the news report is good or bad? Do you think the news report is good or bad? Do you think the news report is good or bad?



Work in pairs. Answer the following questions about the news report.

1. Was the news report informative? Why?
2. Do you use a tablet to work in school? Why?
3. Do you think tablets in schools are useful? Why?
4. Do you think schools should give Internet access to students? Why?



Work in groups. Exchange personal opinions about the news report "Tablets in School". Remember to use the expressions learned in Lesson 1 to do so. Look at the examples.

In my opinion, the use of tablets in schools is an excellent idea.

In my opinion, the use of tablets in schools is an excellent idea.

News reports are important in a society for a number of reasons. The most important one is to inform people about events that may affect them.

Discuss with the class what would happen if there were no news reports in the world. How would it affect them and have them share their opinions on the news reports they know.

Culture Connection



The news report "Tablets in School" left out details that are important to the topic. Work in pairs and discuss what details you think the reporter didn't mention. The words in bold in the examples are used to express that information was left out.

Although the report says that...

...it doesn't mention...

...that...

...the report doesn't say...

...the report doesn't mention...

Work in pairs. Read the conversation between Ron and Jack from the news report. What expressions did Ron and Jack use to give their personal opinion?

Ron: But...

I think this type of news report is super important. Technology in schools is **super** important. Technology in schools is **super** important.

Jack: And the schools in London were successful with using tablets in the classroom.

Ron: I think schools in London were successful with using tablets in the classroom.

Jack: What type of expressions do you use when exchanging opinions with your friends? Do you use the same ones you use with your family? Discuss your ideas with a partner.

What type of expressions do you use when exchanging opinions with your friends? Do you use the same ones you use with your family? Discuss your ideas with a partner.

Work in pairs. Use an electronic device (smartphone, tablet) to record yourselves exchanging opinions about one of the news reports from your Reader's Book on pages 63-73. Remember to use expressions learned in this unit to help you.

Work in groups. Express and exchange personal opinions about the news reports in your Reader's Book on page 68, "Young Writers Contest". Use the expressions you have learned throughout the unit.

Make a list of new words and expressions you have learned in Lessons 1 and 2. Add it to your portfolio.

Achievements

- Analyze the contents of a news report using basic Wh- question words.
- Exchange expressions about a news content and ask for clarification.



Activity 4

Organize the class in pairs. Give them a couple of minutes to talk about what they remember about the news report. *What do they remember the most? Why?* Suggest writing some sentences about the details that were NOT mentioned. Provide some minutes. Encourage writing their sentences on the board.

Answers: The report didn't mention how much money would it be for all the tablets. The report didn't say who was going to sell the tablets to schools. The report didn't give information about the schools where tablets are going to be delivered.

Explain that the details of something are its individual features or elements and are important to be included.

Activity 5

Ask student to work in pairs and read the conversation to identify the expressions that share opinions. Suggest using color to highlight their answers.

Possible answers: I think this type... What I liked the most was... what I mean was that...

Connecting you

Ask students to share their answers. Model the expressions that you use: I love when... I'm in favor of... I agree with... Promote students participation, help struggling students.

Ask students to download *Toontastic* app and create a narration in which they share their opinion on a topic and if possible, download it and project the final product of each student in class.

Digital Connection



Activity 6

Organize the class in groups to exchange their personal opinions about Young writer's contest p 68. Ask them to focus on the content, do they think it is relevant or important? Do they think these types of news reports are necessary? When they finish, ask them to write the expressions learned.

Possible answers: I think that encouraging youngsters is the best decision. In my opinion, a contest is a great opportunity to prove what you can do.

Provide some construction paper and ask students to create a list of expression they have learnt this far. Suggest using visuals when possible.

Portfolio Connection



U5 BPA2. Invite students to describe what is happening in the picture. Then ask them the following questions: *What do you think the scientists are doing? What would you say about them? What type of news do you think this relates to? Do you think people or society in general would be interested in what the scientists are doing? Why or why not?*

Lesson 2

Product 5 Survey Step 2

Have students check the steps they have followed up until this point and make sure they are following all the the procedures needed to complete the second stage of their final product.

Planning



Guide students to make the decision of what kind of questions are they going to use and how long the survey will be (it's recommended that they make their survey about the preference of types of news reports their classmates listen to). Recall the uses of wh-question words.

Hands on!



Divide the class in small groups. Give groups a small paper ball with one of the reports from the *Reader's Book* and ask them to write Wh-question words sentences. Remind them to use expressions to share your opinion and start with the first draft of their survey. After each group has finished with their draft, ask them to share it with the rest of the class.

Looking ahead



Let students that Step 3 they are going to write the rough draft of their survey questions. Remind them the use the lists they previously did.

Lesson 2 Self-Evaluation

Have students read and reflect the questions about the objectives they learned in the unit. Remind them to keep in mind the survey characteristic.



If there is time left, ask students to make a mind map about Lesson 2. A mind map is a diagram that displays information visually. You can create mind maps using pen and paper, or you can use an online mind mapping tool such as MindMeister.

STEP

Survey

2

Work in small groups. Pick a news report from your Reader's Book from pages 6-73 or go online and look for news report that is interesting for the whole group. Using Wh-question words and the quest on expressions you have learned in this unit, write the first draft of your survey questions. Keep the number of questions short.

Checklist

- Did you use Wh-question words? Write the number of each type that you created and include the following questions in your checklist:
 - Where are you going to write your question?
 - What is the purpose of creating a survey?
 - How long will it be? Ask the question of interest of your classmates?
 - Are you going to do the survey in your classroom or with other classmates?



Work in small groups. Pick a news report from your Reader's Book from pages 6-73 or go online and look for news report that is interesting for the whole group. Using Wh-question words and the quest on expressions you have learned in this unit, write the first draft of your survey questions. Keep the number of questions short. Ask one question at a time. Ask questions that can be answered by your classmates. Write your questions in an organized manner.

Final survey questions



In Step 2 you are going to write the first draft of your survey.

Checklist

- Did you use Wh-question words? Write the number of each type that you created and include the following questions in your checklist:
 - Where are you going to write your question?
 - What is the purpose of creating a survey?
 - How long will it be? Ask the question of interest of your classmates?
 - Are you going to do the survey in your classroom or with other classmates?



Lesson 3

The Health Desk

Work in pairs. Look at the picture and say what you think the news report will be about. When you finish, listen to it and check if you were right.



Work in pairs. Listen to the news report. Answer the following questions about it.

- What is the news about? Where did it happen? How did it happen?
- a. What is the main message? b. Any other interesting news reported?

News reports are given in many different ways and places. How do you think you know what is happening in other parts of the world? Do you use any special methods or ways of doing it? Share with a partner.

Work in groups. Exchange personal opinions about the news report. Remember to use the expressions learned in Lesson 1 to do so. Look at the examples.

What do you think about the new vaccine?
Without a doubt, the news for the common cold is quite exciting.

What is your opinion on animal testing? This is just my opinion, but I think animals should be treated as animals.

Work in pairs. Role play the following conversation about a recent news report. Pay special attention to the words in blue. These are expressions you can use to exchange opinions. When you finish, role play the conversation again using information from any news you heard lately.

- A: I heard on the news today that Dr. Schüller has found a new vaccine.
- B: Yes, I saw it on the news too. That's great.
- A: I know. Do you agree?
- B: Yes, I do. Scientific breakthroughs like this are really exciting.
- A: I know. It's a real breakthrough. Do you agree?

Achievements

- Understand information by answering Wh- question words.



Activity 1

Point out to the pictures, ask student what can they see and to predict what they think the listening will be about. Suggest writing their answer on their notebooks and play Track 12 to confirm their predictions. Ask them to share their answers.

Answers: A vaccine, it is about a scientific discovery.



Activity 2

Set pairs according to their favorite colors. Invite students to listen to the news report and to make notes to answers the questions. It is advised to read the questions in advance so students learn what they have to answer. Give students a couple of minutes to answer the activity. When they are finished, ask them to compare their answers with another classmate.

Answers: a. A new vaccine has been discovered. b. In Geneva. c. recently. d. Dr. Schüller. e. because it is a breakthrough for science.

Talk to students about the types of news (local, national and international). Give a brief description of each one. Give students a couple of minutes to talk about any news they have heard recently.

Culture Connection



Activity 3

Ask students to get in groups and to share their personal opinions about the news report. Now, suggest using only prompts or key words so when students present they have to create a mental work to make the question and share their opinion. When they finish, ask a volunteer pair to come to the front and act out their role play.

Possible answers: When do you think the vaccine will be released? I think very soon.



Play the Hot Potato game with a small ball. Ask students to stand in a circle. Start tossing the ball around between students, when you say "hot potato" the student holding the ball has to say an instruction to avoid a risky situation. Continue the game in the same manner until every student has participated.

Activity 4

Have a volunteer read the instructions to the class. Then, form pairs and have students practice dialogues of character A, and then switch to B so that they practice both. Write the highlighted phrases on the board and encourage students to add phrases to their conversations and to role play their versions in front of the class.

Possible answers: I think those are great news too. In my opinion it is very necessary because there is a lot of people suffering from cancer.



Achievements

- Use expressions to start and finish a conversation about personal opinions.
- Respond to body language, wait for my turn to speak, regulate speed and tone.



Activity 5

Ask a volunteer to read the instructions. Elicit some words or ideas. Suggest them to write notes on their notebooks. Compare answers with the whole class if possible. After they finish discussing and checked them with another pair, ask them to give a short news report using their own ideas.

Possible answers: A bank robbery. Because of the noise like the police.



Activity 6

Play Track 13 again. Write on the board the words: Who, What, Where, When, Why and invite some volunteers to write a question for the news report. Give them a couple of minutes to answer the activity.

Possible Answers: a. Who reported the robbery? b. What did the thieves steal? c. Where did the robbery occur? d. When did the man run with the bags of cash? e. Why was he a peculiar robber?



Play Silly Headlines with students. Organize the class in groups. Give each group a sheet of paper. Explain to students that they have five minutes to write as many silly headlines as they can. When the five minutes are up, ask a volunteer from each group to read their silly headlines to see which group came up with the silliest ones.



Activity 7

Set team work. Ask a volunteer to read the instructions and provide students with time to analyze and answer the questions. Ask students to compare answers with other teams. Point out not only the on the content or topic of the news report but on the details about what the reporter could've done to make it more interesting or what information he left out. Ask students if they liked this report and have them share why.

Answers: It is about a robbery. Date, time, witnesses. I think he didn't say on which direction did the robber go.



Activity 8

Set students in pairs. Have them share their drawings to the class in pairs and ask volunteers to explain their drawings in front of the class.

Possible Answers: social media, sites, apps, mouth to mouth, etc. I think in 1920 people read newspapers and told others about news so they also spread mouth to mouth.

Work in pairs. Listen to the news report. Try to infer the topic. Discuss your ideas with your classmates. Answer the questions. What do you think the news report is about? What makes you think that? Listen again and check.

Student's Book

Listen to the news report again. Use the Wh- question words to write questions about the news report.

1. What?
2. What?
3. Where?
4. When?
5. Why?

Work in groups. Analyze the news report you just heard. What's it about? What information does it need so it can be a more complete report? What do you think the officer left out? When you finish, exchange your personal opinions as a group about the news report.

Work in pairs. Draw the different ways news is delivered today, for example, social media sites, apps, mouth to mouth, etc. Think about how this was done 100 years ago and discuss with your partner.

Different Ways of Delivering the News

Present a video to your partner just heard the report about how news was delivered 100 years ago. Exchange opinions about it. Use all of the words and phrases on your list to make an interesting story.



U5 BPA3. Arrange students in groups.

Ask them to write a list of ideas that come to mind about the picture. *What can they report about it? What type of news report is it? Is it interesting? Why or why not?*

Survey

3

4

Looking ahead



Tell students that in Step 4 they are going to conduct their survey. They need to have their survey questions proofread and ready to be used.

Step 4

Make sure students check the steps they have followed up until step four.

Hands on!



Before applying their survey, explain to students the four-step process after conducting their survey.

1. Conduct the survey: They can conduct the survey with their classmates or visit other students in your school. If they survey other classmates in school, make sure to monitor their work to help out and avoid any problems that may come up.
2. Gather your responses: When they finish conducting the survey, they have to gather all of the results to get a result from it. This depends on the type of survey they chose.
3. Analyze the results: After analyzing the results, students can present their results in a chart or graph. See which type of news is more popular amongst the group. Talk to students as a group about why they think the result is the most popular type.
4. Write a report: The final step is to write a report where students explain their results to the rest of the class. This can be done on a piece of paper or on the computer (depends on what you have at hand).

End of unit Self-Evaluation

For this self-evaluation give students a couple of minutes to read and reflect on their answers. When they're finished, clear a space in the middle of the classroom so students can sit in circle. Use a ball, a plush-toy or even pieces of candy for this activity. Toss the object to a student, the student that catches the object, has two minutes to talk the questions from the self-evaluation. Repeat the process until all students have had a chance to speak. Invite your students to read the trigger questions on page 53 again. *What new ideas and comments do they have about news reports and surveys?*

Product 5 Survey Step 3

Have students check the steps they have followed so far and make sure they are following all the procedures needed to complete the third stage of their final product.

Planning

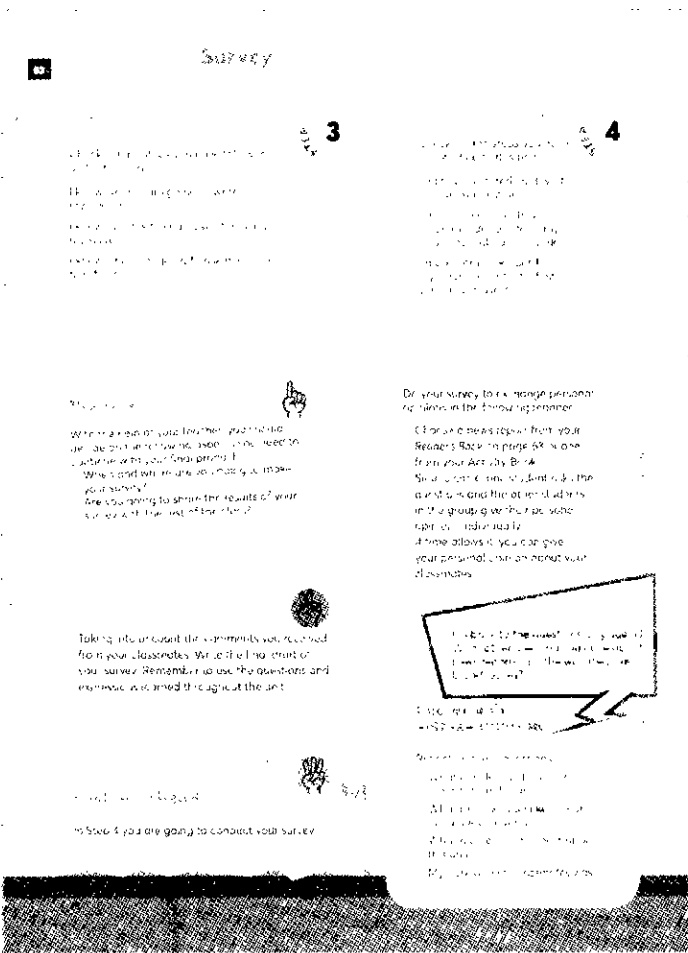


Now it's time for students to make their product. Help them decide when and where they are going to make it. Help them decide if they want to invite students or teachers from other classes to their product presentation.

Hands on!



Organize students in pairs or groups, depending on how they chose to work. Give them a few minutes to write their survey questions. When they finish, ask them to swap their survey questions with another pair or group to get suggestions or comments on them. As a final step, ask them to write the final draft of their survey questions.



Reader's Connection



Before students begin working on their Reader's Connection page write the word news report on the board. Use the Think-Pair-Share technique so students can think about any information that comes to their mind about news reports, pair up with a partner, and share their thoughts on news reports.



Activity 1

Explain to students that a headline is a phrase or sentences in the front page of a newspaper that tells the main idea of the news that's coming after it. Ask students the headlines from the Readers book, write the on the board. Now ask students to think about to which type of news report they belong to. Let them know they have to write the headlines under the type of news they belong to. Give them a couple of minutes to fill out the table.

Answers: Local news: Save a homeless cat or dog / international news: Veracruz needs your help / Socio-cultural news: Young writers contest / Environmental news: A pile of trash, a pile of problems! / Health news: Childhood obesity / Sports news: Outstanding performance of Mexican athletes at Pan American Games



Activity 2

Draw students' attention to the extracts of the *Reader's Book* and tell students to share their personal opinions.

Possible Answers: I think that saving energy is necessary for the world. In my opinion recycling should be mandatory to keep a place clean. I agree with donating for the poor.



Activity 3

Ask students to work in pairs and answer the questions from the activity. When they finish, ask each pair to come to the front of the class to share their answers in the form of questions from their classmates, sort of like an interview.

Answers: a. it is important to be updated. b. I think it is difficult in war areas. c. I would report forecast news to be in a studio.

Reader's Connection

1. Read the following headlines and decide in which type of news they belong.

Childhood obesity / Save a homeless cat or dog / A pile of trash, a pile of problems!

Outstanding performance of Mexican athletes at Pan American Games / Young writers contest / Veracruz needs your help

Local news

International news

Socio-cultural news

Environmental news

Health news

Sports news

2. Work in pairs. Read the extracts from some of the news in your *Reader's Book*. Exchange personal opinions about them.

When I was a boy, I had a pet cat. I was afraid that it would be a problem if the cat was ever lost, so I bought the cat a collar with a bell on it.

The first step we should take is to encourage all people to recycle. We should separate the trash, especially the things that can be recycled like the paper, plastic and glass bottles, and the rest.

We need to encourage people to send their donations to the Red Cross. Make it a habit to help people in need through their donations.

Some news reports are as fast as a reader and that's the best approach. It's like a blog. It's a news report that is updated as soon as possible. It's a new way to get the news. It's a good way to get the news. It's a good way to get the news.

3. Work in pairs. Discuss the following questions.

- Why do you think listening to the news is important?
- Do you think being a news reporter is hard work? Why?
- Do you think news reports should be in a studio or in the field? Why?

Evaluation



1. Work in pairs. Listen to the news report and answer the questions about it. When you finish, exchange opinions about the news you heard.

1. What is the news report about?

Where did it take place?

When did it happen?

Why didn't it hurt?

What is your opinion about the news report?

2. Work in groups. Think about a news report that you have heard or read lately or go online and look for one. Exchange your personal opinions about it.



Activity 3

Draw students' attention to *Reader's Book* p 68. Suggest re-reading the text if necessary and in pairs decide which details weren't mention. Remind students to use the expressions didn't give or didn't say.

Answers: They didn't say what the prize would be. They didn't give information about the date of the contest.



On the Web, you can find information about any topic you desire. The World Wide Web is a huge database of user submitted content where you can access an astronomical number of informative sources, online groups and multi-media. Because all of the content on the internet is self-submitted, and there are very few regulations as to what a person can and can't publish (depending on local laws), content found on the Web may be inaccurate and opinion based. Suggest students to visit trusted websites.

3. Analyze the news report from your *Reader's Book* on page 68. Work in pairs and discuss what details you think the report doesn't mention. Remember to use expressions like didn't give or didn't say.



Activity 1

Organize the class in pairs. Give them a couple of minutes to talk about what they remember about the news report.



What do they remember the most? Why? Let them answer the questions from the activity.

Answers: a. Dr. Schuffer. b. Geneva. c. Recently. d. Because he wanted to prove there was a cure for cold. e. I think is a great new to have a cure, so next time I play outside, I don't get sick.



Activity 2

Ask students to research in advance on Internet a lately new. Suggest bringing a printed version for homework and give student some minutes to exchange their information, and share their opinion. When they finish, they can share their news reports and explain their ideas.

Possible answers: The new life discovery on Mars.

Collection of evidence template

Read the following information and share your opinion about it. Then, imagine you have the chance to interview a Scientist, what would you ask?

Science is a fascinating subject with many amazing things to learn and discover. Thankfully you've got a lot of time to research, the average human only sleeps for about 35% of the day compared to 80% for armadillos and sloths, that's lazy! Read on to find more fun science facts and trivia while remembering that as society and technology develops so does our understanding of science and the world around us. What is 'fact' today may be disproved tomorrow.

In my opinion Science _____

Questions.

Evaluation instrument

Checklist

Use this checklist to evaluate you and your classmates work during class, put a check in the column depending on your performance.

1. Did I stay focused and attentive during class?
2. Did I speak English with my classmates and teacher?
3. Did I work well in teams?
4. Did I complete my tasks and activities on time?
5. Did I complete my final product on time?
6. Am I able to understand my teacher and classmates when they speak in English?

Learning Environment:
Academic and Educational.

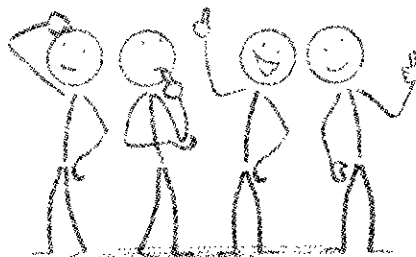
Social practice of the language:
Follow information from an illustrated guide, to solve a problem.

After finishing this unit, you will be able to:

- Explore short illustrated guides.
- Interpret information to follow steps.
- Write instructions.

Final product: Short illustrated guide to solve a problem

- What problems at school or at home can you identify?
- Why is it important to solve those problems?



Social practice of the language.

After finishing this unit, you will be able to:

Achievements

- To know the unit's objectives.
- To activate schemata.
- Define a problem.

Write the word: *problem* on the board and ask students to define it. Elicit what social problems do they know and how can they solve them. Tell students that a problem is a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome. After that, remind them that problems have solutions and that they are going to learn how to make a guide for that.

Write the questions on pieces of paper and paste them on the board, making two columns. Ask students to write their answers on sticky notes. Give some minutes for them to finish. Then, have them paste their notes under the corresponding questions. Ask students to read what their classmates wrote. Then, ask children to say what answers they found more interesting, and why.



U6 BPA1 Have students look at the picture. Elicit information about it; for example: *What can you see in the picture? What problem can you identify in this picture? Why is it a problem? Is it important to solve it? Why?* Let students share opinions in pairs and get to a conclusion.



In this unit, students will read "Water Is in Danger." In this part of the *Reader's Book*, students will read some texts about the problem of water. The purpose of this reading is to raise awareness about the importance of saving water. The text provides solutions. Have children check their *Reader's Book* as many times as they need it.

Achievements

- Analyze textual components and key words to identify purpose and intended audience.
- Reflect on how information is written in illustrated guides.



Activity 3

Set pair work. Help students to associate graphic and textual components. Give students some minutes to discuss the questions. After that, guide a group discussion about the importance of illustrations in text like the one they read.

Possible Answers: The connection between the picture and the text is important because people can deduce what the guide is about and learn if they are interested right away.



Activity 4

Suggest students to get in groups of three. Invite them to re-read the guide and find the answers to the questions. Ask children to identify unknown words. Guide them to get their meaning through the context. Invite some volunteers to share their work with their class.

Possible Answers: It is talking about trash. Trash is a problem that affects everyone. To reduce trash problem we could recycle and stop buying cover on products.

Connecting you

Invite a volunteer to read the question. Give some minutes or students to think about their answer. Have them share with a partner their ideas related to the question. Write some strategies on the board and discuss them as a group. Deduce from context, look for synonyms.



Activity 5

Ask children to work in small teams. Suggest reading the illustrated guide and give them some minutes to do the activity. Elicit the answers as a group.

Answers: The guide provides instructions to reduce trash and recycle. Setting the different material bins. The purpose of the guide is to give solution to a problem.



Activity 6

Give students the opportunity to set the working pairs. Invite them to re-read the previous text to answer the questions. Advice making some notes on their notebooks to compare answers. Help them as they need it. Ask them to exchange their work with another group. Encourage them to edit each other's work.

Answers: It is an illustrated guide. You can find solutions and steps to diminish a problem. The words in green are sequencers, they are words to connect ideas and give the order of the events.



Work in pairs. How do you think the written information and the pictures are related in the text "How can we solve the problem of trash?"



Work in groups of three. Explore the short illustrated guide in the previous page. Take turns and answer these questions: what problem is it talking about? Is it a problem that affects your community? What can you do to solve this problem?

How can we solve this problem?

What are the steps you can take to get the meaning of each word? Discuss your steps with a partner.



Explore the following short illustrated guide. Discuss with your partners. What information can you find in the guide? What's the purpose of this guide?

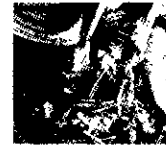
How to Use Recycle Bins

We all know that garbage is a huge problem. What can we do to solve this problem? We may not solve it immediately, but we can help to reduce it. If you want to help, follow these steps:

Waste

Compost

Recycle



get your coffee in a recycle bin

keep the "reduce, buy, recycle, waste, compost"

illustrate the recycle bins so that everyone knows what to put in those bins. place the bins in a public place.



Work with a partner. Go back to the previous text and answer these questions: what kind of text is it? What is it about? What information can you find in the text? What are the words in green used for?



7. Work in groups. Read the text "SDG: Water Is in Danger" in your Reader's Book pages 77-87. Discuss with your classmates: what kind of text is it? What is it about? Why can water be the talk of a big environmental problem? Do you think there are ways to solve this problem?

Activity 7

Ask children to work in groups. Suggest reading the text on the *Reader's Book* and write the questions on the board. Invite students to discuss and write down answers on a piece of paper to exchange with another team for a peer assessment.

Portfolio Connection



Possible Answers: It is an illustrated guide. The risks of running out of water. Because of the number of people and the world's population. Yes, reduce consumption or stop wasting it.

Divide the class in small groups. Have each group take turns discussing about how people solve problems. Invite some volunteers to share their ideas with their class.

Short illustrated guide to the 6th grade problem

STEP

1

When you have been asked to write a short illustrated guide to a problem, you should first decide on a problem. Find a problem that interests you and that you can solve. It should be a problem that you can solve in your community. Write a short illustrated guide to the problem you have chosen.



When you have been asked to write a short illustrated guide to a problem, you should first decide on a problem. Find a problem that interests you and that you can solve. It should be a problem that you can solve in your community. Write a short illustrated guide to the problem you have chosen.



In step 2 you should write the first draft of your guide. So search for information related to the problem you chose. Read the information and find useful material to write your guide.



Step 2: The 6th grade problem

Write a short illustrated guide to the 6th grade problem.

Write a short illustrated guide to the 6th grade problem.



Write a short illustrated guide to the 6th grade problem. Write a short illustrated guide to the 6th grade problem. Write a short illustrated guide to the 6th grade problem.

Product 6 Short illustrated guide Step 1

Planning



Help students decide if they need any material to create their guide. Remind students that by recycling materials, we are helping to solve a problem such as pollution in the ocean. After that, help them to get organized in small groups. Ask them to think about and share their ideas about how they are going to organize their guide.

Hands on!



Have children work with their teams. Guide them to think about the guide they will create, and to talk about what they want to say, why they want to say it and to whom they are going to say it. Encourage them to choose a problem, in the school or their community that needs to be solved. Help them to talk about sources of information where they can find important data about the problem they chose. Remind students to use sequencers. Ask students to look at the examples of guides in this Unit, as well as in their *Reader's Book*.

Looking ahead



Tell students that in step 2 they will write the first draft of their guides. Ask children to check vocabulary and expressions about problems, and how to solve them, in this unit, as well as the ones in their *Reader's Book*. Tell students that they can also check other examples in other books, magazines, and online, if they have access to Internet.

Lesson 1 Self-Evaluation

Ask students to think about what they have done and learned during this lesson. Have them look at the statements and check them individually to think about their learning achievements, progress and performance during lesson one. If they think they still need to study more about something, encourage them to check the activities related to the point they need to study. Divide the class in small groups, and have them compare their answers.



Tell students that they do not have to choose a very complex problem. They can also help their community by solving simple problems such as the garbage collection and/or recycling at school. Encourage students to think about their community and how they can improve their life there.

30

Work in groups of three. Go back to the short illustrated guide in the previous page. Underline unknown words. Then, discuss with your partners: how can you get the meaning of unknown words in a text?

Student's tip

Work in pairs. Go over the texts you read in Lessons 1 and 2 and discuss what patterns are used to organize the information in a text. What is the function of the different graphic components? Complete the chart.

What is the function of these graphic resources?

Images	Bullet points	Numbers	Charts
--------	---------------	---------	--------

Work with a partner. Go to the text "SOS: Water Is in Danger" in your *Reader's Book* pages 77-87, and identify the graphic resources used. Are they similar or different to the ones you have studied up to now?

Work in groups. As a final product, you must write a short illustrated guide to solve a problem. Discuss with your classmates: What words and expressions from the texts in lessons 1 and 2 could you use in your final product? Make a list of these words and expressions and keep them in your portfolio.

Achievements

- Contrast the order of steps in a sequence.
- Formulate questions to understand how to follow steps.
- Follow the steps to check understanding.



Activity 3

Invite students to set groups of three. Draw students' attention to the previous illustrated guide. Suggest using colors to highlight the unknown words. Promote a discussion: *How to get the meaning of unfamiliar word?* Explain that you can use the context to define a word, read the entire sentence and look for illustrative examples are some ways to get a words meaning. Monitor students' work and help them as they need. Invite some volunteers to share their work.

Possible answers: Using the context or illustrations.



Activity 4

Ask children to read the texts of this Unit. Then, give them some minutes to discuss the questions with a partner. Guide them to identify, and follow the steps in the guides in order to check understanding. After that, have children complete the chart. Invite some volunteers to share their work with the class.

Answers: Images are used to illustrate. Bullet points are used to draw attention to important information within a document so that a reader can identify the key issues and facts quickly. Numbers are used to list and charts are used to categorize.

The first step to get a meaning without a dictionary is go back and re-read the entire sentence. Think about the content of the sentence.

Activity 5

Motivate children to analyze the texts in their *Reader's Book*. Guide them to talk about graphic resources in those texts and in the texts in the *Activity Book*. Give them some minutes to discuss the question. Ask them to share their ideas.

Answers: Images, bullet points and numbers are used in the *Reader's Book*.

Activity 6

Have children work in small groups. Motivate them to think about a problem in their school or community. Have them write some questions about that problem. Invite them to keep a photocopy in their portfolio. Remind them to include a list of the words and expressions they just learned and were useful.

Portfolio Connection



Guide a group discussing about the importance of identifying and solving problems at school and in their community.

Lesson 2

Product 6 Short illustrated guide Step 2

Have students check the steps they have followed up to this point and make sure they are following all the procedures needed to complete the second stage of the final product.

Planning



Guide students to identify sources of information where they can find other examples of illustrated guides to solve a problem: books, magazines, or in the Internet, if they have access to it. Tell students that they can also ask teachers from other groups about ideas on how to solve the problem they chose. Finally, help them decide when they have to deliver the first draft of their guide.

Hands on!



Ask students to work with their team. Guide them to talk about the purpose and intended audience of their guide; as well as to decide how many steps they want to include in their guide; this will depend on the problem they chose. Then, encourage them to write some sentences describing the steps. Ask them to check the sentences and to use connectors to link their ideas. Finally, have them decide what graphic and textual components they will use in their guide, and ask them to write their first draft. Monitor students' work and help them as necessary. Remind students that all members of their team should participate in their project.

Looking ahead



Tell students that in step 3 they will edit their guide. Tell them to keep an open mind toward others' comments on their work. Talk with your students about the importance of giving and receiving feedback.

Lesson 2 Self-Evaluation

Have students reflect on what they have learned in this lesson. Read aloud each statement and have students check them individually. Ask questions to guide them identify areas of opportunity. Monitor their activity and provide tips on how to improve on the aspects they didn't feel confident about. Encourage them to check the previous activities if needed.

STEP 2 Short illustrated guide to solve a problem

2

Write a short illustrated guide to solve a problem. The guide should include the following components:
- A title
- A clear introduction
- A list of steps to solve the problem
- A conclusion

Checklist
If this step you should do:
- Write a title for your guide.
- Write a clear introduction.
- Write a list of steps to solve the problem.
- Write a conclusion.
- Use connectors to link your steps.
- Use graphics to illustrate your steps.
- Use a title for your guide.
- Use a clear introduction.
- Use a list of steps to solve the problem.
- Use a conclusion.
- Use connectors to link your steps.
- Use graphics to illustrate your steps.

Work with your team. Now you should talk about the purpose and intended audience of your illustrated guide. Then check the examples of short illustrated guides in lessons 1 and 2. You can use any of these guides as a model.
Analyze and decide how many steps you want to include in your guide. Decide what the graphics in your guide will be. Think about the typography and illustrations, for example.
After that, check the list of words and expressions that you learned in Activity 1. Discuss with your partners which of those words and expressions you will use in your guide.



Lesson 3

What Can We Do In Our School?

Work in pairs. Look at the pictures and say what you think the text is about.

1. Recycle paper. Recycle old paper by using it to make folders and make wire cut folders of the same size when you use it.
2. Search for recycled paper. Although recycled paper is not slightly more expensive, it is a lot better for the environment and it is a lot better for the planet.
3. Compost food waste. Your school can produce free quality compost from your waste (tea bags etc.). Contact the recycling team in your district for more information on how to set up a composting system.
4. Switch to rechargeable batteries. For every 10 batteries you have saved by using and recharging 9 batteries. Rechargeable batteries are more expensive but they are better for the environment.
5. Buy local products. Although they are not always the best quality, they are often better for the environment. Buy local products like pottery, recycling bins and other devices that are made from local materials.
6. Set up an Eco Team. Students can help to raise awareness and monitor waste management. They can also help to set up a recycling bin in the school and help to monitor the recycling bin and help to set up a recycling bin in the school.
7. Reduce waste usage. It is difficult to make measured improvements without knowing how much waste the school produces. A waste audit is a good way to see where improvements can be made.
8. Make a waste audit. Set up a waste audit with the help of the recycling team in your district. The goal is to reduce waste usage by 25%.
9. Think big. Thinking about waste and recycling is great, but it is so important to think big. Schools can do a lot to reduce waste and always use and reuse things as much as possible.

A. K. K. K. K.

Work in groups. Go over the text and discuss with your classmates what the numbers in the reading are used for. What is the purpose of the text? Who is the intended audience? What graphic resources does this text use? What's the purpose of a picture in a guide like this?

Achievements

- Identify the steps in a guide.
- Analyze the resources used to organize a text.

Activity 1

Before setting pairs, point out to the text and make the following questions: *What can you see?* Ask students to analyze the pictures they will notice the recycling symbol, ask some students about the pictures, one picture per student and then change, write the ideas they brainstorm on the board and at the end ask: *Have you ever recycled? Do you know the process of recycling? Would you like to recycle?* Let students share their opinion with the class. Bring a plush toy and throw it to a student, let the student read number 1. Then that student throws it to whomever he/she wants and that person gets to read number 2, repeat with the ten points.

Possible answers: I think the text is about recycling. My mom recycles trash and she earns some money. The other day I saw a woman collecting cans to recycle.



Making predictions is a strategy in which readers use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next). A reader involved in making predictions is focused on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions. This strategy also helps students make connections between their prior knowledge and the text.

Activity 2

Have children work in small groups. Guide them to analyze textual components and key words to identify purpose and intended audience. Give them some minutes to discuss the questions. Monitor students' work and help them as necessary. Elicit the answers as a group.

Possible answers: Encourage the reader to recycle, any person who can organize the trash, the text uses pictures as a graphic resource, the pictures are intended to illustrate the solution or point referred to on the text.



Divide the group into ten teams. Assign a step from the guide to each team. Ask children to analyze the information in that step, and take turns sharing with their classmates their ideas about the step they were assigned.

Lesson 3

Achievements

- Write steps in a guide.
- Analyze the resources used to organize a text.
- Use words and expressions repertoire to write steps.



Activity 3

Guide a group discussion about the importance of recycling at school. Have students mention the actions that they are already doing in order to recycle. Then, have children work in pairs. Ask them to complete the chart. Ask each pair of students to come to the front and share their work with their class. Help students identify similarities and differences in their charts.

Possible answers: I refill plastic bottles and reduce paper use. In the future I would like to learn to recycle batteries or set and Eco-Team.



Activity 4

Ask children to work in small groups. Ask them to go over the questions and suggest writing their answers on pieces of paper to compare answers with other classmates. Give them enough time to discuss the questions. Invite some volunteers to share their ideas with their classmates. Guide the discussion and help children get to some conclusions about the importance of solving problems such as the trash problem.

Possible answers: Trash can be a problem because there are some products that can't be recycled or take years to disappear from the world. After years and years of trash production there is not enough room for trash and it is polluting the world. I can try to persuade my family and community to recycle or reduce their trash to help the environment.



Activity 5

Brainstorm about trash. Write it on the board. Then, number the possible solutions and ask students to work in teams and write about the solutions. Remind students about sequences: first, secondly, next, etc. Encourage students to share their text with the class.

Possible Answers: To solve a trash issue at school I would promote recycling. The instructions are written in a list. First create a campaign, then, promote recycling at school and set special bins. Next, Create poster to raise awareness of the problem. Finally, share the possible money earned when selling recycled materials.

Activity 6

Ask children to work in groups of three. Give them enough time to do the activity. Remind students that they can use images, bullet points, numbers, and charts to present the information. Encourage students to highlight the most important step to solve water problem. If possible, brainstorm to help struggling students. After they have finished, have them exchange their work with another group. Encourage them to edit each other's work.

Portfolio Connection



Work in pairs. Go back to the text in Activity 1. Take turns to discuss, what steps or recommendations do you already follow at school or at home? Which ones do you think is a good idea to start following? Share your conclusions with your class.

Steps that I follow to recycle	Steps that I should follow
--------------------------------	----------------------------



Work in groups. Take turns to answer these questions: why can trash be a problem? Why is it important to solve this problem? What other actions can you take in order to solve this problem?



Work in groups of three. Take turns discussing these questions: what can you do to solve a problem of trash in your school? How are instructions written in a guide? Write the instructions to solve this problem. Do not forget to use connectors to organize your instructions. Share your work with your class. Did you write different instructions?



6. Work in groups. Read the text "SOS Water Is in Danger" in your reader (pages 77-81). Explore the instructions in the text, mention 5, 10, solve the problem of lack of water. Take turns answering these questions: what steps do you think are the most important ones? Why? Then, in your notebook, write other instructions to solve this problem. Keep your work in your portfolio.

Lesson 3 - Self-Evaluation

Work in pairs. Discuss the questions and write your answers.

1. Why is water important to us?

2. How can we save water?

3. What are some ways to reduce water usage?

4. How can we help the environment?

Answers: The most important step to reduce water problem is to stop wasting it, we consider that even though it is a natural resource, if we abuse, it will run out one day.

Lesson 3 Self-Evaluation

Have students reflect on what they have learned in this lesson. Read aloud each statement and have students check them individually. Give them some tips regarding activities they can do in order to reinforce aspects where they do not feel confident.



U6 BPA1, 2 and 3 Project the pictures and let students work in small groups. Ask them to analyze each picture. Start discussion by asking questions such as:

Why is this a problem? How can we solve this problem? What would happen if we do not solve this problem? Encourage students to share their opinion as these are topics that worry the humanity worldwide.

Reader's Connection



Activity 1

Write the word *water* on the board. Encourage students to brainstorm. Set groups of three and promote discussing the problem presented on the *Reader's Book*. Monitor students' work and help them to share their opinions. Then, invite some volunteers to come to the front and share their work with their classmates.

Answers: Wasting water is a big problem because we may finish with the water in the world. If we don't solve the problem of lack of water people may start committing crimes. At home, I can close the shower when I am not using water.



Activity 2

Have students work in small teams. Read the instructions and give children some minutes to think about the answer. Then, encourage them to write a short paragraph with their ideas. After they have finished, ask them to check and edit their text. Remind students about the importance of editing their text before sharing it with others. If possible provide a bond paper an ask student to create their instructions there.

Possible answers: I would tell my classmates to reduce the waste of water. 1. Turn off the taps when you are not using water. 2. Boil what you need. 3. Shower with less water. 4. Save up your dirty clothes. 5. Get a low-flush toilet.



Activity 3

Motivate children to share their answers with the class. Remember that all students should participate in the activities. Choose different volunteers to share their work. Guide a group discussion about the problem of wasting water, and how to solve it.

Possible answers: The instructions of reducing the consumption are the most important ones.



Invite children to search for and bring to school short illustrated guides to solve problems. They can be either in English or in their mother language. Guide them to compare the guides and find similarities and differences.

Reader's Connection

1. Work in groups of three. After reading the text "SOS: Water Is in Danger" in your *Reader's Book*, pages 77-87. Discuss with your classmates: why wasting water is a problem? What will happen if we don't solve the problem of lack of water? What actions can you take to solve this problem?
2. Based on what you read, discuss with your classmates: what instructions would you give to other students to save water? Write the instructions in the space provided. After you have finished, illustrate the instructions.

Why is it important to save water?

3. Now, share your work with your class. Take time to explore the instructions that your classmates wrote. Discuss as a class: what instructions do you think are more important to save water in your school?

Evaluation



1. Work in groups. Write a list of problems that you can identify in your community.

2. Choose one of the problems from your list. Write some steps to solve that problem. Do not forget to link the steps using connectors.

3. Share your work with the rest of your classmates.



"Awareness-raising" is when a person or group brings attention to a concern or issue with the intent of gaining supporters. It is one of the most basic forms of advocacy because the first step in creating change is to let people know that a problem exists and how they can help. Awareness-raising also connects well to academic skills related to communication, both written and spoken. Encourage your students to raise awareness for these issues.



Activity 1

Have students work in groups of three. Give them enough time to do the activity. Motivate students to first discuss their ideas about the problems they can identify in their community, and then to write a list of those problems.

Possible answers: Lack of water, trash, pollution, deforestation, etc.

Activity 2

Encourage children to write steps to solve the problem they choose. Remind students that they should follow a sequence, and that they are expected to use connectors to link their ideas.

Possible answers: Deforestation: 1. Stop cutting trees. 2. Reduce cattle 3. Plant new trees. 4. Raise awareness.

Activity 3

Ask children to edit their work before presenting it to their class. Invite each team to come to the front and explain their work to their classmates. Encourage children to respect and value each other's participation. Motivate children to give positive feedback to their classmates about their work.

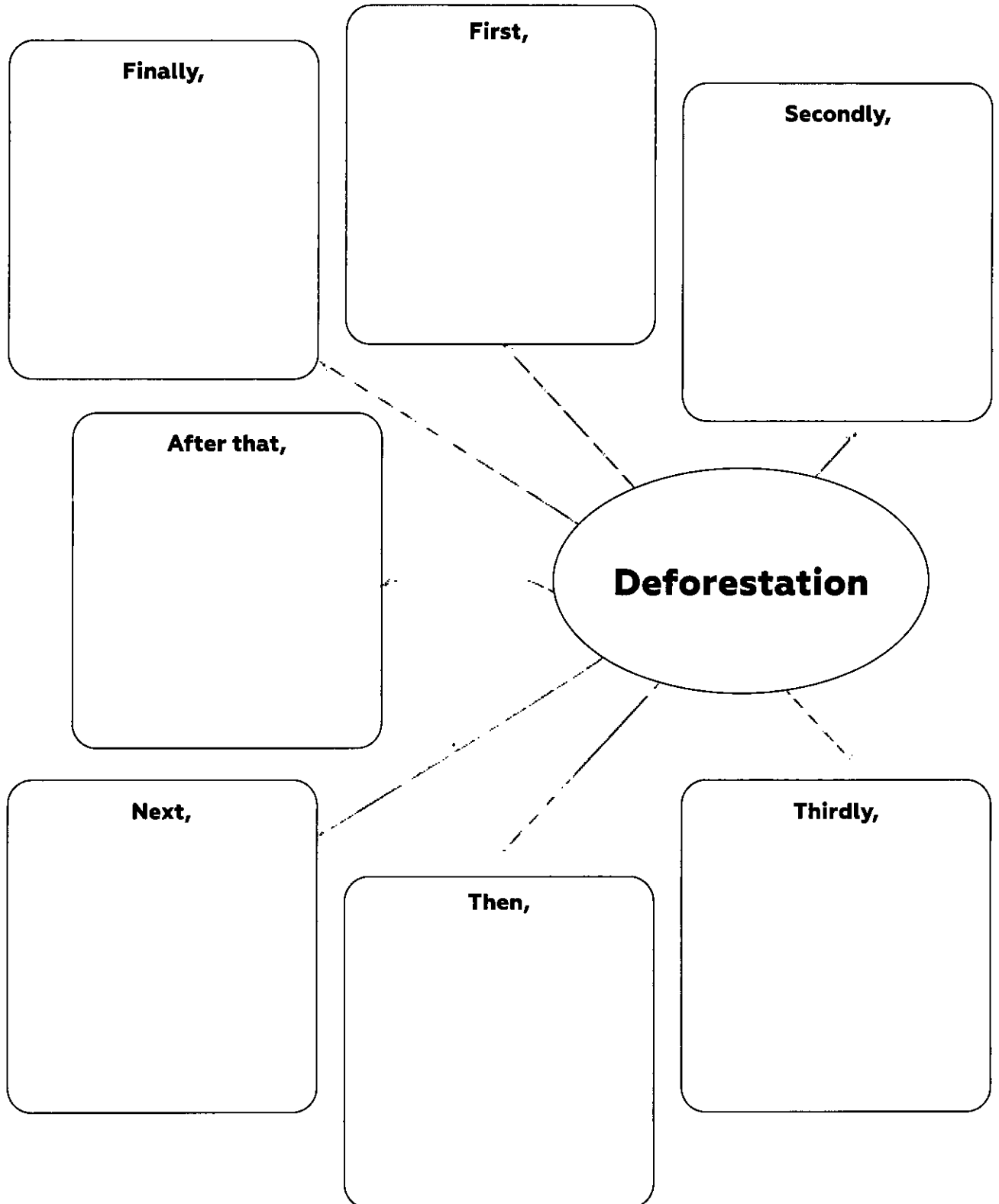
Possible answers: I chose trash because I consider it to be the most important problem in my community. I suggest placing bins in the town, promote recycling and invite celebrities to raise awareness.



Since this is a formative evaluation, it is important for students to socialize their work. Ask them, all the time, to share, compare, and comment their work with their classmates. Tell children that giving and receiving feedback can help them to improve their work and performance.

Collection of evidence template

Do some online research to find solutions for deforestation, write the solutions, include a visual to illustrate each one and use colors.



Evaluation instrument

Use the following project evaluation to assess your work.

Group: _____

The guide presents organized information.

The guide includes appropriate textual support.

The guide includes appropriate graphic support.

The guide includes suitable steps.

The structure is clear, it facilitates comprehension.

The guide is free of spelling mistakes.

The guide includes appropriate punctuation marks.

The guide was finished on time.

Students worked in a collaborative way.

The final product is neat and tidy.

Learning Environment:
Family and Community

Social practice of the language:
Describe and compare physical appearance and abilities of people from different ages.

- After finishing this unit, you will be able to:**
- Listen to and explore descriptions of physical appearance of known people.
 - Understand descriptions.
 - Describe own physical appearance.

Final product: Graphic line of development

Achievements

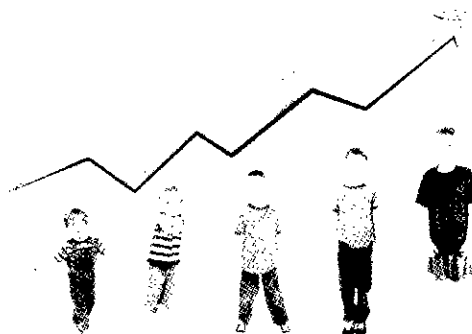
- Contrast physical appearance.
- Activate schemata.

Write on the board the word *Development*. Guide students to create a mind map about this concept. Motivate students to come to the board and write a word or phrase related to *Development*. Then, analyze and describe the mind map all of you have created. Explain that development is a process of growth, progress, positive change or the improvement of physical, economic, environmental, social and demographic components.

Ask students to bring a picture of themselves as babies and set the group in a concentric circle; each one facing another classmate. Invite students to compare their current selves with the ones in the pictures. Students may struggle with the vocabulary, so write on the board: *I could- ability, I was- physical description*. Encourage students to share their information, and monitor to support struggling students on this activity.

Unit 7

- What did you look like when you were a baby?
- What do you look like now?



Social practice of the language:

After finishing this unit, you will be able to:



U7 BPA1 Have students look at the picture. Elicit information about it; for example: *How old do you think these people are? What activities can children do? What activities can't they do? What does he/she look like?*



In this unit, students will read "The Way We Used to Look". In this part of the *Reader's Book*, students will read some texts about what people look and looked like. The purpose of this text is to provide them with examples of how to describe people and the activities they can/cannot or could/couldn't do. Have students check their *Reader's Book* as many times as they need it.

Lesson 1

Achievements

- Identify words and expressions used in descriptions.
- Learn about rhythm and intonation when speaking.



Activity 3

Play Track 14 again. Guide students to identify the rhythm and intonation of the speakers in the conversation. Model how to make a question and raise your intonation and then drop it so students compare and notice the differences. Later, invite students to practice the conversation taking turns.



Answers: a. It is about the past of Sam, when he was younger. b. Both are describing Sam. c. The rhythm is calm, with pauses to make sure the speakers understand each other. Content words are stressed, as opposed to function words. d. The intonation changes in questions and answers.

Explain to students that rhythm refers to the way we combine stressed and unstressed words in sentences. Sentences have strong beats (the stressed words) and weak beats (the unstressed words). Intonation is the way the pitch of a speaker's voice goes up or down as they speak. We use intonation to help get our message across.



Activity 4

Invite students to work in small groups. Ask them to go back to the conversation in Activity 1 and reflect on words and expressions to describe people. After they have completed the chart, encourage them to compare their work with another group. Invite volunteers to share their work with the class.

Possible answers: I was really tiny. I was like three years old, I couldn't swim. You were taller than most of your classmates.

Portfolio Connection



Connecting you

Invite two volunteers to read the questions aloud. Explain that we might need or want to describe people when we want somebody to know a person they haven't met yet. Encourage students to describe themselves and share their descriptions with the class.

Work in small groups. Listen to the conversation again. Pay attention to the rhythm and intonation of the speakers. Then, take turns discussing the following questions.

1. What is the conversation about?
2. What is describing another person?
3. What is the rhythm of the speakers' talk?
4. What is the intonation of the speakers' talk?

Student A:

Student B:

4. Work in small groups. Take turns to answer. What words do the speakers use to describe people? What expressions do they use for this purpose? Come up with your answers. Then fill in the chart.

Words to describe people

Expressions to describe people

Classroom activity

When do we need to describe people? What words do you use to describe yourself? Use in your class with a partner.

Go to your Reader's Book. Read the text "The Way We Used to Look" on pages 91-101. Take turns to discuss with your partner: What words and expressions do the speakers use to describe someone? With your partner, clarify the meaning of unknown words. You can look them up in a dictionary. Then, add some of these expressions in the chart in Activity 4.

Activity 5

Invite students to go to their Reader's Book to look for more expressions to describe people. Ask them to find these in pairs to complete the chart in the previous activity. To check, you can ask volunteers to write the words and expressions they found on the board.

Answers will vary.

Divide the class in small groups. Encourage students to share a big change in their appearance or abilities that took place in the last five years.



Graphic Line of Development

STEP

1

Work in small groups. First, you should discuss the following ideas:

- How are you going to design your graphic line of development?
- How many stages will you include in your graphic line?

Now you should choose words and expressions that you think are useful for creating your graphic line of development and to explain it. For example, in this unit, *looked very young* has years of 100 and 80.

You can check your *Reader's Book* with pages 97-101 to find more examples of words and expressions to describe people. Make out at least 10 words and more your work with other classmates. You can also use the information you wrote in Activity 4.

Looking ahead



Tell students that in step 2 they will write the first draft of their graphic lines. Ask students to check for more vocabulary and expressions to describe people in this unit and in their *Reader's Book*. Tell students that they can also check other examples in books, magazines, and online, if they have access to the Internet. Furthermore, ask students to bring pictures of themselves when they were different ages. In case they don't have pictures, they may draw themselves.

Lesson 1 Self-Evaluation

Have students think about what they have done and learned during this lesson. Have them look at the statements and check them individually to think about their learning achievements, progress, and performance during lesson one. If they think they still need to go over a topic more in depth, encourage them to check the activities related to the point they need to study. Divide the class in small groups, and have them compare their answers.



Motivate students to bring pictures of themselves (in case they have them), and/or of their relatives. Encourage them to use those pictures to talk about how they or their relatives have changed over the years.

Product 7 Graphic line of development Step 1

Planning



Help students decide if they need any material to create their graphic line. Tell students that they can create their work on a piece of paper from their notebook, or on a bigger format, such as on chart paper or cardboard. After that, help them to get organized in small groups. Ask them to think about and share their ideas about how they are going to organize the information in their graphic line.

Hands on!



Ask students to work with their teams. Guide them to think about the graphic line they will create, and to talk about what they want to say, why they want to say it, and to whom they are going to say it. Help them decide if they are going to create a graphic line for each member of the team, or if they are going to choose only one member to create the graphic line based on his/her development. After that, ask them to make a list of words and expressions to explain someone's development. Have students look at the examples in this unit, as well as in their *Reader's Book*.

Lesson 2

Achievements

- Ask questions to verify comprehension.
- Show relevant information and some details.
- Ask questions to clarify doubts and to get details.



Activity 1

Ask students to describe the pictures with a partner. Then, have them take turns discussing the questions. Play Track 15 and let them check their inferences.

Answers: The three pictures show the same girl at different stages in her life. As a baby, she is shown going down a slide. As a child, she is with her friends, probably at school. As a toddler, she is shown with a guitar.



Activity 2

Invite students to analyze the conversation to try to put the dialogues in order. Then, play the track so that they can check their answers. Guide students to identify relevant information and details in the conversation. Invite them to practice the conversation.

Answers: 1, 6, 9, 2, 4, 8, 3, 7, 5, 10

Connecting you

If possible ask students to bring a picture of themselves when they were babies. Ask them to show the picture to the class and explain the differences between their lives when they were in kindergarten and now.



To describe a person you can focus on things like hair color, style, the use of accessories, etc. Bring a photo to class and share your changes with your class. Model and present to your class.

G Going to Know by Classmates

Work in pairs. Look at the pictures and take turns to answer these questions. Where are these kids? What are they doing? Do you think there is any relationship among them? Listen to the conversation and check your inferences.



Listen to the conversation. Write the numbers 1 to 10 to put the dialogue in order. Follow the example.

Hi Sarah. Did you bring a new picture?
 Yes, here you are.
 Why were you so afraid of it?
 Oh, because I needed to wear them. I wore those since I was 3 years old and until I was 10 years old. Do you remember me wearing glasses, but now I wear contact lenses.
 Oh, so you had those glasses on.
 Do you look like you were a...
 Yes, I was big. And I used the slide a lot. My mom said that I could jump on the slides when I was 6 or 7 months old. When my dad took me to school, I was 6 years old. It was not that good. I had to study a lot. In the girl's class.
 You're playing the guitar. It's so nice. I didn't know you could play guitar.
 Yes, I started to play when I was 10. I had three years of it. But my best teacher was not in school. He was the guitar. But I started taking guitar lessons when I was 12.
 You couldn't even sit down when you were eight months old, right? He had to carry you. How did you do that?
 Yes, he carried me. I was in a car. It was not that good. He had to carry me. I was 10 years old. I was in the school last year.
 That's right. In his...
 What are you going to do?
 Yes, the teacher. He is so much. That's why I love... now.
 Of course. Here you are.
 How have you changed since you were a baby? What did you look like when you were in kindergarten? Discuss your answers with a partner.



Work in small teams. Go back to the conversation and take turns answering the questions below. After that, ask more questions to get information about who is talking and what he/she is talking about.

- What's the conversation about?
- What did Sarah look like when she was a baby?
- What is Sarah's hair like when she was six years old?
- What is Sarah's hair like now?

Work with your team. Look at the graphic line of development below based on the dialogue on page 78. Discuss with your partners: What information does the graphic line show? What words and expressions are used to describe physical appearance and abilities? Which information from the dialogue in this lesson could be used to do a similar line?



- Work with your team. Look at the dialogue on page 81. Discuss with your classmates: Which words and expressions from the text can you include in your final product? Write a list in your notebook. Keep it in your Portfolio.

- Go to the Language Connection section on page 126 to learn about expressions to describe physical appearance and abilities.

Go to your *Reader's Book*. Read the text "The Way We Used to Look" on pages 91-101. Identify expressions to describe physical appearance and abilities similar to the ones used in the text in Activity 4. Discuss with your partner which of those expressions you can use in your final product.

Achievements

- Determine word order in descriptions.
- Show relevant information and some details.
- Ask questions to clarify doubts and to get details.



Activity 3

Ask students to go back to the conversation in the previous activity to answer the questions in teams. Encourage them to take turns asking and answering the questions. Then, have them come up with more questions they could ask about that conversation.

Answers:

- The conversation is about the changes in Sarah's appearance and abilities through the years.
- She was big.
- It was very long.
- Not anymore. She wore them until she was 10.



Activity 4

Invite students to work in teams. Elicit some volunteers to read the different stages showed in the graphic line. Ask them to underline the expressions used to describe physical appearance and abilities.

Answers will vary.

Activity 5

Suggest students create a poster with expressions and words to be displayed in the room. This list will help students with their final product.

Portfolio Connection



Ask students to go to page 126 and help them with the explanation there.

Language Connection



Activity 6

Give students enough time to read this unit's text in their *Reader's Book*, and to find words and expressions to describe someone's development and abilities. Monitor the activity and help pupils as they need. At the end, provide some minutes for students to discuss the expressions.



Possible answers: I couldn't ride a bike. My arms and legs were very short. She had long reddish hair.

Ask students to bring two family member's pictures to compare in class. Ask questions like: *What do they look like now? What did they look like in the past?*

Lesson 2

Product 7 Graphic line of development Step 2

Have students check the steps they have followed up to this point and make sure they are following all the procedures needed to complete the second stage of the final product.

Planning



Guide students to choose, if they haven't yet, one person to create the graphic line of development about him/her. Remind students that they can also create a graphic line for each member of their team. Have them decide what information they will include in their graphic line; motivate them to include illustrations as well. Discuss with the class when they have to deliver their first draft.

Hands on!



Invite students to work with their teams. Tell students that if they decided that each member of their team will have his/her own graphic line, they should create one at a time. Motivate students to ask questions to their classmates about their development and their abilities when they were younger. Suggest writing some notes about that information. Ask students to bring (in case they have) some pictures of themselves from different ages. They will use these pictures to describe themselves and to describe their classmates. Finally, encourage them to write the first draft of their graphic line of development.

Looking ahead



Tell students that in step 3 they will edit their graphic line. Tell them to keep an open mind toward others' comments on their work. Talk with your students about the importance of giving and receiving feedback.

Lesson 2 Self-Evaluation

Have students reflect on what they have learned in this lesson. Read aloud each statement and have students check them individually. Ask questions to help them identify areas of opportunity. Monitor the activity and provide tips on how to improve on the aspects they didn't feel confident about. Encourage them to check the previous activities if needed.

STEP

Graphic line of development

2

In Step 1, the class was told that each student should have a graphic line of development about one person. Now it's time to create your own graphic line of development. You will be working with your team to create your graphic line of development. You will be working with your team to create your graphic line of development. You will be working with your team to create your graphic line of development.

What to do

With the help of your teacher, you should decide on the final graphic line of development. You will be working with your team to create your graphic line of development. You will be working with your team to create your graphic line of development. You will be working with your team to create your graphic line of development.



Work with your team. First, you should look at the example of a graphic line on page 52. Take turns to talk about the characteristics of the graphic line. For example, What graphic information does the line include? What information does it present? What kind of expressions does it include? After that, you should choose a person from your group to create a graphic line of his/her development. It's important to create the graphic line as a group. If you decided that each one will create their own graphic line, you can do it one at a time. Ask questions to your classmate about his/her development. Write some notes about it. Then with the help of some pictures, write descriptions of that person at different ages.

What to write

In Step 2 you should write and edit the descriptions that you will include in your graphic line. That means that you are going to read your sentences, check for the spelling and punctual on one line, and correct any mistakes. Think about what other things you should check. You can use other pictures or drawings to illustrate your graphic line. You need to be giving them to use them on Step 3.



Lesson 2 - Self-Evaluation

Think about what you did in this lesson.

Now check the box.

Great

Good

Describe your development in the past. Use pictures to help you describe your development.

Describe your development in the past. Use pictures to help you describe your development.



Lesson 3

From Blocks to Robots

Work in pairs. Look at the pictures and take turns to describe the situations.



Work in pairs. Listen to the conversation and underline the expressions where the children are describing someone. Take turns discussing how similar or different these expressions are to the ones you listened to and read in the previous lessons.

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Work in small teams. Listen to the conversation again and answer the questions below. Give reasons for your answers.

- 1. What is the general topic of the conversation? What is the conversation about?
- 2. What did Patrick have when he was small?
- 3. What did Patrick look like when he was five years old?
- 4. What did the color of Patrick's hair look like?

Achievements

- Differentiate general ideas and supporting details.
- Ask questions to verify information.



Activity 1

Invite students to work in pairs. Draw their attention to the pictures and ask them to describe what they show. Guide them to analyze similarities and differences among the pictures. Ask them: *Do you think there is a relation among the pictures? Why?*

Answers will vary.



Activity 2

Play Track 16 and inform students that they need to identify key words or expressions the children use to describe someone. Suggest highlighting the expressions and adding them to their lists. In pairs, invite them to compare the previous expressions and the new ones. Then, have them find similarities and differences among these pictures and the ones they saw in the previous lessons of this unit.

Answers will vary.

Activity 3

Ask students to work in teams. You could have a volunteer read the questions before playing the track again for the class to know what they need to focus on. Then, play the audio and give students a few minutes to answer.



Answers: a. It's about Patrick's growth. b. He could play with big building blocks. c. He had curly hair. d. He can build robots.



Ask students to write, in a piece of paper, 5 sentences about themselves. They can talk about their physical appearance as well as their abilities in the past or in the present. After that, ask them to fold the paper so that nobody can see it. Collect all papers and put them in a bag. Take one at a time. Read the sentences and encourage children to guess who it refers to. Repeat the procedure several times.

Lesson 3

Achievements

- Differentiate general ideas and supporting details.
- Reflect on the use of linking words.
- Ask questions to verify information.



Activity 4

Suggest working in pairs. Draw students' attention back to the conversation and point out the words in purple. Give some minutes for students to analyze them and to answer the questions. Elicit the answers from the group.

Answers: Connectors are used to join ideas in a sentence. If we didn't use them, sentences would sound more robotic.

Ask students to go to page 126 and remind them how to use connectors. The conjunctions *and* and *but* can be used to join two statements. *And* shows addition and *is* used when the statements are similar. *But* is used to connect statements that express opposite ideas.

Language Connection



Activity 5

Invite students to work in groups. Tell them to think that they were helping Patrick to make his graphic line of development. Give them some minutes to think which words can complete the graphic line.

Answers: a. curiy, b. couldn't handle, c. could play, d. could build.

Activity 6

Invite students to make a list of the changes they have gone through as they have grown older. Let them know that this activity might be useful when they create their product.

Portfolio Connection



Lesson 3 Self-Evaluation

Have students reflect on what they have learned in this lesson. Read aloud each statement and have students check them individually. Give them some tips regarding activities they can do in order to reinforce aspects where they do not feel confident.

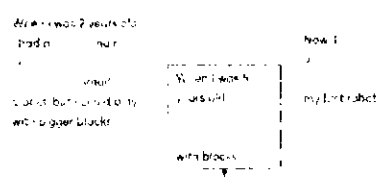


Work in pairs Go back to the conversation. Analyze the words in purple. Discuss with your partner: What do we use these words for? What would happen if we did not use those words?

Go to the Language Connection section on page 126 to learn more about connectors.



Work in groups Imagine that you are helping Patrick to make a graphic line of his development. Complete the graphic line with the information from the conversation. Discuss with your partners what kind of information you should include in the graphic line.



6 Make a list of the stages of your life. Include your age in each one. Compare your work with other classmates and keep it in your Portfolio.

Lesson 3 - Self-Evaluation

Check what you can do in this lesson

Now I can do this:

	Great	Not sure...	Then get it
Interpret general ideas and supporting details			A 100%
Link general ideas and supporting details together			A 100%
Use linking words to connect ideas			A 100%



U7 BPA1, 2, 3. Ask students to analyze each picture. Guide a discussion by asking questions such as: *What people can you see in the pictures? What did you look like when you were his/her age (point to a small child in the pictures)? What abilities did you have at his/her age (point to another child in the pictures)?*

Graphic line of development

STEP 3

STEP 3
 In Step 3 you should write the first draft of your graphic line of development. You should include the following information:
 • A title for your graphic line of development
 • A description of the problem you are trying to solve
 • A list of the steps you are going to take to solve the problem

Thinking

With the help of your teacher, you should discuss the following questions to complete a final draft of your graphic line of development. Who is going to help you to add it to your graphic line of development? Where will you present your graphic line of development? Are you going to invite other kids or teachers to see the final version of the final product?

Working groups Now you should do the first draft of your graphic line. Use the words and expressions in describing physical appearance and activities that you wrote in Step 2. Remember that you can use words and expressions from this lesson as well. Then exchange your draft with another group and take turns to read their work. Pay attention to the comments they make about your work and write some notes.

Learning styles

In Step 3 you should write the first draft of your graphic line of development. Don't forget to bring any material you need to illustrate your work. Read the descriptions you wrote, check that they are correct and include relevant information.

STEP 4

STEP 4
 In Step 4 you should write the final version of your graphic line of development. You should include the following information:
 • A title for your graphic line of development
 • A description of the problem you are trying to solve
 • A list of the steps you are going to take to solve the problem
 • A list of the materials you are going to use to solve the problem
 • A list of the people you are going to help you to solve the problem

Work in groups how you should create the final version of your graphic line of development. After you have finished present it to your classmates, teachers and family members. Use the descriptions you wrote to explain your work to your public.

Remember to use the words and expressions in describing physical appearance and activities that you wrote in Step 2. Remember that you can use words and expressions from this lesson as well.

Final draft of your graphic line of development

Write in these points:
 • A title for your graphic line of development
 • A description of the problem you are trying to solve
 • A list of the steps you are going to take to solve the problem
 • A list of the materials you are going to use to solve the problem
 • A list of the people you are going to help you to solve the problem

Looking ahead



Let students know that in step 4 they will write the final draft of their graphic line of development, and they will present it. Tell them to read what they wrote and check that their product fulfills spelling and grammar conventions. Ask them not to forget pictures to illustrate their work.

Step 4

Ask students to think about what they did and learned while working on the previous step. Read aloud each statement and have students check them individually.

Hands on!



Suggest students create the final version of their graphic line of development. Have them illustrate their product. Finally, invite them to present and explain their work to their classmates, teachers, and family members.

End of unit Self-Evaluation

Invite students to look at the statements and check them individually to reflect on their learning progress and performance. Divide the class in pairs or small groups and have them compare their answers. Monitor the activity and provide tips on how to improve on the aspects they did not feel confident about, such as going over the specific activities where those aspects are dealt with again or asking for your help.

Product 7 Graphic line of development Step 3

Ask students to check the steps they have followed up to this point and make sure they are following all the procedures needed to complete the third stage of the final product.

Planning



Help students decide when and where they are going to present their graphic line of development. Ask them to discuss who is going to help them edit their work, and if they are going to invite other students or teachers to the presentation of their product.

Hands on!



Encourage students to edit the draft they did in step 2. Have them check that their graphic lines of development follow a structured sequence, and that the information they included is clear and coherent. Motivate students to exchange their work with another team. Ask them to help their classmates edit their work. Then, have them take turns to give and receive feedback regarding each other's work. Monitor the activity and help them as necessary.

Reader's Connection



Activity 1

Ask students to read the complete text "The Way We Used to Look" in their *Reader's Book*. They can do it by themselves, or in pairs. After that, have them identify in the texts words and expressions to describe people, and to talk about their abilities. Suggest working in pairs. Encourage them to complete the chart. Monitor students' work and help them to include appropriate information in the chart. After students have finished, ask them to compare their work with another pair of students. Finally, invite some volunteers to come to the front and share their work with their classmates.

Answers will vary.



Activity 2

Invite students to work in pairs. Give them some minutes to discuss the questions. Then, encourage them to share their answers with another pair. Guide a group discussion about the questions. Finally, elicit answers from students.

Answers will vary.



Remember that young learners learn easily when the contents are fun and meaningful for them. Thus, play games with them. These games should have a clear purpose, and it should be related to the topics seen during the lessons. This is an example to work on descriptions of people:
Ask students to think about a cartoon character they like, but to say it aloud. Ask a student to describe their character to the others and the class will draw what they hear. After they have finished, ask students to compare the original with the drawing.

Reader's Connection

1. Work in pairs. After reading the text "The Way We Used to Look" in your *Reader's Book* on pages 91-101, complete the information below.

Person's name

Physical description

Abilities

2. Work in pairs. Answer the following questions:

1. What did you learn from this reading?

2. What information should you include when you describe someone's job?

3. What information should you include when you describe someone's hobby?

Evaluation



Activity 3

Encourage students to work with another pair of students. Motivate them to take turns describing the person they chose. Tell the other pair of students that should ask questions to their classmates, to get clues to identify the person they are describing.



Remember that, since this is a formative evaluation, it is important for students to socialize their work. Ask them, all the time, to share, compare, and comment their work with their classmates. Tell students that giving and receiving feedback can help them to improve their work and performance.

1. Work in pairs. Write the description of someone you know.

2. Now, describe the abilities of that person.

3. Work with a different classmate. Use the information in the previous activities to describe the person you chose. Ask questions to your classmates to identify who they are talking about. For example:



This book presents formative assessment options. That is why, students are at times expected to evaluate themselves. Help students reflect on their work and find ways to improve it. This is a good opportunity to teach and guide students to give and receive positive feedback about their performance.



Activity 1

Invite students to do this activity in pairs. They can describe a teacher, classmate, or someone from their school. Give them enough time to finish the activity. This part should only be focused on physical description. Emphasize the importance of being kind and respectful when describing someone else.

Answers will vary.



Activity 2

Now, encourage students to write about the abilities the person they described in the previous activity has. Tell them they can talk about their abilities in the past or the abilities they have now.

Answers will vary.

Collection of evidence template

Celia wants you to help her with her graphic line of development. Compare your description with the class.

1 year old _____

5 years old _____

6 years old _____

9 years old _____



6 years old

5 years old

Baby Celia



Evaluation instrument

Use the following questionnaire to assess your work.

Student: _____

1. How was your student's performance, in general? _____
2. When did they finish their work? _____
3. How was their team work? Did they work collaboratively? _____
4. How many graphic lines of development did they create? _____
5. How was the structure of their graphic lines? _____
6. How did they illustrate their graphic lines? _____
7. How did they organize the information in their graphic lines? _____
8. How was their performance when they edited their partner's work? _____
9. How was their performance when they presented their product? _____
10. To what extent did their performance meet the requirements? _____

Learning environment:

Ludic and Literary

Social practice of the language:

Read short stories about a trip to discover natural aspects and cultural expressions.

After finishing this unit, the student will be able to:

- Explore short stories about a trip.
- Practice guided reading.
- Distinguish and express natural aspects and cultural expressions similar and different between Mexico and other countries.
- Write sentences with descriptions and comparisons.

Final product: Comparative chart

- Which cultural aspects make your country unique?
- Which natural aspects are the most astonishing?



Social practice of the language:

After finishing this unit, you will be able to:

Achievements

- Introduce the unit's topic.
- Activate prior knowledge.

To introduce the unit's topic: First, arrange students in groups of three or four. Then hand out small strips of paper with the unit's learning objectives in each one. Give the groups a couple of minutes to brainstorm ideas on what each learning objective refers to. When they finish, ask a member from each group to share their ideas. Explain each of the objectives. If they have any questions or doubts about them, clarify them.

Explain to students that in this unit they will read in a series of blog posts the travel experiences of Frank Thomas, a world traveler. Tell students that their final project for this unit is to design and make a comparative table about cultural aspects.



Prepare students for this unit with general natural and cultural aspects from their own country. They can rely on the Internet or on their school books for research.

To close the introduction, elicit a student to read the first question on the cover page. Write *cultural aspects* on the board and elicit from students some examples. Then, read the second question and set groups of three to discuss about it. After two minutes, elicit two or three answers from different groups.



U8 BPA1 Have students look at the picture and elicit information about it. Ask: *What can you see in the picture? Why is it important to protect places like this?*



In this unit, students will read the text "My Trip to Scotland", pages 105-113 of their *Reader's Book*. In this story, a little girl narrates her experiences during her trip to Scotland. She explains different natural and cultural aspects of that country. Students are expected to learn how the natural and cultural aspects enrich the history and traditions of other countries and their own.

Work in pairs. Look at the pictures. What do you think the text will be about? Talk to a partner about it. Give a detailed description of each picture.



Work in pairs. Read the blog post.

The Travel Blog

Hi, I'm Frank and I'm here in Alaska. I'm on a snow machine. I'm in the middle of the snow machine. I'm in the middle of the snow machine. I'm in the middle of the snow machine.

I'm in the middle of the snow machine. I'm in the middle of the snow machine. I'm in the middle of the snow machine. I'm in the middle of the snow machine.

I'm in the middle of the snow machine. I'm in the middle of the snow machine. I'm in the middle of the snow machine. I'm in the middle of the snow machine.

I'm in the middle of the snow machine. I'm in the middle of the snow machine. I'm in the middle of the snow machine. I'm in the middle of the snow machine.

Find three interesting or surprising things about Alaska from the reading. Underline these facts to identify them. Then share your ideas with a partner. Follow the example below:

Example: I found that Alaska is a very cold state. I found that Alaska is a very cold state. I found that Alaska is a very cold state.

Achievements

- Introduce the unit's topic.
- Activate prior knowledge.
- Use expressions to describe and talk about natural and cultural aspects from my country.

Get connected!

Begin the lesson by writing on the board the words travel blog. Ask students to brainstorm ideas they have about the topic. Have students share their ideas and as they participate, write some of the words or concepts they mention on the board. Have students give some examples of travel blogs they have read online. Before starting with the activities in the lesson, ask students to brainstorm what characteristics a travel blog has.



Activity 1

Before reading, have students focus attention on the pictures. Ask them to describe what they see in each one and ask them if they think all of those pictures are related to a travel blog. Ask them to give their reasons why they relate these places, objects and actions in the picture with it. Make up a fun background story to introduce Frank Thomas to the class.

Possible answers: There is a village near an iceberg. It shows a man taking a dog sled. It shows the northern star lights. It is an igloo.



Play Hangman! Divide the class into two teams then select a student to stand at the front of the class and think of a word related to the lesson. The student must then draw spaces on the whiteboard to represent each letter in their word. The rest of the class then guesses the word, one letter at a time. Incorrect guesses result in a hangman being drawn (one line at a time). The first team to guess the word wins, unless the hangman is completed.

Activity 2

Have students read Frank's first post individually. Ask students to tell you what the text is mainly about: how people live, natural aspects (the lakes, the rivers, the mountains, the aurora borealis), the transportation, cultural expressions (Uluru and the aborigines, long distance sled dog race, Ice sculpture competition) or the food. Have students give you examples of the two main topics of the text. Ask students if they have a blog or they would like to have one about traveling. Ask students what they like and dislike about traveling.

Answers will vary.

Activity 3

Pair groups up. Have students identify three interesting facts about Alaska. Model the conversation with a strong student. Then encourage students to use English and praise those who make an effort. You can invite a couple of students to role-play their conversation in front of the group. Each conversation should take 20-30 seconds. It is fine if students repeat the activity with a different partner to get used to role-playing and practice fluency.

Answers will vary.

invite students to make use of the internet, library or museums nearby to do this research. It should not be a complete description of the city, but a few pieces of information for the students to compare with the reading. Students will do the research online, but can bring the information on their notebook, in short sentences to share them in pairs. Do not encourage printing or photocopying information as this task does not require it.

Digital Connection



Glossary

Remind students to go to Glossary to find the meaning of the highlighted words in the text. You might encourage them to guess meanings by using the context around the unknown words.

Lesson 1

Achievements

- Use expressions to describe and talk about natural and cultural aspects from my country.
- Complete a graphic organizer with similarities and differences about natural and cultural aspects.
- Talk about my own personal experiences while traveling.



Activity 4

Model the activity by writing four questions on the board. Encourage students to answer them. For example: *What place did Frank visit? (Alaska) What are the things that Frank likes doing? (Traveling and watching natural aspects, learning about cultures) Why did he create the blog? (To share his travels with people) How many lakes are there in Alaska? (3 million lakes).* Have students work in pairs and make their own questions. Ask them to take turns asking and answering them. If your students are good at reading, have them close their books to make it more challenging. Monitor as students are on task.

Answers will vary.

Activity 5

Ask students to make a list with all the adjectives Thomas used to describe places and experiences in his post. If students know more adjectives, they can include them too!

Portfolio Connection



Connecting you

Have students discuss the questions in pairs. Monitor as students are on task. Invite a few students to share their experience. Ask follow-up questions to show interest in the topic. Do not correct, help students communicate.



Activity 6

Explain to students what a Venn Diagram is: A tool to compare the similarities and differences of two things or more. In the center we find the similarities, whereas in the outer spaces we find the differences. Model how to use the diagram by giving an example. For instance: *Dogs and cats.* Similarities: both are pets, they have fur, they show affection to their owners, etc. Differences: dogs are bigger, cats meow and dogs bark, cat's claws are sharper, cats can scale trees, etc. After that, have students fill the chart on their books. Monitor as students are on task.

Answers will vary.



Activity 7

Have students work in different pairs. Encourage them to focus on fluency and, if they do not understand, they can always use phrases such as: *Excuse me, can you say that again? I'm sorry, I didn't catch that.* Invite a couple of students to present their discussion to the group. Praise good language use.

Answers will vary.

Read the text again. Make 4 questions. Make small groups. Ask these questions to your classmates. They have to use complete sentences in their answers. For example:

Questions: _____ My partner's answers: _____

Make a list with the adjectives you can find in this post about Alaska. Keep your work in your portfolio.

Compare them to your own state's climate. What did you learn from that trip? Share your experience with a classmate.

Work in groups of 3 to 4. Fill in the Venn diagram with some information from the reading about Alaska and your country. Follow the examples:

Alaska is/has...

Mexico is/has...

Find a partner from a different group, use the Venn diagram to discuss similarities and differences between Mexico and Alaska. For example:

U8 BPA1 Ask students the following questions: *What kind of natural aspect do you see in the picture? Where do you think this is? (It's Yosemite National Park.) Would you like to go to a place like this? Why or why not?* After asking students the questions, ask them to work in groups and write a brief description about the place in the picture.

Lesson 2

Achievements

- Reorganize sentences in a logical sentence.



Activity 1

Ask students to brainstorm ideas about Australia. In case you feel they may not know, bring flashcards or write words on the board related to the country for students to activate previous knowledge. Have students read the text and check if their guesses were similar or not to the text. If you want them to practice pronunciation, you can read the text aloud as a class. You can start reading and then different students can continue reading until the class finish reading the text. Have students underline the adjectives used in the reading.

Answers: amazing, captivating, fascinating, enormous, sacred, colorful, enjoyable, different, funny



Activity 2

Show students that the example "Australia was more awesome than Alaska" is used for comparing, and "Australia is surrounded by two oceans" is a description. Have students identify some examples and fill in the chart.

Answers: Description: It has captivating bodies of water. This sight is sacred by native aborigines. The language was a bit different. Comparison: It has more variety of natural aspects. Alaska has more national parks than Alaska. It is hotter and warmer than Alaska. They were more colorful and more enjoyable. The day was grayer than the day before. The language... sounded funnier to me.



Activity 3

Encourage students to describe the pictures in pairs. Have them describe the colors, the texture, the place they imagine the image is from, what it looks like and what people do there. Tell students to use the expressions to compare too. They can use information about Mexico or the place they live. Students can use the chart and the same expressions if the exercise is hard for them.

Answers will vary.



Musical Chairs. Put desks or chairs in a row in the center of the classroom. (Always put a chair less than the total number of students.) Play music while students dance or walk around the chairs. When you stop the music, everyone has to take a chair, the student left standing has to share a short travel anecdote.

Lesson 2

In the Land of the Kangaroos

Work in pairs. Read Frank's post about his trip to Australia. Look for all the adjectives in the post and include them in your portfolio list.

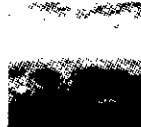
The Land Down Under

My trip to Australia was more awesome than I thought it would be. I had heard that it was a beautiful country with amazing views and a lot of interesting things to see. I was so excited to go. I had heard that it was a beautiful country with amazing views and a lot of interesting things to see. I was so excited to go. I had heard that it was a beautiful country with amazing views and a lot of interesting things to see. I was so excited to go.

Work in pairs. Find expressions used to compare and describe natural aspects and cultural expressions to complete the chart. Discuss with a partner your answers. What did you learn about Frank's trip to Australia?

Phrases to describe	Phrases to compare
Australia is amazing.	My trip was more awesome than...

Work in pairs. Describe and compare important sights in your city or state with some of Australia. Use the pictures to help you. For example:



Uluru



Sydney Opera House



Botanical Gardens



Great Barrier Reef

typical food, costumes, habits, among others. Add that natural aspects refer to the flora or fauna of a place. Give students a few minutes to complete the chart. Monitor as students are on task.

Answers will vary.

Activity 5

Tell students that they will organize an outing for the weekend with their groups. They will have to decide which is the best place to go based on the descriptions and comparisons they make in teams. Give each group 1:00 to 1:30 minutes to describe their place. Then give five more minutes to compare which is the most suitable place. Model with a student the last part of the activity: *I think the beach is cheaper than the Pueblo Mágico. But the Pueblo Mágico has more attractions.*

Answers will vary.

Encourage students to write about a celebration they know well and how it is observed in their city. Then, have them look it up online, if possible. If not, they can look it up on books or museums. Have students bring to class the differences they found and compare this information in pairs. Hold a plenary with some of the most surprising differences they found. Praise good use of the language or good effort.

Digital Connection



Activity 6

Encourage students to write the sentences and use the prompts provided. Monitor the activity and help if needed.

Answers will vary.



U8 BPA2 Invite students to describe what they see in the picture. Then ask them the following questions: *What do you think the women are doing? What type of dance do you think this is? In which country do you think these dances are performed? What are they wearing? Do you think the dances and clothes the women are wearing are a cultural aspect? Why or why not?*



Find a partner about how people describe differences in English and in your mother tongue. Are there similarities or differences? Consider the following: For example, in English we only use more or less to describe things, but in my language...



Work in groups of 5. Individually write on the chart below some cultural expressions and natural aspects of a place, city or town you know well. Then, share your description to your group.

Place	Cultural Expressions	Natural Aspects
-------	----------------------	-----------------



In your group, you will decide what place to visit this weekend. Use the chart to compare your place with your classmates', for example: *My place is nearer than the rest. And it has the Festival of Flowers this weekend. At the end, the group has to decide on one place based on the descriptions and comparisons. Share the result with your class.*

Look up a famous cultural expression in your hometown. Find important facts about it: dates, origin, historical origin, meaning, etc. In pairs, discuss with a partner the information you found. Then, in talks with your cultural expression is done in your hometown. For example: *Will you be able to describe it through a drawing, picture or video?*



Compare the cultural expressions in your hometown with one of your classmates. Complete the sentences:

- 1. It is _____
- 2. It is _____ there than _____
- 3. It is _____
- 4. It is _____ than _____
- 5. It is _____

Achievements

- Write descriptive and comparative sentences.
- Compare natural aspects and cultural expressions.

Have students reflect on the similarities and differences between the way people compare in their mother tongue and in English. There may be students whose mother tongue is different to that of the majority of the group. Encourage in a positive way to know more about their mother tongue. Inclusion of the different cultural background of the students may engage them more.

Culture Connection



Activity 4

Group students in teams of four to five. Have them think of a place they know very well in their city, state or country. When they are ready, ask them to write the place on the chart. Remind students that cultural aspects can be celebrations,

Lesson 3

From Warmer to Cooler Weather

Work in pairs. Read Frank's post about Canada. When you finish, share your personal opinions about it. What did you find interesting? What else would you like to know about Canada?

My Trip to Canada

Hi! I hope you're having a great time. I just got back from a trip to Canada. It was so exciting! I went to Toronto, Ottawa, and Montreal. I saw some amazing sights and ate some delicious food. I also met some really nice people. I had a great time and I can't wait to go back. I'll be back in a few days and I'll be happy to share all the details with you. I'll be back in a few days and I'll be happy to share all the details with you.

Read the text again. Find 3 interesting ideas you learned about Frank's trip to Canada. Choose one idea and change it a little. Write your three ideas in the lines. Ask a classmate if the information is true or not according to the text. He or she should not read the text again. Who got more answers correct?

Discuss in pairs if you would like to visit Canada and why? What natural aspects and cultural expressions did you find more interesting? Share your answers with another pair.

Canada has its own expressions and vocabulary because of its culture. Look up the meaning of the words below in a dictionary. Which ones are easy to understand with a definition? Which ones are easier to understand with an image? Share in pairs the answers and discuss if you have similar things and expressions in your language.

- | | |
|-----------|---------------|
| Loonie | double-double |
| Touque | putt-putt |
| Kerfuffle | keef-keef |

Connecting you

What kind of celebrations do you have in your country?
Discuss your ideas with a partner.

Achievements

- Comprehend texts.



Activity 1

Have students read Thomas' third post in groups. When they finish, ask groups to identify the main idea and detail sentences (They can use a graphic organizer in their notebook to do so.). When they finish, ask them as a class their opinions about Thomas' visit to Canada. Do they think it was exciting? What is the most exciting thing they read about? Would they like to visit Canada some day? Why or why not?

Answers will vary.



Activity 2

This is a variation of the game "Two Truths and a Lie." Demonstrate how to play the game with the text. Write two sentences that are correct and one incorrect about the text. Ask students to guess without reading, which are true, and which is false. Have students work in pairs. If the game is too easy, you can have students make sentences about the previous texts in the unit. Monitor as students are on task.

Answers will vary.

Activity 3

Have students discuss in pairs their viewpoints about Canada. Let students express themselves and praise honesty. Ask students questions to know their opinion and not to test them.

Answers will vary.

Activity 4

Have students use a dictionary online or a search engine if possible. If not, you can make students guess by using prompts. After the interest declines, give the answer.

Answers: Loonie: a one-dollar coin Toonie: a two-dollar coin. Touque: a knitted hat. Double-double: a cup of coffee with double sugar and coffee. Poutine: a dish of French fries with cheese and gravy. Kerfuffle: a scandal.

Connecting you

Ask students to work in pairs and choose two celebrations from their town, state or country. For example, La Guelaguetza in Oaxaca or The Day of the Death in Mexico. Have them talk about the reasons these are special and how people celebrate them.

Lesson 3

Achievements

- Analyze ways of making expressions and words clear.
- Organize natural and cultural aspects using images.



Play **Curious Expressions** with students. Organize the class in groups. Give each group a sheet of paper. Explain to students that they have five minutes to write as many curious expressions as they can. When the five minutes are up, ask a volunteer from each group to read their expressions to see which group came up with the best ones.

Invite students to look up information about specific celebrations around the world. They can search on the Internet or in a library.



Activity 5

Ask students to work in pairs. Ask them to label the pictures. Then, have students decide if the pictures represent a cultural expression or a natural aspect. Ask: *Is there anything similar in your country?*

Answers: a. Niagara Falls-Natural b. Saint Patrick's parade-Cultural c. Green food-Cultural d. Lake Ontario-Natural



Activity 6

Students have to draw a cultural tradition. It can be one they like to celebrate or the most representative for them or their family. Ask them to present their work to the class.

Answers will vary.

Activity 7

Students have to make a chart to compare some natural aspects and cultural aspects from Alaska, Australia and Canada.



U8 BPA3 Arrange students in groups.

Ask them to write a list of ideas that come to mind about the picture. Ask:

What can you say about it? What type food is it? Is it appealing? Why or why not? Do you think food is part of a country's culture? Why or why not?

Many countries have special celebrations that are part of their culture, like Saint Patrick's Day, Dussehra in India, and the Lantern Festival in China.

Work in pairs. Look at the pictures. Which one is a cultural expression and which one is a natural aspect? Write the name under each one and talk about them.



Work in pairs. Draw a cultural tradition from your country. Write a short paragraph about it. Remember to use adjectives. When you finish, present your work to the class.

Make a T-Chart to write all the natural aspects and cultural expressions from the pictures. Present it to the class. Keep your work in your portfolio.

Comparative chart

Step 3
 Write the first draft of your comparative chart. Use the information you gathered in the previous steps to complete your final product. Remember to include the names of the places to describe one contrast. You should include the contrasted sentences with the descriptions and comparisons about the objects. You should have both cultural expressions and natural aspects of the places. Get ready to present!

Step 4
 Write the final version of your comparative chart. You should include the names of the places to describe one contrast. You should include the contrasted sentences with the descriptions and comparisons about the objects. You should have both cultural expressions and natural aspects of the places. Get ready to present!

Let's find images to illustrate your chart. You can draw trees and paste them to the chart later. These are a few ways to get the main part of your product. You can also use a computer, drawing materials for class, or a flip chart, paper, colored pencils, markers, scissors, glue, etc. Then, with your group, write sentences describing and contrasting the places you chose for the chart. Exchange the sentences with another team for them to make comments and corrections. Two roles of the correctors:

Step 4 you are going to make your comparative chart. Don't forget to bring all the materials you are going to use to make it.

Step 4
 Write the final version of your comparative chart. You should include the names of the places to describe one contrast. You should include the contrasted sentences with the descriptions and comparisons about the objects. You should have both cultural expressions and natural aspects of the places. Get ready to present!

With your group, you can now make the final version of your comparative chart which will include the names of the places to describe one contrast. You should include the contrasted sentences with the descriptions and comparisons about the objects. You should have both cultural expressions and natural aspects of the places. Get ready to present!

Looking ahead



Tell students that in Step 4 they are going to make their comparative chart. They need to have their sentences proofread and materials ready to be used.

Lesson 3 Self-Evaluation

Have students work in pairs for the self-evaluation. Give students a couple of minutes to answer their own evaluations and then talk about what they liked the most about the unit and what they liked the least. Also ask them to talk about what they would like to learn in the next unit.

Step 4

Make sure students check the steps they have followed up until Step 4.

Hands on!



Ask students to get together in pairs or groups to work on their comparative table. Remind them to write all the information required to make a complete final product. When they finish, ask them to present their comparative table to the rest of the class. Ask them to write some notes in case they need help to remember details about their natural and cultural aspects from their table.

End of unit Self-Evaluation

For this self-evaluation give students a couple of minutes to read and reflect on their answers. When they're finished, clear a space in the middle of the classroom so students can sit in circle. Use a ball, a plush-toy or even pieces of candy for this activity. Toss the object to a student, the student that catches the object, has two minutes to talk the questions from the self-evaluation. Repeat the process until all students have had a chance to speak.

Product 1 Comparative chart Step 3

Have students check the steps they have followed so far and make sure they are following all the procedures needed to complete the third stage of their final product.

Planning



Now it's time for students to make their product. Help them decide when and where they are going to make it. Maybe you can choose a class in the middle or at the end of the week to make it. Help them decide if they want to invite students or teachers from other classes to their product presentation.

Hands on!



Ask students to go over the pictures or images they have already compiled to see if they don't need to look for more and check that they have all the materials needed (scissors, ruler, glue, tape, markers or crayons, and pencils) if they're not using a computer. Ask students to write the first draft of their natural and cultural aspects. Then ask them to exchange their work with another group and pay attention to the comments they make about their sentences and take some notes. When they finish, ask them to write their final draft.

Reader's Connection



Activity 1

Students have to write a short description of a trip they took. Remind them to use descriptive adjectives and be as specific as possible. They can write about the trip they liked the most.

Answers will vary.



b.

Students have to write the name of a traditional dish in their country. After they finish writing, ask students why they chose that particular dish.

Answers will vary.



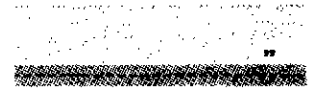
c.

Students have to draw their country's traditional clothes and a brief description about it. After they finish drawing, ask students why they chose that particular set of clothes and if they know from what state it is from.

Answers will vary.



Reader's Connection



2. After reading the text "My Trip to Scotland" on your Reader's Book pages 105-113, answer the following questions.

1. Circle one traditional dish in Scotland called haggis. Write that name in your notebook. Write the name and the ingredients of one of them in your notebook.

2. Draw your country's traditional clothes and write a brief description of them.

Evaluation

**Unit
8**

- 1 Write six sentences where you describe a natural or cultural aspect of your country.

1
2
3
4
5
6

- 2 Classify the sentences you wrote in the previous activity in the following chart.

Natural aspects

Cultural aspects

- 3 Work in groups. Take turns to answer these questions.

- Do you learn anything new about your country in regards to natural and cultural aspects? Write.
- Do you learn anything new about another country in regards to natural and cultural aspects? Write.



Activity 1

Students have to write sentences describing natural and cultural aspects. Remind them to use vocabulary they learned in the unit.

Answers will vary.



Activity 2

Give students a few minutes to work on this activity. Then, ask them to compare their list with a partner. They can add the information they find interesting after this exchange.

Answers will vary.



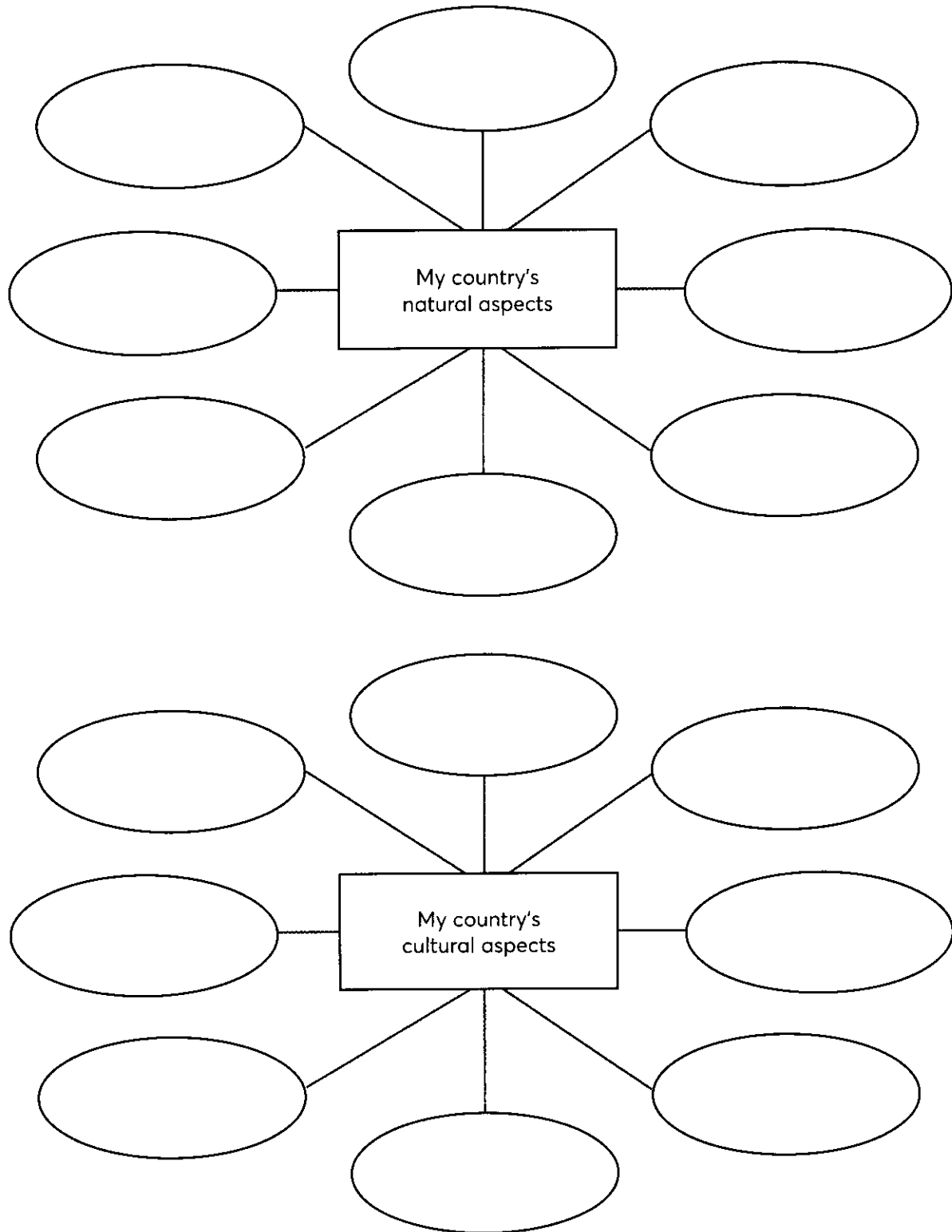
Activity 3

Ask students to work in groups to answer the questions from the activity. When they finish, ask each group to come to the front of the class to share their answers in the form of questions from their classmates, sort of like an interview.

Answers will vary.

Collection of evidence template

Use the following graphic organizers to classify the most outstanding natural and cultural aspects of your country.



Evaluation instrument

Scale to value performance

Student's name: _____ Group: _____ Unit: _____

Identifies messages and notices.					
Recognizes elements in a conversation.					
Expresses needs and wishes.					
Identifies non-verbal language.					
Uses verbal and non-verbal language while speaking.					
Uses words and expressions to communicate.					
Uses words and expressions to begin a conversation.					
Uses words and expressions to finish a conversation.					
Comments:					

Learning Environment:

Academic and Educational

Social practice of the language:

Record information about a topic to make a questionnaire.

After finishing this unit, you will be able to:

- Explore questionnaires with different types of questions.
- Read questionnaires with different types of questions.
- Search for and interpret written information about a topic.
- Write questions about a topic.

Final product: Questionnaire**Achievements**

- Introduce the unit's objectives.
- Activate schemata.
- Learn what a questionnaire is.

Write on the board the word *Questionnaire*. Elicit some answers. Explain that this word refers to a set of printed or written questions devised to learn more about a person or a group of people. Then, analyze and describe when to use a questionnaire.

Ask students to stand up. Play some music or clap your hands. When the music or clapping stops, call out a number. Students should make teams of that number. Repeat the activity until you call out number three or four. Then, have children work with those classmates. Give them some minutes to discuss the questions on page 101. After they have finished, read the questions. Then, invite some volunteers to sum up their ideas and share them with their classmates.

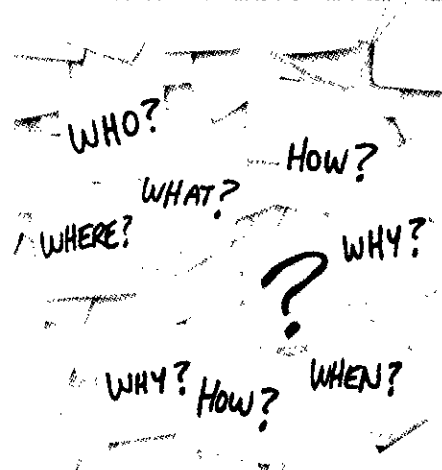


U9 BPA1 Have students look at the picture. Elicit information about it; for example: *What is it? Can you answer the questions? What kind of text is it? Where can you find a text like this one?*

Unit 9

101

- What is a questionnaire?
- Where can you find questionnaires?



Social practice of the language:

After finishing this unit, you will be able to:



In this unit, students will read "Questionnaires". In this part of the *Reader's Book*, students will read some texts about questionnaires. The purpose is to provide them with examples of different types of questionnaires. Have children check their *Reader's Book* as many times as they need it.

Work in pairs. Look at the following pictures. What do you know about dinosaurs? What do you think caused their extinction?



Work in pairs. Look at the picture and read the title of the text. Take turns to answer. What kind of text is it? Is it fiction or non-fiction? What makes you think that? What do you think the text is about? Read the text and check your answers.

Student's Tip

The Life of Dinosaurs

Dinosaurs appeared on Earth around 230 million years ago. They lived on Earth for approximately 160 million years. The word dinosaur means 'scary lizard' in Greek on account of the big roaring scientists thought that dinosaurs were a species of lizard. They disappeared mysteriously around 60 million years ago. The reason for their extinction is not clear yet. People have written many books and produced movies about them because their life has been interesting to everybody. According to scientists, there were around 1,000 species of dinosaurs.

Work in pairs. Read the text on the previous activity again and answer the questionnaire. Then, discuss with your partner. What kind of questions does the questionnaire include? Does it include open questions, multiple choice questions, or yes/no questions?

Read the questions and write the answers.

1. When did dinosaurs appear on Earth?
2. How long did they live on Earth?
3. What is the meaning of the word dinosaur?
4. When did they disappear?
5. Why did they disappear?
6. Where can we see dinosaurs nowadays?
7. What do people think about the life of dinosaurs?
8. How many species of dinosaurs were there?

Achievements

- Anticipate the topic based on contextual clues.
- Compare the structure of questionnaires.

Get connected!

Ask students: *How many kinds of texts do you know?* Give some examples (news, notes, letters, etc.). Elicit information from students and write their answers on the board. Then, show them a questionnaire (it can be of any topic) and ask them to mention what kind of text it is. Guide children to discover that the topic of this unit is questionnaires.

Activity 1

Ask students to work in pairs. Have them discuss what they know about dinosaurs and where they got this information from; movies, books, magazines, cartoons, etc. Invite them to define extinction. Then, you might have a brief discussion with the class to share what caused the dinosaurs' extinction.

Possible answers: They were reptiles that lived long ago on Earth. They became extinct because a meteor hit the planet.

Activity 2

Ask a volunteer to read aloud the title of the text. Organize the class in pairs and suggest 'predicting' the answers to the questions before actually reading the text, inferring them based on its picture and title. Promote writing their answers on their notebooks and compare the answers with another pair. Then, invite students to read the text and check if their predictions were correct.

Answers: It is an informative text. It is a nonfiction text. The information presented seems to be real. It is about dinosaurs.

Encourage students to read the note in silence. Then, according to the level of your group you might ask them to give you examples of each type of question or you might provide them with the examples and have them tell you what kind of question that is.

Activity 3

Encourage students to read the text again and answer the questionnaire. Ask them: *What kind of questions can you see?* Guide them to identify key words to find the information they need. Check the activity as a group.

Answers: a. Around 230 million years ago. b. For around 160 million years. c. Scary lizard. d. Around 60 million years ago. e. Nobody knows the reason. f. In books and movies. g. That it was very interesting. h. Around 1,000.

Glossary

Remind students to go to their Glossary to find the meaning of the highlighted words in the texts they will read. You can encourage them to guess meanings by using the context around the unknown words; however they can corroborate these by checking their Glossary. Encourage them to use a monolingual dictionary whenever they read stories in another language to understand them better.

Lesson 1

Achievements

- Compare the structure of questionnaires.
- Link the purpose of questionnaires with the intended audience.



Activity 4

Divide the group in small teams. Give students enough time to discuss the questions. Monitor the activity and help students as necessary. Make sure students identify the kind of questionnaire, the topic, purpose, and intended audience. Guide a group discussion about the link between the purpose of a questionnaire and the intended audience.

Answers: It is a yes/no questionnaire. The topic is the T-Rex. Its purpose is to confirm comprehension. Young kids who may like dinosaurs would be the intended audience. The questions are easy enough for a young child to answer with the help of a text. Its purpose and audience is linked since it is a questionnaire that can be used as a quiz at school, for example.



Activity 5

Have students work in pairs. Ask them to take turns reading the text aloud. Then, have them answer the questionnaire in Activity 4. Elicit the answers from the class.

Answers: 1. Yes 2. No 3. Yes 4. No 5. Yes 6. No 7. Yes 8. Yes. This questionnaire has got yes/no questions, while the other has wh-questions words, which makes them open-ended questions.



Activity 6

Divide the group into small teams. Have students analyze both questionnaires and discuss the questions. Guide them to identify the location of auxiliaries in open and closed questionnaires.

Answers: The auxiliaries are located before the main verb. However, in wh- questions they go after the wh-word. In yes/no questions, they are at the beginning of the interrogative sentence.

Activity 7

Have students work in small groups. Ask them to go back to the conversation in Activity 1, and reflect on words and expressions to write questionnaires (ex. wh-words and auxiliaries). Have them write a list with these information. Promote using color code to ease learning.

Answers will vary.

Portfolio Connection



Analyze the following questionnaire. Work in small groups and take turns to discuss these questions: What kind of questionnaire is it? What's the topic of the questionnaire? What's the purpose of the questionnaire? Who is the intended audience? How are the purpose and intended audience linked?

The T-Rex

Read the questions and choose Yes or No accordingly.

Was the T-Rex a carnivore?	Yes	No
Was it 13 meters long?	Yes	No
Did it weigh around 5-7 tons?	Yes	No
Did it eat lots of plants?	Yes	No
Did it live in North America and other parts of the world?	Yes	No
Did it have big eyes?	Yes	No
Did it have big nostrils?	Yes	No
Were some T-rex skeletons found in Montana by a group of paleontologists?	Yes	No

Analyze the previous questionnaire. Take turns discussing: What differences can you find between this questionnaire and the one in Activity 3? Then, read the text and answer the questionnaire.

T-Rex: *Tyrannosaurus*

The T-Rex was a meat-eater. It was the largest dinosaur that ever lived. It was about 12 meters long and weighed about 5-7 tons. It lived in North America and other parts of the world. It had a very powerful bite. It could bite through the bones of its prey. It had a very short neck. It had a very small brain. It had a very large head. It had a very small body. It had a very long tail. It had a very short lifespan. It lived about 65 million years ago.



Go back to the questionnaire in Activity 4. Discuss the following questions with a partner: Where are the auxiliaries located in the questions? Are they in the same place as in the questionnaire you analyzed in Activity 3?

Work in pairs. Write a list of words and expressions you can use to write a questionnaire. Share your work with your class. Keep a copy in your Portfolio. You can use this information in your final product.

Ask students to go over the text corresponding to this unit in their Reader's Book to analyze and compare different questionnaires. Invite them to compare these questionnaires with others they have seen in other sources. Guide them to talk about why and how they are different.

Questionnaire

STEP 1

Before you start

In this unit, you will create a questionnaire. In this step, you should think about the topic and members of your target audience. Do you need any material to create your questionnaire? How many materials will you need?



Work in small groups. Now, you should take time to discuss these questions. What kind of questionnaire will you create?

Will you discuss only one topic? After that, you should select from lesson 1 words and expressions that you think are useful for creating your questionnaire. Make a list in your notebook and share your work with other classmates. Choose a topic for your questionnaire.

Think about the purpose of your questionnaire and its intended audience. Decide what kind of questionnaire you will create. Look for examples in your Reader's Book, pages 11-125 and in this unit. Discuss with your classmates the type of questionnaire that you would like to write and explain why you want to choose that type.

What you should do

In Step 2, you should write the first draft of your questionnaire, so search for information about the topic you chose. Check books, magazines and your Reader's Book, pages 11-125. Collect useful information and share it with your classmates.



If you have access to the internet, look for other types of questionnaire.

Lesson 1 Self-Evaluation

How well did you understand the lesson?

Very well

Good

Not so good

Write your name in the box and explain your answer. If you need more time, you can write on the back of this page. You can also write on a separate piece of paper.

Name

Class

Teacher

Product 9 Questionnaire Step 1

Planning



Guide students deciding if they need any material to create their questionnaire. Tell students that they can create their work in their notebook, or in a bigger format, such as chart paper or cardboard. After that, help them to get organized in small groups. Ask them to think about and share their ideas about the topic(s) they will choose.

Hands on!



Suggest students work with their teams. Guide them to think about the questionnaire they will create, and to talk about purpose and intended audience of their questionnaire. Ask them to choose words and expressions they think are useful for creating a questionnaire. Encourage them to make a list, and share it with another team. Then, ask them to choose a topic for their questionnaire.

Project this video:

<https://www.youtube.com/watch?v=7onVHIkS1YY> Explain that there are several kinds of questionnaires and ask which one they liked the most. Let students share their opinions.

Digital Connection



Looking ahead



Inform students that in step 2 they will write the first draft of their questionnaires. Suggest checking for more vocabulary and expressions in this unit, as well as in their Reader's Book. Tell students that they can also check other examples in other books, magazines, and online, if they have access to the Internet. Ask them to search for information about the topic they chose, and bring it to work with it next session.

Lesson 1 Self-Evaluation

Have students think about what they have done and learned during this lesson. Have them look at the statements and check them individually to think about their learning achievements, progress and performance during lesson one. If they think they still need to study more about something, encourage them to check the activities related to the point they need to study. Divide the class in small groups, and have them compare their answers.

Achievements

- Recognize visual elements in a text.
- Identify main ideas and choose useful information to write a questionnaire.
- Explore alternatives to write questions.



Activity 1

Ask pupils to work in pairs. Point out to the pictures and the texts in this page. Call students' attention to the questionnaire. Give them some minutes to discuss the questions with a partner. Monitor the activity, and help students as necessary. Ask some volunteers to mention the differences between this questionnaire and the ones in the previous lesson. Remind students to identify different alternatives to write questions: open and closed questions. Then, discuss as a group: How should we choose useful information to write a questionnaire?

Answers: The velociraptor. It is a multiple choice questionnaire. These questions provide options.



Activity 2

Elicit information about the text: *What animal can you see in the picture? What do you know about it? What information do you think you will read in the text?* Then, have students take turns reading the text and answering the questions. Elicit the answers from the group. Then, guide a discussion about the function of visual elements in questionnaires.

Answers: 1. 70-75 million years ago, 2. fast robber, 3. 60 km per hour, 4. 15 kg-2 meters 5. intelligent.

Explain that a fossil is physical evidence of a prehistoric plant or animal. This may be their preserved remains or other traces, such as marks they made in the ground while they were alive. Ask students: *Have fossils of dinosaurs been found in your country?* Let students share their ideas with the class.

Culture Connection



Fast Robber?



Work in pairs. Look at the following questionnaire and answer: What is the questionnaire about? What kind of questionnaire is it? What differences can you find between this questionnaire and the ones you analyzed in Lesson 1?

Read the information and choose the correct option.

- The velociraptor lived on Earth around
 - 1. 60-75 million years ago
 - 2. 70-80 million years ago
 - 3. 10-25 million years ago
- The word "robber" (raptor) means
 - 1. fast robber
 - 2. fast runner
 - 3. fast runner
- The velociraptor could run at a speed of around
 - 1. 60 km per hour
 - 2. 60 km per minute
 - 3. 60 km per hour
- The velociraptor weighed
 - 1. 15 kg-2 meters
 - 2. 2 meters-15 kg
 - 3. 12 kg-5 meters
- The velociraptor was very
 - 1. dumb
 - 2. intelligent
 - 3. intelligent

Now, read the text and answer the questionnaire. Afterwards, take turns to practice the questions.

Velociraptor

The velociraptor lived on Earth around 70-75 million years ago. The word "velociraptor" comes from the Latin word "velox" (fast) and "raptor" (robber). It could run at a speed of around 60 km per hour. The velociraptor was not a very big dinosaur; in fact, it weighed only about 15 kilograms and was

around 2 meters tall. It moved like a bird but it could not fly. It was omnivore and it had very sharp and long claws and razor teeth to hunt its victims. Paleontologists say that it lived in Mongolia, China, and North America. The most important feature of the velociraptor, which differs from other dinosaurs, was its intelligence.

Fossils of dinosaurs have been found all around the world, mainly in the Americas, China, and India.

Work in groups of three. Go to the text "Questionnaires" in your Reader's Book, pages 117-125. Read page 119 and discuss with your classmates the following questions.

- What are open questions?
- What are closed questions?

Work in small groups. Analyze the questionnaires in lessons 1 and 2. Answer the questions.

- Analyze the characteristics of closed questions.
- When do you use open and closed questions?
- What are the advantages of using open questions?
- What are the advantages of using closed questions?

Connecting you

- Do you prefer open or closed questions in a questionnaire?
- Why? Discuss your ideas with a partner.

Work with your team. Analyze the questionnaires in your Reader's Book, pages 117-125, as well as the ones in this unit. Then, take turns to discuss. Which questionnaires include open questions? Which ones include closed questions? Which ones include multiple choice questions? Which ones include true/false questions? Where is the auxiliary located in open and closed questions? Give reasons for your answers.

Go to the Language Connection section on page 126 to learn more about auxiliaries.

- Work in pairs. Choose a text from your Reader's Book and write a short questionnaire with open and closed questions. Discuss with your partner the type of questionnaires you use to write and to answer. Discuss your choices. Write down a few questions you could ask based on the text you choose. Keep them in your Portfolio. You can use this information for your final project.

Achievements

- Classify questions according to their type and topic.
- Categorize questions according to their function.
- Explore alternatives to write questions.



Activity 3

Give students some time to analyze the questionnaires in the Reader's Book and provide a couple of minutes to answer the questions. Emphasize that open and close questions are different.

Possible answers: A closed-ended question is made up of pre-formulated answer choices for the respondent to choose from, while an open-ended question asks the respondent to provide feedback in their own words.



Activity 4

Give students some time to analyze the questionnaires in Lesson 1 and Lesson 2, and to answer the questions. Guide them to identify key elements that help them to describe the questionnaires: Which ones have open questions? Which ones have closed questions? After that, elicit the answers from the group.

Possible answers: a. Closed questions have answers to choose from. b. The Velociraptor questionnaire is close-ended. c. Open questions need the reader to write down the answers for these in their own words. d. The Life of Dinosaurs questionnaire included open-ended questions.

Connecting you

Guide a group discussing about the questions in this section. Motivate students to share their ideas and preferences regarding the types of questionnaires they know. Ask students which kind of questions they prefer on exams. Discuss in teams.

Activity 5

Set students groups according to birthday month. Invite a volunteer to read the questions aloud and give them some minutes to write some key words to answer the questions. Remind them to give reasons for their answers.

Answers will vary.

Ask students to go to page 126 and explain the use of a QUASI sentence: Wh-question word, followed by an auxiliary, then the subject and finally the infinitive form of the verb. Practice prompting with students.

Language Connection



Activity 6

Write the titles from the Reader's Book on paper balls and let each pair take one. Randomly, they need to reread the text and write a questionnaire about the text. Remind them of different kinds of questionnaires that they have reviewed this far. Provide them with a sheet of paper and suggest writing their questionnaire to display and answer with their classmates. Who can score more correct answers?

Portfolio Connection



U9 BPA1 and U9 BPA2 Let students work in small groups. Ask them to analyze each picture. Guide a discussion by asking questions such as: *What differences and similarities can you find between these questionnaires? What kind of questions does each questionnaire include?*

Lesson 2

Product 9 Questionnaire Step 2

Have students check the steps they have followed up to this point and make sure they are following all the procedures needed to complete the second stage of the final product.

Planning



Guide students time to choose, if they haven't yet, the number of questions that they will include in their questionnaire. Discuss with the class when they have to deliver their first draft.

Hands on!



Ask students to work with their team. Have them share the information they found about the topic they chose for their questionnaire. Encourage them to read the information and find main ideas and useful details to write their questionnaire. Guide them to analyze visual elements in those text to help them get a better understanding. Remind students to make notes regarding that information. Have them consider the intended audience and the purpose of their questionnaire. Guide them to classify questions according to their type and topic. Finally, encourage children to write the first draft of their questionnaire.

Looking ahead



Tell students that in step 3 they will edit their questionnaire. Tell them to keep an open mind toward others' comments on their work. Talk with your students about the importance of giving and receiving feedback.

Lesson 2 Self-Evaluation

Have students reflect on what they have learned in this lesson. Read aloud each statement and have students check them individually. Ask questions to help them identify areas of opportunity. Monitor the activity and provide tips on how to improve on the aspects they didn't feel confident about. Encourage them to check the previous activities if needed.



You can support students' interest in learning by providing them with appealing topics for them to talk about in your classes. If students are interested in a topic and have something to say about it, then they are more likely to speak in class and participate actively in learning.

STEP

Questionnaire

2

Take time to plan your questionnaire. Think about the type of questions you will include in it. Consider the type of audience that will use it.

Write the questions

Write the main ideas that you should include in your questionnaire. Ask your questions. Write your questions in your questionnaire.



Work in small groups. Now you should share the information you found about the topic you chose. If you haven't done it yet, choose a type of questionnaire. Read the information you found. Identify main ideas and supporting facts. Check and analyze the visual elements in those texts to help you get a better understanding of the information. Then write the first draft of your questionnaire. Think about the kind of questions you will write: open-ended, multiple choice, yes/no or true/false questions. The questions should be related to the purpose of your questionnaire and its intended audience.

Check your work

In Step 2 you should edit your questionnaire. That means that you are going to read your sentences, check that the spelling and punctuation are fine and correct any mistakes. Think about other elements you should check.



Lesson 2 Self-Evaluation

Check all the statements that apply.

I can...

I can plan my questionnaire. I can write my questions. I can check my work.

Always	Sometimes	Rarely	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Lesson 3

Two More Dinosaurs

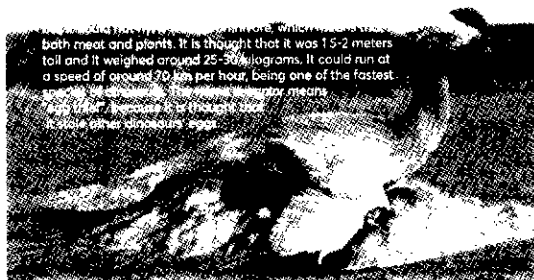
Work in pairs. Look at the following questionnaire and answer: Is it similar to any other questionnaire you have analyzed in this unit? Why?

Read each statement and choose true or false accordingly.

- | | | |
|---|------|-------|
| 1. The oviraptor had a tail fan that was 60 cm long. | True | False |
| 2. The oviraptor lived in the Cretaceous period. | True | False |
| 3. The oviraptor was a dinosaur. | True | False |
| 4. The oviraptor ate meat and plants. | True | False |
| 5. The oviraptor was an ostrich. | True | False |
| 6. The oviraptor lived in the same time as the T-Rex. | True | False |
| 7. The oviraptor ate insects and small birds. | True | False |
| 8. The oviraptor weighed more than 20 kg. | True | False |

Read the text below and answer the previous questionnaire.

Oviraptor



The oviraptor had a tail fan that was 60 cm long, which made it both meat and plants. It is thought that it was 1.5-2 meters tall and it weighed around 25-30 kilograms. It could run at a speed of around 70 km per hour, being one of the fastest.

The word "oviraptor" comes from the Latin word "ovis" which means "sheep" and "raptor" which means "stealer".

Achievements

- Explore alternatives to write questions.
- Include details in questions to make them precise.
- Use different kinds of questionnaires.



Activity 1

Ask children to work in pairs. Have them analyze the questionnaire and discuss the questions. Invite some students to share their ideas with the class.

Answers: It is similar to the last questionnaire in the text in their *Reader's Book*, which is also made up of true / false questions.



Activity 2

Encourage students to identify and analyze words and expressions that will help them support their answers. Make sure students understand the topic, and the content of the text. Guide them to identify key words to get the main ideas and supporting details. Help students to put into practice different strategies to get the meaning of unknown words. Then, ask them questions about the text in order to verify their understanding; for example: *What is the text about? What animal is it? What did you know about this animal before reading the text?* Check the answers as a group.

Answers: a. True b. False c. False d. True e. True f. True g. False h. True



Write on the board: *Open questions - Closed questions*. Have students work in groups of three. They have to write in their notebooks the different kind of questions you have checked in the class (yes/no, opinion, true or false, multiple choice, comprehension) under the correct title. Check the activity as a group.

Lesson 3

Achievements

- Explore alternatives to write questions.
- Include details in questions to make them precise.
- Check spelling conventions.



Activity 3

Divide the group into small teams. Encourage teams to read the text and highlight the most important information. Invite students to reflect on and discuss the possible questions they could make about the text of the *Styracosaurus*.

Answers will vary.



Activity 4

Encourage students to use the main information selected to write their questionnaire. Promote using a variety of questions, as the task indicates. If possible, provide them with a large sheet of paper to have a big questionnaire to work with.

Answers will vary.



Activity 5

Ask students to exchange their questionnaire from Activity 4 with another group and check answers. Give students some minutes to talk about characteristics of different questionnaires. Invite some volunteers to share their ideas with their class. Make sure students have a clear idea about the characteristics of the questionnaires they have analyzed.

Answers will vary.

Lesson 3 Self-Evaluation

Have students reflect on what they have learned in this lesson. Read aloud each statement and have students check them individually. Give them some tips regarding activities they can do in order to reinforce aspects where they do not feel confident.



U9 BPA1, U9 BPA2, U9 BPA3 Have students analyze each picture. Guide a discussion by asking questions such as: *What kind of questionnaire is it? What questions can you see in this picture? Which questionnaire includes open/closed questions? Ask them which one they liked the most.*

Work in groups of three. Read the text and discuss with your classmates what it is about. Then, choose the most important information by identifying the main ideas. Discuss with your classmates: What kinds of questions could you write in a questionnaire about the text?

Styracosaurus

The *Styracosaurus* was an herbivore dinosaur that lived around 25 million years ago in North America and Canada. In the 1930s, it was named after the Greek word "styx" (meaning "hell") because he had four to six big horns that looked like huge spikes. It weighed 12 tons and was 5.1 meters tall.

Other dinosaurs, including the *Albercosaurus*, the *Styracosaurus* is with its spiky skin because it lived in large groups.

It had a big head horn, so it looked like a rhino. The first fossil of this dinosaur was discovered in 1912 by Lawrence Lambe in Alberta, Canada. Many other fossils have been found since then.



Work with your team. Now, in your notebook, do the following activities:

- Use the information you selected to write a questionnaire. Your questionnaire should have two multiple-choice questions, one open question, and one yes/no question. Check your questionnaire. Verify that you use brackets and multiple-choice.

Work in groups. Take turns reading the questions in your questionnaire in the previous activity. Make sure you practice the intonation and rhythm of the questions. After that, work with another team. Take turns asking the questions of your questionnaire to the members of the other team.

Lesson 3 - Self-Evaluation

Check the statements and mark them as:

Yes / No / Maybe

1. I understand the main ideas of the text.

2. I can identify the most important information.

3. I can write a questionnaire with different types of questions.

4. I can ask questions in a clear and confident way.

5. I can work in a team and listen to my classmates.

6. I can reflect on my learning and give feedback to my classmates.

7. I can use my questionnaire to ask questions of my classmates.

8. I can use my questionnaire to ask questions of my classmates.

9. I can use my questionnaire to ask questions of my classmates.

10. I can use my questionnaire to ask questions of my classmates.

Questionnaire

STEP 3

Check the final draft of your questionnaire for errors. Make sure you have included the words and expressions you learned in this lesson. Check your grammar and punctuation. Make sure you are using auxiliary verbs in the correct order. Then exchange your draft with other classmates and help them to edit their work. Pay attention to the comments they make about your work and write some notes.



Write the final version of your questionnaire using the feedback you received. Make sure you have included the words and expressions you learned in this lesson. Check your grammar and punctuation. Make sure you are using auxiliary verbs in the correct order. Then exchange your draft with other classmates and help them to edit their work. Pay attention to the comments they make about your work and write some notes.

Who is going to help you to edit your questionnaire? Write and a name who will receive your questionnaire? Are you going to give other students to edit their work? Pay attention to the comments they make about your work and write some notes.

In Step 3, you should edit the first draft of the questionnaire you wrote in Step 2. Remember that you can use words and expressions from this lesson as well. Make sure that you are using punctuation marks correctly. Check that you are using auxiliary verbs in the correct order. Then exchange your draft with other classmates and help them to edit their work. Pay attention to the comments they make about your work and write some notes.

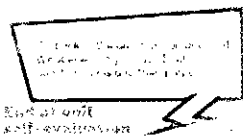


In Step 4, you should present your questionnaire. Bring the information you found about the topic of your questionnaire because another group will answer your questionnaire.

STEP 4

Present your questionnaire to another group. Read aloud each statement and check that their product is free of grammar or spelling mistakes. Ask students to think about what they did and learned while working on the previous step. Read aloud each statement and have students check them individually.

Work in small groups. Now you should write the final version of your questionnaire and present it to your classmates and teachers. First, read the questions of your questionnaire. Check your grammar and punctuation. Then exchange your questionnaire with other classmates and ask them to answer it.



Write an unit self-evaluation here.

Write your self-evaluation here. What did you learn in this unit? What did you like to do? What did you find difficult? What did you learn from your classmates?

Looking ahead



Let students know that in step 4 they will write the final draft of their questionnaire and they will present it. Tell them to read what they wrote and check that their product is free of grammar or spelling mistakes.

Step 4

Ask students to think about what they did and learned while working on the previous step. Read aloud each statement and have students check them individually.

Hands on!



Ask students to create the final version of their questionnaire. Invite them to present and explain their work to their classmates, teachers, and family members. Finally, encourage children to exchange their questionnaires with another team, and take turns to answer them.

End of unit Self-Evaluation

Have students look at the statements and check them individually to reflect on their learning progress and performance. Divide the class in pairs or small groups and have them compare their answers. Monitor the activity and provide tips on how to improve on the aspects they did not feel confident about, such as going over the specific activities where those aspects are dealt with again or asking for help.

Product 9 Questionnaire Step 3

Have students check the steps they have followed up to this point and make sure they are following all the procedures needed to complete the third stage of the final product.

Planning



Help students decide when and where they are going to present their questionnaire. Ask them to discuss who is going to help them edit their work, and if they are going to invite other students or teachers to the presentation of their product.

Hands on!



Encourage students to edit the draft they did in Step 2. Have them check if their questionnaire follows spelling and punctuation conventions. Motivate students to exchange their work with another team. Ask them to help their classmates edit their work. Then, have them take turns to give and receive feedback regarding each other's work. Monitor the activity and help struggling students as necessary.

Reader's Connection



Activity 1

Ask students to read the complete text "Questionnaires" in their *Reader's Book*. They can do this activity in pairs. After that, have them identify, in the texts, different types of questionnaires and questions. Guide them to analyze the position of auxiliaries in open and closed questions. Later, encourage pupils to complete the task. Monitor students' work and help them to include appropriate information task. After students have finished, ask them to compare their work with another pair of students. Finally, invite some volunteers to come to the front and share their work with their classmates.

Answers: Open question questionnaire, close question questionnaire, multiple choice questionnaire, true or false questionnaire.



Activity 2

Ask students to work in pairs. Give them some minutes to discuss the questions. Then, suggest them working with another team. Motivate them to share their answers with the other pair. Guide a group discussion about the questions. It is important to make sure that students reflect on what they are learning or have learned through the unit. Thus, guide them to reflect on what they didn't know and that they learned from their *Reader's Book* as well as their *Student's Book*.

Answers will vary.



Using questionnaires as a reading comprehension techniques has proved to develop reading skills. Comprehension, or extracting meaning from what you read, is the ultimate goal of reading. Experienced readers take this for granted and may not appreciate the reading comprehension skills required. The process of comprehension is both interactive and strategic. Rather than passively reading text, readers must analyze it, internalize it and make it their own.

Reader's Connection

- 1 Work in pairs. After reading the text "Questionnaires" in your *Reader's Book*, pages 117-125, discuss with your partner: What kinds of questionnaires can you find in that text? Then, complete the following chart. Share and compare your work with your classmates.

Type of questionnaire

Characteristics

- 2 Work in pairs. Answer the following questions.

1. What did you learn from the text?
2. What do you have to consider when writing a questionnaire?
3. What do you have to consider when answering questionnaires?

Evaluation



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1. Work in pairs. Think about a topic you are interested in. Search for information, identify the main ideas (the most important information), and write a questionnaire.

Activity 2

Before children exchange their questionnaires, encourage them to edit their work. Guide them to check that their questionnaires follow spelling and punctuation conventions. After that, ask them to exchange their questionnaire with another pair of students, and answer each other's questionnaire.

Answers will vary.



Invite children to talk about the questionnaire they had to answer. Does it include open or closed questions? Was it difficult / easy to answer? Why? Guide a group discussion about these topics.

2. Exchange your questionnaire with other classmates. Take turns to answer each other's questionnaires.



Guide a group discussion about different types of evaluation: self-evaluation (when they evaluate themselves), peer-evaluation (the evaluation done between peers), hetero-evaluation (when teachers evaluate them). Talk about the importance of giving and receiving different types of evaluation.



Activity 1

Ask children to work in pairs. Encourage them to think about a topic for a questionnaire. Ask them to talk about the intended audience and the purpose of their questionnaire. Then, ask them to search for information about the topic they chose. After that, ask them to write questions for their questionnaire. Help exploring alternatives to write questions. Have them classify questions according to their type and function. Finally, encourage them to write their questionnaire.

Answers will vary.

Collection of evidence template

Use this project to make a questionnaire, choose the kind of questionnaire you like the most, do the project, and share your results with your classmates.

Questionnaire.

1. _____?

2. _____?

3. _____?

4. _____?

5. _____?

Project

Materials:

An egg a clear glass, vinegar, highlighters

Procedure:

To start, take the polyester cylinder out of the highlighter and squeeze it to extract as much ink as you can. The easiest way to do this is with your fingers. Very carefully, add a raw egg in the glasses and covered them with white vinegar. Pink and orange solutions get very bright, choose a cool color! Two days later, check on your egg and see how the shells disintegrate. Gently rub the shell with your fingers to reveal the membrane below. You can see the yolk is still intact and the membrane that helped the rubbery egg bounce is next to the yolk. Now, let's bounce!

Evaluation instrument

Use the following checklist to assess your students' work.

Group: _____

The questionnaire presents organized information.

The questionnaire includes appropriate textual support.

The questionnaire includes appropriate graphic support.

The questionnaire includes clear and suitable questions.

The questionnaire's structure is clear; it facilitates comprehension.

The questionnaire is free of spelling mistakes.

The questionnaire includes appropriate punctuation marks.

The questionnaire was finished on time.

Students worked in a collaborative way.

The final product is neat and tidy.

Unit 10

10

Learning environment:
Academic and Educational

Social practice of the language:
Gather information about a topic to make museum labels and set up an exhibition.

After finishing this unit, the student will be able to:

- Explore museum labels.
- Research information about a certain topic in different texts.
- Analyze informative texts.
- Register information.
- Share information from museum labels.

Final product: Museographic cards

- What is a museum label?
- What are museographic cards used for?



Social practice of the language

After finishing this unit, you will be able to:

Achievements

- Introduce the unit's topic.
- Activate prior knowledge.

Explain each of the objectives in words that are easy for students to understand. If they have any questions or doubts, clarify them. Then, ask students to read the trigger questions on the cover. Give them some minutes to discuss their ideas and write some key words on the board.

Guide a group discussion about the importance of visiting museums. Ask: *What museums do you know? What kind of museums do you enjoy visiting the most: science, history, or art? Can you name a famous museum located in a foreign country like France or Germany?*



U10 BPA1 Let students work in pairs or small groups. Invite them to describe the picture. You can ask the following:
Where can you find this kind of art work?

What culture does it show? How much do you know about mythology?



In this unit students will read the text "Museographic Cards" on pages 129-137 of their *Reader's Book*. The main topic of this reading is the visit of Emily Ryan to the National Museum of Anthropology, where she learned about museum labels and museographic cards.



Record students while sharing their anecdotes so students can check their pronunciation and fluency while speaking.

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Work in pairs. Take turns to read the text out loud. When you finish, talk about your experiences visiting museums.

On September 25, 2020, Peggy Madison has a visit to the National Museum with the fifth grade class. She feels very excited because she loves visiting museums. The National Museum has a variety of galleries like the Art & Design Gallery, the History & Culture Gallery and the Science & Nature Gallery. Peggy owns or tries all of them. She enjoys learning about art, history and science. Every exhibit in the galleries has a museum label. These museum labels contain very specific information like the name of the piece, the author's name, the year it was made, designed or discovered, and a brief description of it. Today's visit to the museum is special apart from learning new and interesting things. Peggy is going to learn how to make museographic cards. She has to analyze and pay close attention on how they are designed and the information they contain because as a final project, she has to write her own museographic cards and set up an exhibit for her classmates and parents.



Do you know what the word "museion" came from? It came from the Greek word "museum". The first museum was founded by Aristotle in the 4th century BC.

Discuss with a partner the following questions.

- What is Peggy going to do? What kind of exhibits can Peggy see at the museum?
- What is a museum label? Why do they use labels for Peggy in the class?
- Where can she find the word "MUSEUM" in the class?

Museums provide important information to the public through museum labels. Work in pairs, discuss what museums there are in your city or town, how information is presented (labels, videos, tours), and where else you can go to get information about a particular topic (in library, local exhibitions, etc.). Write your results below. Share with the group.

Achievements

- Understand the topic and general idea in order to clarify the meaning of words.

Get connected!

Begin the lesson by asking students about museums in general: *What exhibition rooms can you find in a museum? What type of exhibits can you see at a museum?* Have a class discussion in which students talk about museums. If they haven't been to a museum, you can describe one to them or, if possible, make a virtual reality visit to one.



Activity 1

Before reading, have students focus their attention on the picture. Ask them to describe what they see in it. Make up a fun background story to introduce Peggy Madison to the class.

Answers will vary.

Talk to students about how many of our words come from Greek and Latin. See if they have any examples. Present the word *museion* as the root for the word museum.

Culture Connection



Activity 2

Ask students to discuss the questions with a partner. When they finish, let them share their answers with the rest of the class.

Answers will vary.



You can play charades with students. Divide the class into two teams, then select a student to stand at the front of the class and mime a word that is related to museums. The student that guesses the word, has to come to the front of the class and mimic another word. The game then repeats with another student thinking of another word. If students can't think of any words, suggest they read again the text on Activity 1.

Activity 3

Ask students to work in pairs. Have students discuss the museums they have in their city or town or in any other place. Remind students to name the format in which museums give information. Introduce the words *museum labels* (a label describing an object exhibited or with information about a room or wing). Ask students where they can gather information to write museum labels for their final product.

Answers will vary.

Glossary

Invite students to create a board game with the new vocabulary. Have students write on a sheet of paper the words from the Glossary. The words must be scattered all over the sheet of paper. Then, have students match the words with a single line. This way they will create a path. Finally, have students set a "start" and "finish" space to play the game. The objective of the game is to give a definition or an example using the word from the Glossary. They can use a dice or a coin to move.

Achievements

- Recount the order in which museum label's information is presented.
- Present an exposition to others.



Activity 4

Ask students to work in pairs describing the painting. You can ask them what the name of the flowers is, where the flowers are, if they like this painting or not. Then, have students quickly scan the museum label to answer the questions.

Answers: The title is *Sunflowers*. It was painted in 1880.



Activity 5

Ask students to read the museum label carefully. You can read it aloud so students can be guided. Then, have students identify as much information as they can get. Hold a plenary session to collect students' findings. After that, have students write in a paragraph what information a museum label can have.

Possible answers: Name of the artist, title of work of art, important dates, medium or how the painting was done, size, who owns the painting, and details about the work.



Activity 6

Invite students to reread the text in Activity 1 to answer the first questions. The last one will depend on your students' own experience. Remind them to discuss their answers in English. Emphasize that they can collect information from museographic cards and that these describe a piece of art from a gallery.

Possible Answers: 1. The National Museum 2. Modern art 3. Post-Impressionism paintings 4. In September 2020 5. One can find most of the information in the labels. You may know the general subject from before.

If students have the possibility to visit this website, have them choose a painting from the suggested site and copy the information to bring it to class. They can discuss it and get familiarized with the format of museum labels. In case students do not have access to the Internet, students can attend a museum nearby and take notice of one or two labels. You can bring some labels to class too.

Digital Connection



If there is time in class, ask students to make museum labels with other Van Gogh paintings.

Peggy's first stop was the Art and Design gallery. Her favorite exhibit was a painting by the Dutch painter Vincent Van Gogh. Describe the painting in pairs. Read quickly the label. What is the name of the painting and when was it painted?



Vincent Van Gogh

Quiltn, 1853-1890 Oil on canvas
Sunflowers 1880s 13.7 x 22.1 cm

Some of Vincent van Gogh's most famous works are his Sunflower series. He painted a total of twelve of these canvases, although the most commonly referred to are the seven he painted while in Arles in 1888-1889. He had painted previously other five while in Paris in 1887.

Collect in Art by W. G. ...

In pairs, read the text carefully. Explore what information you can get from the museum label (name, nationality, how the painting was made, etc.). Write your findings in a short paragraph. Share your answers with the class. Remember museum labels only talk about one piece of a museum, not the complete gallery.

Discuss in groups the following questions. Share your answers with the group.

1. What museum did Peggy visit?
2. What is the general subject of the gallery: modern art, American history or pre-historic life? Why?
3. What was the name of the exhibit she visited?
4. What art Peggy visit the museum?
5. What information can you find in the museum and which from your own experience?

Visit an online museum in English, for example the British Museum or the Cloisters gallery, and find a painting or a photograph you like. Explore and choose a museum label. Answer the questions in Activity 6 with information of your own. Bring this museum label to class. Share it in small groups.



U10 BPA1 Ask students to describe the work of art in the picture. What do they think it represents? Where do they think the sculptures came from?

Museographic Cards

STEP

1

Planning

In this first step you will make museographic cards. With the help of your teacher, decide on the following aspects of your final product:

- What resources do you need to prepare your exposition and museum labels?
- What databases are you going to use to research about your exposition or piece?
- Are you going to set up the exposition individually, in pairs or in groups?



Work in small groups and take turns to discuss the following questions:

- What is the name of the piece you want to exhibit in your exposition?
- What information do you have to include?
- Which gallery would you place your exhibit? (Art, Culture, History, Science, Nature, Design)
- Take a few minutes to answer the questions. When you finish, share your answers with the class. When you're doing research for your exposition piece, make sure you use reliable sources.

Looking ahead

In Step 2 you are going to do research on the museum piece you want to exhibit and write its museum label.



Lesson 1: Self-Evaluation



Always guide your students through their self-evaluation. Help them analyze and understand each and every learning objective. Let them know how important it is for them to monitor their learning process.

Product 10 Museographic cards Step 1

Planning



Help students decide what resources they need to prepare their exposition and museum labels, what databases they are going to use to research their pieces, and if they are going to present their exposition individually, in pairs or groups.

Hands on!



Divide the class in small groups. Write the questions on the board. Give groups a couple of minutes to brainstorm their answers and write them on a piece of paper. After each group has finished with their answers, ask them to share them with the rest of the class. If there is time left, ask each group to prepare a small presentation with the information they found. This might help them develop their speaking skills even further.

Looking ahead



Achievements

- Understand the topic and general idea in order to clarify the meaning of words.



Activity 1

Read along with students the introduction and instructions to the activity. Ask concept-checking questions (*When did Peggy go to the museum? What is the general subject of the exhibit she went to?*) to make sure students understand basic information about the introduction and the museum card. Then have students compare the cards they have read so far. In case students find the activity hard, guide them through questions: *Do the cards have the author's name? Do the cards say when the piece was done? Do the cards have relevant information to know about the piece?*

Answers will vary.



Play hot potato with a small ball. Ask students to stand in a circle. Start tossing the ball to your students. When you say *hot potato*, the student holding the ball has to say a word related to museums. Continue the game in the same manner until every student has participated.



Activity 2

Use the Time-Pair-Share strategy. Ask students to walk around the classroom and share what they can remember about the American Declaration of Independence. Give them two minutes to share and then change partners. Repeat until every student has had a chance to change partners. Give students a couple of minutes to answer the activity. When they are finished, ask them to compare their answers with another classmate.

Answers: a. Thomas Jefferson, et al. b. in July 1776 c. in Philadelphia, Pennsylvania d. 24x30 inches

Connecting you

Invite students to work in pairs and discuss their answers. Let them explain the reasons they read or don't read the museum labels when they go to an exhibition. You can share your own experience to help them.



Activity 3

Have students read the instructions and the museum label in Activity 1 again to identify the information they need to complete the museographic card. Have students write it in the space provided. Monitor as students are on task. This activity will help them to make their own decisions when selecting information from a text and to make a museographic card.

A Very Important Document!



On the same day, September 25th, Peggy visited the exhibit called 'American Revolution', whose general subject is American history according to a museum guide she asked. Read the museum label of the Declaration of the Independence of the United States. What similarities are there between this museum card and the one on page 115? Discuss it in pairs.

Thomas Jefferson, et al.

Declaration of Independence of the United States
1776
Written on parchment paper 24 x 30 inches

The Declaration of Independence was signed at the Pennsylvania State House in Philadelphia, Pennsylvania, on July 4, 1776. The document is exhibited as a facsimile of the original document.

Answer the questions about the Declaration of Independence's museum label

- Who wrote it?
- When was it written?
- Where was it written?
- What is its size?

Connecting you

- When you go to a museum, do you read the museum labels to learn more about the exhibit?
- How often do you do it with a partner?

Read Activity 1 again. Complete the card below. For important facts, choose some ideas you consider relevant (author, name of the documents, dates, where it was signed, etc.). Write it in your words, for example: *Thomas Jefferson and other people wrote the Declaration of Independence. This chart is a museographic card as it includes information about the museum, the exhibition and more.*

In small teams, list different sources of information you can consult such as: historical magazines, books, museums in your town, etc. Keep this list in your portfolio for further reference during the unit and final product. It may help you improve your museum labels and museographic cards.

Answers:

General subject: American History

Museum: National Museum

Date of visit: September 25th, 2020

Exhibit visited: The American Revolution

Important facts: The Declaration of Independence was written in 1776 by Thomas Jefferson and other people. This happened on July, 1776 at the Pennsylvania State House in Pennsylvania.

Activity 4

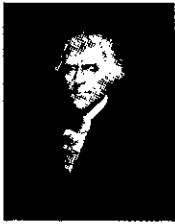
Depending on your context, think of different places where students can get information to do research, what schedules these places have, and how easy it is for students to use them.

Have students keep their list of sources in their Portfolio. Remind students this list can help them with their final product.

Portfolio Connection



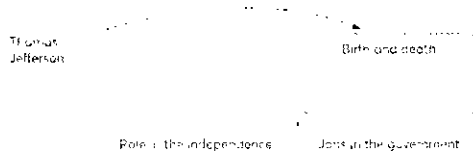
It is important to do research about a topic in different texts to make our museographic cards more complete. Identify the main idea and some details. Check answers with the class.



Thomas Jefferson was born on April 13, 1743 in Albemarle County, Virginia. He was the first president of the United States from 1801 to 1809. He was also a vice president and the president of the United States.

Jefferson was a great thinker and a great leader. He was the author of the Declaration of Independence. He was also a great writer and a great speaker. He was a great man and a great leader.

Work in pairs. Complete the graphic organizer about Thomas Jefferson.



From the graphic organizer, choose some pieces of information you consider relevant for the museographic card you did in Activity 3. Write it in your own words below. Compare in small teams to discuss your choice.

Look at the museographic card on your Reader's Book on page 133. Compare in pairs their contents. Report to the group.

Achievements

- Paraphrase main ideas in writing.
- Choose the main ideas for an exposition theme.



Activity 5

Allow students to read the biography. When they finish, ask them comprehension questions about it. You can use *Wh-* questions: *Who is the biography about? What was his major accomplishment? Why was this important to his country?* If students have problems answering these questions, have them read the biography one more time.

Answers: Main idea: Thomas Jefferson was an important person for the Independence of the United States. Details: He was also a vice-president and the president of the United States.



Activity 6

Have students read Thomas Jefferson's biography again to fill in the graphic organizer. They can use short phrases or complete sentences. Have students do it on their notebooks in case the space is not enough. Monitor as students are on task.

Answers:

Birth and death: April 17, 1747- July 4th, 1826

Jobs: Secretary, Vice President and President of the United States

Role in the Independence: He drafted the US Declaration of Independence.

Activity 7

Promote critical thinking by establishing which information is important for the museographic card in Activity 3. Remind students that in the card you are talking about the Declaration of Independence, not about Jefferson's life. Have students work in small teams to compare their written information. Allow students to respectfully correct each other if necessary. Monitor as students are on task.

Answers will vary.

Activity 8

Have students read the museographic card on page 133 in their *Reader's Book*. Both the card on the *Reader's* and the one in the lesson have the same components. It is important to make students notice the difference between these and the museum labels as the latter are for single pieces in a gallery, and the latter are for information after visiting a museum.

Answers will vary.



U10 BPA2 Invite students to describe what they see in the picture. Then ask them the following questions: *What do you think the insects in the picture are?*

What would you think if you saw this exhibit at a museum? In what gallery would you find this exhibit? Do you think these kinds of exhibits are interesting? Why or why not?

Product 10 Museographic cards Step 2

Have students check the steps they have followed up until this point and make sure they are following all the procedures needed to complete the second stage of their final product.

Planning



Help students decide what materials they need to make their museum labels (It can be cardboard or paper). Help them out with the label specifics (size) and to decide how many labels they need to make (this depends on how many objects they are going to exhibit in their exposition).

Hands on!



Tell students to write the rough draft of their museum labels on a separate piece of paper and to exchange them with a partner to check they have all the information needed. If they have any corrections to make, they should make them during the rough draft process. After they finish, tell them to write the final draft of their museum labels and have them ready for use in their exposition.

Looking ahead



Tell students that in step 3 they are going to look at how to set up an exposition and how to make and write museographic cards.

Lesson 2 Self-Evaluation

Have students look at the statements and check them individually to think about their learning achievements, progress, and performance during this lesson. Divide the class in pairs and have them compare their answers. Ask each pair to make a list of things they think they can do better in Lesson 3. Remind them they can go back to the suggested activities in the chart to review the information.



Always guide your students through their self-evaluation. Help them analyze and understand each and every learning objective. Most important, let them know how important it is for them to know their learning process.

STEP 2 **Museographic Cards**

2

Check the steps you have followed up until this point and make sure you are following all the procedures needed to complete the second stage of your final product.

Planning

With the help of your teacher, decide on the following aspects to complete with your final product:

- What materials do you need to make the museum labels?
- What are the specifics for making the museum labels?
- How many museum labels are you going to make?

Hands on!

Now that you have the information, it is time to write your museum labels. Write the rough draft on a separate piece of paper. When you finish, exchange them with a partner to check your writing. After that, write the final draft of your museum labels. Have them ready for use in your exposition.

Looking ahead

In Step 3 you are going to look at how to set up an exposition and how to make and write museographic cards.

Lesson 2 - Self-Evaluation

Check the box you marked in this lesson.

Now I can do this	Often	Sometimes	Rarely
I can explain the concept of museum labels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain the difference between museographic cards and museum labels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain the importance of museographic cards in a museum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain the importance of museum labels in a museum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lesson 3

A Strange Name for a Giant Lizard

Still at the museum, Peggy moved on to the prehistoric animals exhibit, whose general subject is Natural History. Peggy confirmed this on the internet. There she read the museum label about a fossil of *Stegosaurus*. Look at the label, what information is different from the other cards you have read in this unit, if any?

Stegosaurus stenops

Late Jurassic to early Cretaceous periods, 155 million to 150 million years ago
 Location: Western North America, Morrison Formation
 Discovered in 1877 by Othniel Charles Marsh
 Length: 23 feet to 30 feet
 Height: about 9 feet



Its bones were discovered during the Bone Wars of the Great Dinosaur Rush during the Gilded Age of American history. The *Stegosaurus* lived during the late Jurassic and early Cretaceous periods. Its name means "stepped lizard" in reference to its bony plates.

The word "dinosaurs" means *terrible lizard* from the Greek words *dino* (meaning "terrible") and *saur* (meaning "lizard").

Read the text again. What does the information refer to? Follow the example.

- 1. Late Jurassic to early Cretaceous
- 2. Western North America, USA
- 3. Othniel Charles Marsh
- 4. Bone Wars
- 5. 23 feet and 23 to 30 feet

From the information in Activity 2, decide in pairs which important information you would like to include in a museographic card. Explain to the class your decision.

Discuss it first, you.
 How would you refer to a dinosaur?
 What qualities did you want to add to the text?
 Discuss your ideas with a partner.

Write a short paragraph where you paraphrase the information from the *Stegosaurus* museum label. Keep your work in your Portfolio.

Achievements

- Understand information by answering *Wh-* question words.
- Activate prior knowledge.

Activity 1

Read the introduction and the card along with students. Make sure students understand the text by asking concept-checking questions (*Where is Peggy? What is the general subject of the exhibit? etc.*). Have students check some differences they find among the three cards.

Possible answers: They have the same purpose and contain information which helps the visitor get key information about a topic. There are no substantial differences.

Continuing with the Greek words, ask students if they know more words that come from Greek. If they don't, give them time to look for words online or in the school's library.



Activity 2

Have students find what the information refers to in the museum card. Students should use their own words to write their answers. Monitor to offer help. Check the answers as a group. Write on the board the answers students give.

Answers: a. Periods when the *Stegosaurus* lived b. Where the fossils were found c. The person who discovered the fossil d. Time when the fossil was discovered e. Height and length of the fossil

Activity 3

Have students discuss which information they would include in a museographic card. Remember this process develops students' critical thinking. They may have different opinions, but it is also important for them to learn how to respect each other's choices and arguments. Have a few students explain their choices to the class. Listen actively by asking questions to know more about students' choices, rather than correct grammar and vocabulary accuracy.

Answers will vary.

Connecting you

Give students a couple of minutes to discuss both questions from the box. Share your own experience if necessary, so students can have a model.

Ask students to paraphrase the information from the museum label. Advise them to use as a reference their answers in Activity 2.

Portfolio Connection



If students don't know or don't remember, tell them that paraphrasing means to summarize a text with one's own words.

Lesson 3

Achievements

- Briefly explain about an object in an exhibit.
- Rank main ideas to make cards/labels.



Activity 5

Explain to students the uses of museographic cards and explain that the ones they see in their books are the ones that Peggy wrote at the end of her visit. In them, she writes the points she considers more relevant from each exhibit she saw. You may ask students what they think about these cards; would they include anything else? Are these complete?

Answers will vary.



Activity 6

Ask students to fill in the museographic card with the information from the Stegoasaurus' museum label. Ask them to check and compare their answers with another classmate. If they do not have enough space in their book, they could write these in their notebooks or you can provide them with index cards.

Answers will vary.



Activity 7

Give students a couple of minutes to answer the activity. When they are finished, ask them to compare their answers with another classmate. You can add that museographic cards are tools people can use to have information on what they see at a museum. They keep track of relevant information to be used as a reference.

Answers will vary.

Ask students to watch a video about a museum they would like to visit. Afterwards, ask them to discuss what curious facts they discovered about the museums.

Digital Connection



U10 BPA3 Arrange students in groups.

Ask them to write a list of ideas that come to mind about the picture. Ask: *What can you report about it? What type*

of museum exhibit is it? Do you find it interesting? Why or why not? Would you like to visit a museum like that? Why or why not?

It was time for Peggy to leave the museum. Her teacher asked her to make her museographic cards about the galleries she visited. These are the two museographic cards she wrote.

Museographic Card
 Title: Museum of Modern Art
 Location: National Museum
 Date: September 22, 2020
 Description: This gallery was dedicated to the Impressionist Paintings by the artist J.M.W. Turner. The gallery was established by the artist J.M.W. Turner in the 1850s. It is the only gallery in the world that has a permanent collection of Impressionist Paintings. The gallery is located in the National Museum of Modern Art, New York City.

Museographic Card
 Title: The American Revolution
 Location: National Museum
 Date: September 22, 2020
 Description: The American Revolution was a period of political and military struggle between the American Colonies and the British Empire. It was fought from 1775 to 1783. The American Revolution was a significant event in the history of the United States. It led to the creation of the United States of America.

Fill in the museographic card with information about the Stegoasaurus on page 120. Remember to use the important information you chose in Activity 3.

Museographic Card

Title: _____
 Location: _____
 Date: _____
 Description: _____

Work in groups. The cards from Activity 5 are museographic cards. Analyze them and answer the following questions.

1. What are the characteristics of museographic cards?
2. What similarities can you find between the museum label and the museographic card?
3. What do you think the museographic card's purpose or objective is?
4. Do you think museographic cards are good for registering information? Why or why not?

When you finish discussing it with your team, share your conclusions with the rest of the class.

Watch a video about a museum you would like to visit. Then discuss with a classmate what curious facts you discovered.

Museographic Cards

STEP 3

There are many ways to set up an exposition.

- You can use poster-size art paper, 18 inches by 24 inches, or you can use 11-inch by 17-inch paper.
- You can use a display board or a poster board.
- You can use a display board or a poster board.



With the help of your teacher, decide on the following aspects of your final product:

- When and where are you going to set up the exposition?
- How much time is the exposition going to last?
- Are you going to invite other classmates, parents, or teachers to the exposition?



You should have the necessary pieces to exhibit and their corresponding museum cards. Set up the gallery in the place established in class. If it is necessary, prepare a sign, search, saying what they have exhibited at a name of the gallery, etc. You should have time to visit others' galleries. You will choose one or two favorite pieces from the different galleries for the following step.



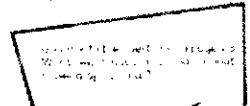
In Step 4 you are going to set up the exposition and fill in your museographic cards to report what you and your classmates saw.

STEP 4

Now it's time to set up the exposition and fill in your museographic cards to report what you saw.

- You should have the necessary pieces to exhibit and their corresponding museum cards.
- You should have the necessary pieces to exhibit and their corresponding museum cards.

You should list different galleries to make one or two museographic cards. Take notes for later use when the exposition is over. Write your museographic cards. Use the card on Activity 5 as a model. You can ask the team you visited about extra information. Share your museographic cards with your classmates.



Steps of work
with museum cards

- You should have the necessary pieces to exhibit and their corresponding museum cards.
- You should have the necessary pieces to exhibit and their corresponding museum cards.

Looking ahead



Tell students that in step 4 they are going to set up the exposition and fill in their museographic cards to report what they saw.

Step 4

Make sure students check the steps they have followed up until step four.

Hands on!



Now it's time for the exposition. The goal of this exposition is for students to write museographic notes about the exhibits they see using the museum labels. Encourage students to walk around and ask the questions about the exhibits. When the exposition is done, they can set up a museographic card wall in the classroom so everyone can read them later on.

End of unit Self-Evaluation

For this self-evaluation give students a couple of minutes to read and reflect on their answers. When they're finished, clear a space in the middle of the classroom so students can sit in circle. Use a ball, a plush toy, or even pieces of candy for this activity. Toss the object to a student. The student that catches the object has two minutes to talk about the questions from the self-evaluation. Repeat the process until all students have had a chance to speak.

Product 10 Museographic cards Step 3

Have students check the steps they have followed up to this point and make sure they are following all the procedures needed to complete the third stage of their final product.

Planning



Help students with the following aspects of their final product: When and where are they going to set up the exposition? How much time is the exposition going to last? Are they going to invite other classmates, parents or teachers to the exposition? The date and place depend on your class schedule.

Hands on!



Have students set up the exposition following the steps given in their book.

Reader's Connection



Activity 1

Have students talk about what they read in the story. Give them a couple of minutes to answer the activity. Then ask them to compare their answers with another classmate.

Answers: a. To register the information you found useful during a visit to the museum b. They are made of cardboard or recycled materials c. 10 x 15 cm



Activity 2

Ask students to discuss the relevant information they found on the card. Encourage them to talk about the sources of information they can go to in order to find related information. Advise them to use the model to exchange their ideas.

Answers will vary.



Activity 3

Have students read the museographic cards. Invite students to create their own exploratory questions and ask them to a partner in case the activity turns very easy.

Answers: 1. T 2. A 3. T 4. T 5. A. 6. A. 7. T

Reader's Connection

153

- Answer the following questions about museographic cards.
 - What are museographic cards used for?
 - What are they usually made of?
 - What is the most common size?
- Read the museographic card on page 133. Find two relevant pieces of information to you. Discuss in pairs why they are interesting and where you can get information about them, for example:
 - _____
 - _____
- Read the museographic cards about the two dinosaurs on pages 135 and 137. Read the questions below and mark T for the T-Rex and A for the Apatosaurus. Check your answers in pairs and discuss which information was new to you.

Which dinosaur:

 - Was a big carnivore?
 - Is a giant herbivore?
 - Weighted around 5-7 tons?
 - Lived in China and other places?
 - Lived at some point of the Jurassic?
 - Was the biggest animal ever?
 - Was very dangerous?

Evaluation



1 Imagine that you are a museum curator and you just got a new painting to exhibit. Write the information on the lines and then fill in the museum label.

- 1 Artist's name
- 2 Noting its year born or year's lived
- 3 Title of artwork
- 4 Medium (what it was made of)
- 5 Size
- Notes about artwork and artist

6 Where exactly was the artwork?

Museum label

1a
b
c
d

1e
f

2 Present your museum label to the class.



Activity 1

Students have to fill out the museum label information with any of the paintings from the unit or the one they chose for their final product.

Answers will vary.



Activity 2

Give students a couple of minutes to prepare their museum label presentation. If possible, ask all of them to present their work, but if you have too many students, collect their written work and provide written feedback to each one. Try to have different volunteers.

Collection of evidence template

Use the following template to write notes about how you felt working at the end of each lesson.

<p>At the end of this lesson...</p>
<p>At the end of this lesson...</p>
<p>At the end of this lesson...</p>

Evaluation instrument

Rubric

This rubric will help you assess your written assignments. It will help you see what you're doing well and what you can improve.

	Excellent	Good	Fair	Needs to Improve
Layout	Creative layout and effective paragraph structure	Neat and clean layout with correct paragraph structure	Mostly neat with margins and some attempt at paragraph structure	Generally untidy, no margins or paragraphs marked
Organization	Ideas organized to support desired effect	Ideas organized in a linear fashion	Ideas generally organized, some confusion	Ideas disorganized, contents confusing
Connection of Ideas	Variety of linking words	Suitable linking words	Simple linking words	Linking words used rarely or not at all
Accuracy	Good use of a wide range of basic and complex structures and vocabulary with minimal errors	Good use of basic and some complex structures and vocabulary; some errors that don't interfere with understanding	Good use of basic structures and vocabulary and some attempts at complex ones. Errors in complex structures may interfere with understanding	Very limited and basic structures and vocabulary; too many errors due to interference with first language

Teacher's Resource U1



Use this graphic organizer to plan your conversation.

Main idea:

Speaker 1:

Speaker 2:

Speaker 3:

Accepting a request:

Rejecting a request:

Place:

Time:



The following chart shows the essential parts of an anecdote. Use it as a guide to write your own anecdote. Remember to include a funny and unexpected event to make your work a real anecdote.

Setting

Characters

Beginning

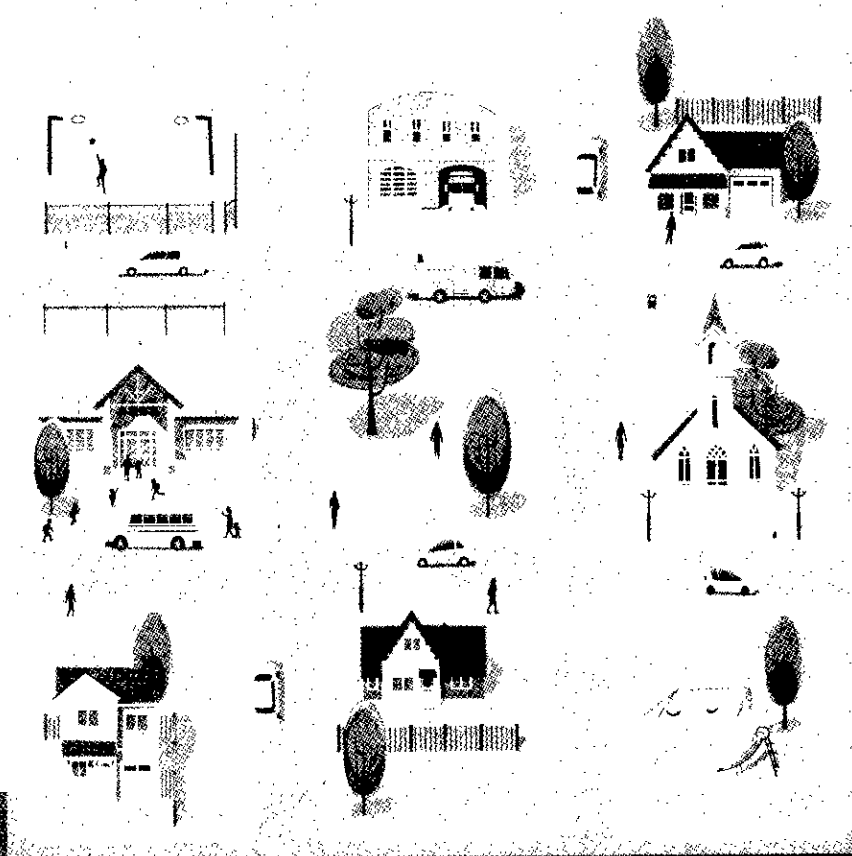
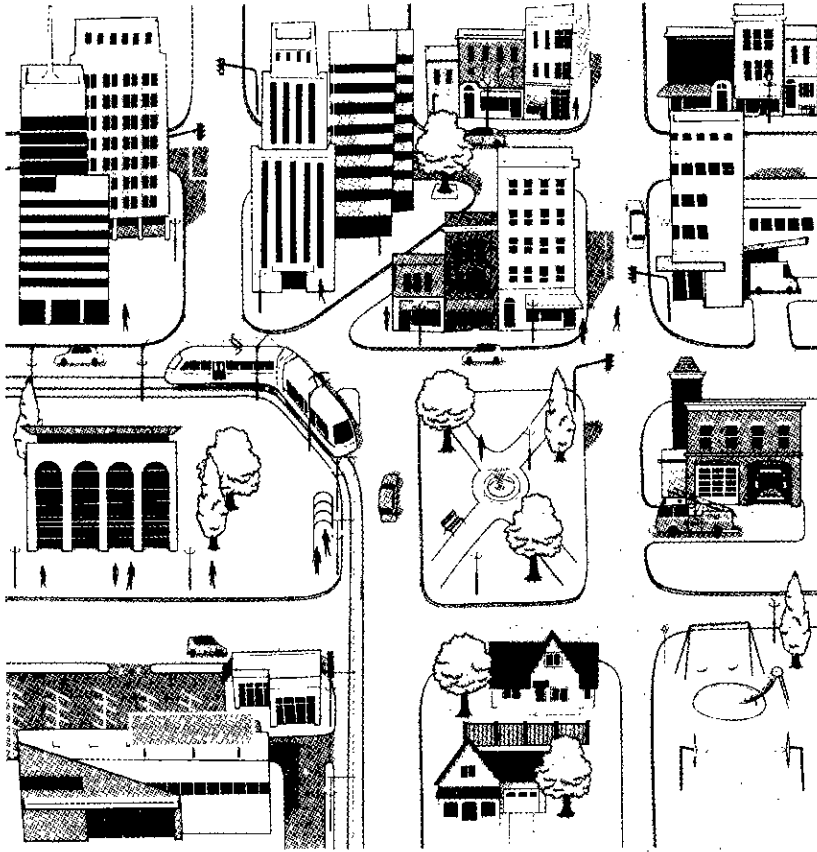
Middle

End

Teacher's Resource U3



Work in pairs. Use these maps to practice the questions and expressions you learned to ask for and give directions.





Use this graphic organizer to help you plan your short staged dialogue.

What is happening?

Where is it happening?

Characters

Who is making requests?

Who is accepting requests?

What's the speakers attitude like?

Teacher's Resource U5



Use the following Wh-question word boxes to develop your survey. Think about the types of news you want to report.

Who?	Why?
What?	
Where?	How?
When?	



Use this graphic organizer to help you plan your writing of the short illustrated guide.

Fact	Fact	Fact
Identified problem: _____		
Solution	Solution	Solution

Teacher's Resource U7



Use this graphic organizer to help you plan your writing of the graphic line of development.

When I was

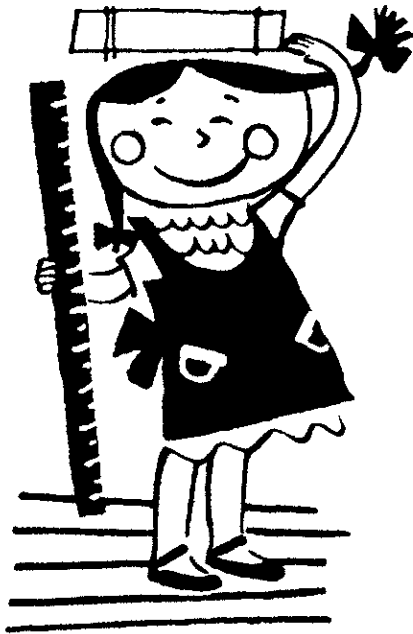
When I was

I looked like

I looked like

I could

I could



Now, I am

I am

I can

Teacher's Resource U8




Use this chart to compare the cultural aspects of your country with the ones of a country of your choice.

Cultural aspects of my country

Cultural aspects of _____

Teacher's Resource U9

 Use this graphic organizer to help you plan your questionnaire.

Purpose

Type of questions I can write

Intended audience

Facts related to the topic



Visit your local art museum and complete the following museum label. Then, use it to write the museographic card.

Museum label

_____ (Artist's name)

(Nationality, year born or years lived)

_____ (Title of artwork)

_____ (Medium)

_____ (Size)

(Notes about artwork and artist)

(Who currently owns the artwork)

Museographic card

General Subject: _____

Museum: _____ Date: _____

Exhibition visited: _____

Summary of important facts: _____



Scripts

Unit 1 Let's begin a conversation

Track 2

Peter: Hi, Susan. How are you doing?

Susan: I'm fine, Peter. What about you?

Peter: I'm okay. I'm taking Sparky to a daily walk. Hey! Are you going to Patricio's birthday party?

Susan: Of course! Patricio invited all of us.

Peter: What time does the party start?

Susan: The appointment is at 5:00 o'clock. We can go together. Do you want me to pick you up?

Peter: Sure. I'll be ready at 4:00, if you want to leave early.

Susan: Sorry, I can't. I have to wait for my sister. She comes back home at 4:00. What about 4:30?

Peter: Sounds good! So, see you on Saturday.

Susan: You mean next Saturday, don't you?

Peter: Oops! I thought the party was this Saturday, but you're right!

Susan: Ha, ha. No problem! See you at school.

Peter: Take care!

Unit 2 Let's record our anecdotes!

Track 3

My travel anecdotes... by Traveling Sally

Hello everyone! My name is Sally Motts, but I like to call myself Traveling Sally. Since I was a little girl, I've been fascinated by traveling. My great grandfather Herbert Motts inspired me to travel around the world. Let me tell you how.

When I was 15 years old, I went up to the attic to look in every nook and cranny for some old luggage that belonged to my great grandfather. When I finally found it, guess what was inside? An old travel log. But it wasn't like the travel logs of today, this was a travel log written in an old diary. These fascinating and funny

anecdotes from the trips he took around the world are what inspired me to travel and write a log of my own.

My first anecdote started while I was writing my first blog entry! I was at the airport waiting for a flight to Mexico and guess who I saw waiting for his luggage? My favorite travel blogger, Mike Ruiz! I was so excited! I ran to him and told him I was his biggest fan! Mike just turned to me, smiled, and winked his right eye. I felt my face turn red, but I didn't care. It was the best day ever!

So, from now on, you will be reading and listening to my anecdotes on my blog. Come and join me! Do you also like to write and talk about your funny anecdotes?

Track 4

Hello everyone! Traveling Sally here again! Today I'm streaming live from Sydney right in front of the Sydney Opera House and let me tell you that today has been an awesome day!

The first place on my list to visit was the Taronga Zoo. I took a ferry to get there and guess what happened! When I was right in the middle of the trip a strong wind suddenly started rocking the ferry back and forth, at first it was scary but then the wind stopped. Everything went back to normal. Everyone on board wished it wouldn't happen again!

During my visit to the zoo something very curious happened at the gorilla exhibit. A couple of baby gorillas started fighting over a banana their mother gave them. It was really entertaining watching the gorillas fight. I also saw a kangaroo exhibit. It caught me by surprise when I saw a little baby kangaroo pop out from its mother's pouch. I've never seen anything like that!

My surfing trip to Bondi beach was extraordinary! I was riding a big wave with my new surfboard when another wave caught me by surprise and I fell off my surfboard. But I only stayed for two hours at the beach because I get sunburned easily.

I got hungry from surfing and I went to this place called The Rocks, but this time what happened to me wasn't funny at all. After I finished eating my fish and chips, I was ready to pay and guess what! I forgot my credit card back at the hotel. I was at a loss for words, I had to run back to the hotel to get it!

Track 5

Hi there, it's Sally again. Today I want to share a funny and somewhat embarrassing anecdote from one of my recent trips to London.

Yesterday, walking down the streets of Piccadilly Circus all I could hear was the *beep, beep* of cars. Suddenly I heard a *clink*. I looked down and saw a gold ring. I picked it up and noticed that it had a very small writing on it. I couldn't read what it said but I knew it wasn't English. I asked around if anyone lost it, but no one said yes. So, I put it in my pocket and continued walking.

The next day *ring, ring*, the phone rang. It was my friend Barry. He asked me to come to his house to catch-up. When I got there, I showed him the ring, and asked if he knew what language it was. Barry just looked at me and started laughing. I thought that I found an expensive ring with some ancient language written on it. It turns out that my expensive ring was nothing more than a toy ring that you would find inside a box of candy!

Here I am thinking that I found a treasure, and it was nothing more than a children's toy. I made a fool of myself in front of Barry, but I didn't get upset. We had a good laugh!

Unit 3 *Let's follow directions!*

Track 6

Woman: Excuse me, could you tell where can I find a bank?

Young man: Sure. Are you looking for a particular bank or any bank?

Woman: It could be any bank. I just need to find an ATM.

Young man: I think it's better if you go to the mall. You will find different banks there. But, you need to take a bus.

Woman: It's ok!

Young man: Walk straight ahead until you pass the traffic light. Then, turn right on Chicago Avenue. You'll find a bookstore. The bus stop is at the corner. Take bus 46 and get off at Robinson Avenue. The mall is in front of this bus station.

Woman: Thank you very much!

Young man: You're welcome. Take care!

Track 7

Woman: Excuse me, could you tell me how I can get to the Museum of Natural History?

Policeman: Go straight ahead until you find Oxford Avenue. You'll find a subway station. Take the Green line to Roosevelt. Get off at Roosevelt station. Then, take bus 146 to State and Roosevelt. It will take you directly to the Museum Campus. The Museum of Natural History is just 500 meters from the station.

Woman: Thank you! Do you know where I can buy a bus ticket?

Policeman: At the subway station. You can buy a transit card that you can use both at the subway and at the bus.

Woman: Perfect! Thank you very much.

Policeman: Enjoy the museum!

Track 8

Conversation 1

Young man: Excuse me, sir, can you tell me where the bus station is?

Man: Sure. The bus station is in front of Tokyo Street and Insurgentes Avenue. Go straight on Revolution Avenue until Tokyo Street. Turn right and go straight until Insurgentes Avenue.

Scripts

Conversation 2

Young woman: Excuse me, miss, can you tell me where the bookstore is?

Woman: Yes. Go straight on Mexico Street until Reforma Avenue. Turn left and you will see the drugstore. The bookstore is between the art gallery and the drugstore.

Conversation 3

Woman: Good morning, sir, can you tell me where the market is?

Man: Of course. Go straight on Revolution Avenue until Royal Street. You will see a school. The market is next to the school.

Conversation 4

Man: Good afternoon, officer. Can you tell me where the department store is?

Policeman: Oh. It's very near here. The department store is on Revolution Avenue on the corner of Mexico Street.

Unit 4 Let's stage a short dialogue!

Track 9

Oliver: Thanks for calling Mr. Chef. My name is Oliver. How can I help you?

Amanda: Hi Oliver! I'd like to place an order, please.

Oliver: Sure. For pick-up or delivery?

Amanda: Delivery please.

Oliver: Can I have your address, please?

Amanda: 451 South Street.

Oliver: Your phone number?

Amanda: 637-333-937.

Oliver: And, your name?

Amanda: Amanda Clyde.

Oliver: Thank you. What would you like to order?

Amanda: I'll have the green salad with grilled chicken, and tortilla soup, please.

Oliver: Okay. Any dressing for your salad?

Amanda: Italian, please. Can I have an extra dressing portion, please?

Oliver: Absolutely! Would you like anything to drink?

Amanda: No, thank you. That'd be all.

Oliver: Great! That'll be 18 dollars. Will you pay with a credit card or cash?

Amanda: I'll pay with cash.

Oliver: Do you need change?

Amanda: No, thank you. How long will it take to deliver?

Oliver: Around 40 minutes.

Amanda: Hmm... Is it possible for you to send it faster?

Oliver: Ok, I'll ask the chef to send your food as soon as possible.

Amanda: Thank you very much!

Oliver: You're welcome. Thanks for calling Mr. Chef.

Unit 5 Let's make a survey!

Track 10

Chad: This is Chad Robinson reporting to you live from the town of Rissa in Norway, where a terrible landslide just occurred.

News anchor: Hello Chad, I hope that you're alright. Can you tell us what happened?

Chad: Of course. At 5:30 a.m. this morning a huge landslide came tumbling down Mt. McKinley causing major damage.

News anchor: That sounds terrible, Chad. Can you give us more details?

Chad: The Department of Emergency Services says it's the worst natural disaster they have seen in years. More than 500 tons of mud, rocks, and debris buried half the town. Many people are injured and were left homeless.

News anchor: Are emergency services helping people out?

Chad: Yes, they are. They have established

shelters in local school gyms with food, beds, clothing, and medical services.

News anchor: Do you have any information on what caused the landslide?

Chad: Authorities say that the landslide occurred due to heavy rains all week that loosened the soil.

News anchor: Thank you very much for your report, Chad. Take care!

Chad: This is Chad Robinson for News Radio. More information to come as the story develops!

Track 11

"Giving a tablet to every student in school can have a big impact on improving their motivation to learn and encourages independent study." Said Ben Smith, Superintendent of the Pomona School District.

This program will be a success as long as teachers have the proper training before using the electronic devices in class, schools have a good Wi-Fi connection and give access to teachers and students.

Many parents worry about their children using tablets in school. They feel they might get distracted by playing with them and they worried the devices will get broken or stolen.

The study looked at 100 schools in London where tablets were used. Out of the 100 schools, 80 of them were successful according to recent studies. This research reported that the tablets were most used in class for research and writing notes.

Teachers said that the use of tablets was no problem and they could be used if there was good classroom control on their part.

Jacky: Hey Ron, what did you think about the news report? I think this type of news report

is super important. Technology in school is needed.

Ron: What did you like the most?

Jacky: What I liked the most was that the schools in London were successful in their test run.

Ron: I'm sorry, I didn't get what you said. I'm not following you.

Jacky: What I meant was that the schools in London were successful in using tablets in the classroom.

Track 12

Reporter: Hello, everyone! I'm at the Geneva Science Summit where a new vaccine is being presented. I'm here with Dr. Schuller, the scientist who made the startling discovery. Doctor, what can you tell us about this vaccine?

Dr. Schuller: After years of research, I have finally discovered a vaccine to cure the common cold.

Reporter: The common cold? I thought there wasn't a cure!

Dr. Schuller: Well, now there is. It took many years in the making but I finally did it.

Reporter: How did you do it, Dr. Schuller?

Dr. Schuller: I isolated the virus that causes the common cold and engineered it to work **for** the body instead of **against** it.

Reporter: Did you have to make many test runs for this?

Dr. Schuller: Yes, more than 1000 tests had to be done. It wasn't easy at first but thanks to my amazing team and our determination we made the vaccine.

Reporter: Did you test on animals?

Dr. Schuller: Of course not! *Nein!* My research is based on a "no animal testing" policy.

Reporter: I'm glad to hear that, Dr. Schuller. Thank you very much for your time. This has been Melanie Knudsen from WYKX News. Good night!

Scripts

Track 13

Reporter: Good evening. This is Wayne Roberts for CBX Nightly News. I'm on Ocean Avenue, in front of the First International Bank. With me is Officer Carol Humphreys. She's going to give us details on what happened. Good evening, Officer Humphreys. Can you tell us what happened?

Carol: There was a bank robbery this afternoon. The thief stole more than 100,000 dollars in cash. We already have a suspect identified.

Reporter: Can you describe the suspect?

Carol: The suspect is tall and thin. He has short brown hair.

Reporter: What is he wearing?

Carol: I think he was wearing a white T-shirt, jeans, and a ski cap.

Reporter: Are you sure?

Carol: Yes, I'm pretty sure!

Reporter: What happened during the robbery?

Carol: Eyewitnesses say the suspect ran out of the bank carrying three big bags full of cash. He got into a black car and drove away.

Reporter: A black car! Did anyone see the license plates?

Carol: No. The only information we have is that they were Nevada license plates.

Reporter: Thank you very much Officer Humphreys. Back to the studio!

Unit 7 Let's make a graphic line of development!

Track 14

Mrs. Collins: Look how cute you were! Look at your tiny hands and feet.

Sam: I was really tiny. I couldn't swim, right?

Mrs. Collins: That's right. But you loved water, as you do know.

Sam: And, I was learning how to swim here. I was like three years old, I guess.

Mrs. Collins: Yes, you were. And, you learned how to swim very fast.

Sam: Yes! Now, I'm an expert swimmer.

Mrs. Collins: I know! I'm so proud of you.

Sam: Was this my first day at school?

Mrs. Collins: Yes, you were only five years old. Look, you were taller than most of your classmates.

Sam: I'm still taller than most of my classmates. I think I will be as tall as my grandpa.

Mrs. Collins: I think so too.

Sam: And, this is when I learned how to ride a bike. I was eight years old. I still remember that day.

Mrs. Collins: Yes, I remember how fast you learned. It was amazing! Look at this picture! You were wearing lots of clothes.

Sam: I think it was really cold. I was ten years old. I looked almost the same as I look now.

Mrs. Collins: Well, that picture was taken only a year ago.

Sam: That's right. Well, I think I have enough pictures to show to my classmates.

Track 15

Matthew: Hi, Sarah. Did you bring your pictures?

Sarah: Yes! Here you are.

Matthew: Oh, look at you! You were a big girl!

Sarah: Yes, I was big. And I liked the slides a lot. My mom said that I could slip on the slides when I was eight months old. I was eight months old when my dad took this picture.

Matthew: I see! I couldn't even sit down when I was eight months old, I guess... Ha ha. Hey, look at this picture! How old were you here?

Sarah: I was four years old. I couldn't jump the rope at that age, but I could when I was six.

Matthew: Nice! How old were you in this picture?

Sarah: I was six years old. It was my first day at elementary school. I'm the girl with the blue backpack.

Matthew: Hey, your hair was very long!

Sarah: Yes, but I didn't like it so much. That's why I have short hair now.

Matthew: Why were you wearing glasses?

Sarah: Oh, because I needed to wear them. I wore those purple glasses since I was six years old and until I was 10 years old. Don't you remember me wearing glasses last year?

Matthew: Hmm... I wasn't in this school last year.

Sarah: That's right! Ha ha...

Matthew: You're playing the guitar in this picture. I didn't know you play the guitar.

Sarah: Yes. I wanted to learn since I was like three years old, but my hands were too small. I couldn't hold the guitar. But, I started taking guitar lessons when I was seven.

Matthew: Wow! Interesting.

Sarah: Ok, it's my turn to see your pictures.

Matthew: Of course! Here you are.

Track 16

Natalie: Hi, Chris. Can I work with you?

Patrick: Sure! Do you want to see my pictures?

Natalie: Yes, please!

Patrick: Here you are.

Natalie: Oh, look at this curly-haired beautiful baby! You were really cute!

Patrick: You made me blush!

Natalie: Are you sure it's you? What happened to your curls?

Patrick: Yes, it's me. I really don't know. I just got my hair cut, and when I was around eight it wasn't curly anymore.

Natalie: Hmm... How old were you in the first picture?

Patrick: I was two years old.

Natalie: I can see you loved building blocks, didn't you?

Patrick: Yes! And I still do. When I was two years old, I wanted to play with smaller blocks but my hands were too chubby and I couldn't handle them.

Natalie: Oh, I see. Tell me, where were you here?

Patrick: Mmm, I was in kindergarten. I was five years old. And, as you see, I was playing with blocks again.

Natalie: You were really tall. I thought you were like seven years old! And, you still had your black curls.

Patrick: And, this picture I was taken last month. I was building my first robot.

Natalie: Wow! I think you'll be an engineer when you grow up.

Patrick: Maybe, I don't know.

Glossary

of English Language Teaching

accuracy (noun) The ability to do something without making mistakes. Accuracy is the use of correct forms of grammar, vocabulary, spelling and pronunciation. In an accuracy activity, teachers and learners usually focus on using and producing language correctly.

achievement (noun) Something you succeed in doing usually by making an effort; something done successfully.

acquisition (noun) (language acquisition) To learn a language without studying it, just by hearing and/or reading it and then using it. This is the way people usually learn their first language.

activate previous knowledge (phrase) To get learners to think about and to say what they know about a topic. Teachers activate learners' previous knowledge when they are preparing learners to read or listen to a text.

active role (phrase) Taking part and being involved and interested in something. When learners think about their own learning and what their own needs are and try to do things themselves to learn more, they are taking an active role in their learning.

brainstorm (noun and verb) To quickly think of ideas about a topic and also possibly note them down. This is often done as preparation before a writing or speaking activity.

chart (noun) Information in the form of diagrams, lists or drawings often placed on the classroom wall for learners to use.

chunk (noun) Any pair or group of words commonly found together or near one another.

classroom management (noun) The things teachers do to organize the classroom, the learning and the learners, such as organizing seating arrangements, organizing different types of activities, and managing interaction patterns.

cloze test (noun) A task-type in which learners read a text with missing words and try to work out what the missing words are. The missing words are removed regularly from the text.

communicative approach(es) (noun) An approach to teaching and practicing language which is based on the principle that learning a language successfully involves real written and spoken communication rather than just memorizing a series of rules.

Content and Language Integrated Learning (CLIL) (noun) An approach in which learners are taught a non-language subject such as science or geography through a target language. Subject content and language are interrelated.

deduce meaning from context (phrase) To guess the meaning of an unknown word or phrase by using the information in a situation and/or around the word to help.

draft (noun and verb) A draft is a piece of writing that is not yet finished, and may be changed.

extensive listening/reading (noun) Listening to or reading long pieces of text, such as stories or newspapers. Extensive reading is often reading for pleasure.

fixed expression (noun) Two or more words used together as a single unit of meaning. The words in the phrases cannot be changed. For example, *by the way, pleased to meet you, what's the matter?*

focus on form (phrase) Paying attention to the words/parts of words that make a language structure, or to spelling or pronunciation

formal assessment When a teacher assesses learners and then gives them a formal report or grade, to say how successful or unsuccessful they have been.

formative assessment When a teacher uses formal and informal assessment and

information on learners' progress during a course to give learners feedback on their learning or to change their teaching.

informal assessment When a teacher decides whether a learner is doing well or not, or whether a course is successful or not, by evaluating learners by thinking about their strengths and weaknesses and thinking about their progress rather than setting a test or writing an official report.

methodology (noun) A word used to describe the way teachers do different things in the classroom.

mingle (noun and verb) A mingle is an activity which involves learners walking round the classroom talking to other learners to complete a task.

peer assessment When learners give their opinions on each other's language or work.

portfolio assessment This is used for formative assessment and also continuous assessment. It consists of a collection of learners' work done over a course or a year which shows development of their language and skills.

off task (adjective) When learners are distracted or not completing an activity in the way the teacher wants them to do it, then they are off task.

on task (adjective) When learners are doing an activity in the way the teacher intended that it should be done, then learners are on task.

outcome (noun) The result of teaching/learning. The teacher intends or aims for a result or outcome in terms of learning at the end of the lesson.

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