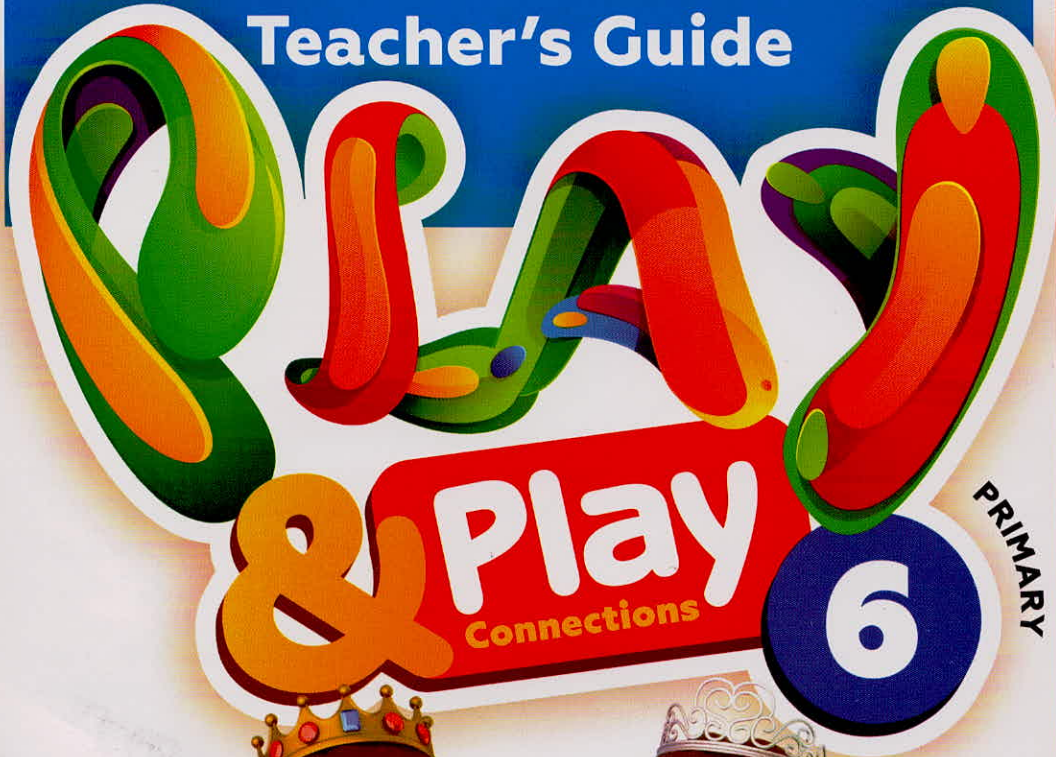


Susana Ramírez Félix
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Teacher's Guide



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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Introduction

Play and Play Connections is a course for primary school students that has been written after extensive research on how 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 A2 level in the Common European Framework of Reference (CEFR) for languages and aligns to 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 tools to understand language 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 develop the skills to use the target language in a meaningful way. The different techniques that have been put into 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 at providing them with plenty of opportunities to achieve concrete goals which motivate them to become successful learners.

Each of the units has been carefully developed to present language in contextualized situations through reading and listening texts 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. The final 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. Taking into consideration that students will have contact mainly with non-native speakers of the language, this approach plays a significant role as they have enough opportunities to practice within the classroom.

Learners are expected to build on their pre-existing knowledge of the language and connect the learning experience to their

real life. The ***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 ***Culture Connection, Language 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 evidences 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. These evidences are 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.

Each unit is written around a learning environment that fosters the development of a particular social practice of the language. Through this approach, students are regarded as social agents and active participants in building their own knowledge, so that they can: participate as users of the language; develop critical thinking skills to share ideas; develop their knowledge, strategies, behaviors, and values to successfully interact with others. Students will also be able to analyze their own communicative practices as well as those of others so that they can solve problems when facing new communicative situations that imply a new challenge; be responsible and make decisions about their own learning process.

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 Activity 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.



- 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

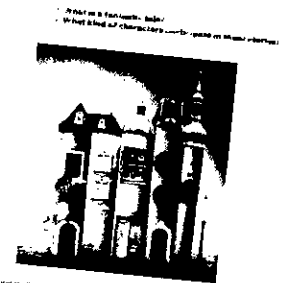
- foster the reflection about language, as well as behaviors, values and attitudes pertaining to each of these processes.
- Are flexible enough so that the teacher can adapt them to suit the students' needs.
- Provide the teacher with opportunities to set up different interaction patterns (individual 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.

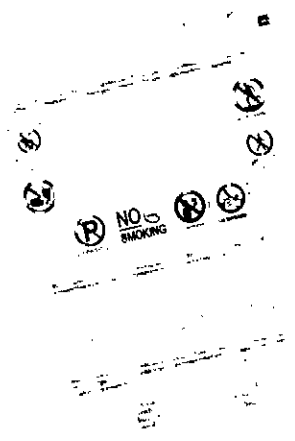
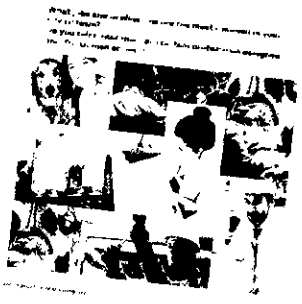
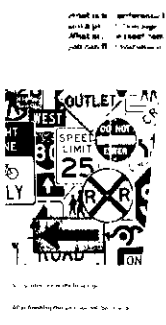
- Promote the development of ICT and digital learning skills.

- 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.

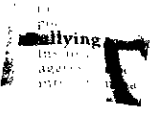
- Are well-structured so that students can build their learning products with the guidance of the teacher, by developing social skills which allow for collaboration, team work, and interaction with their peers.

- Foster opportunities for learners to construct, deepen, and use their knowledge, strategies and attitudes to use the language in social interactions with others.





What is the purpose of the signs?
 How do you think the signs will be used?
 What do you think the signs will do?
 How do you think the signs will be made?



2

Reader's Connection

Evaluation

What problems are you having?
 Why is it important to know where we live and how we live?
 How do you think we can solve these problems?



Why is it important to know where we live and how we live?
 How do you think we can solve these problems?

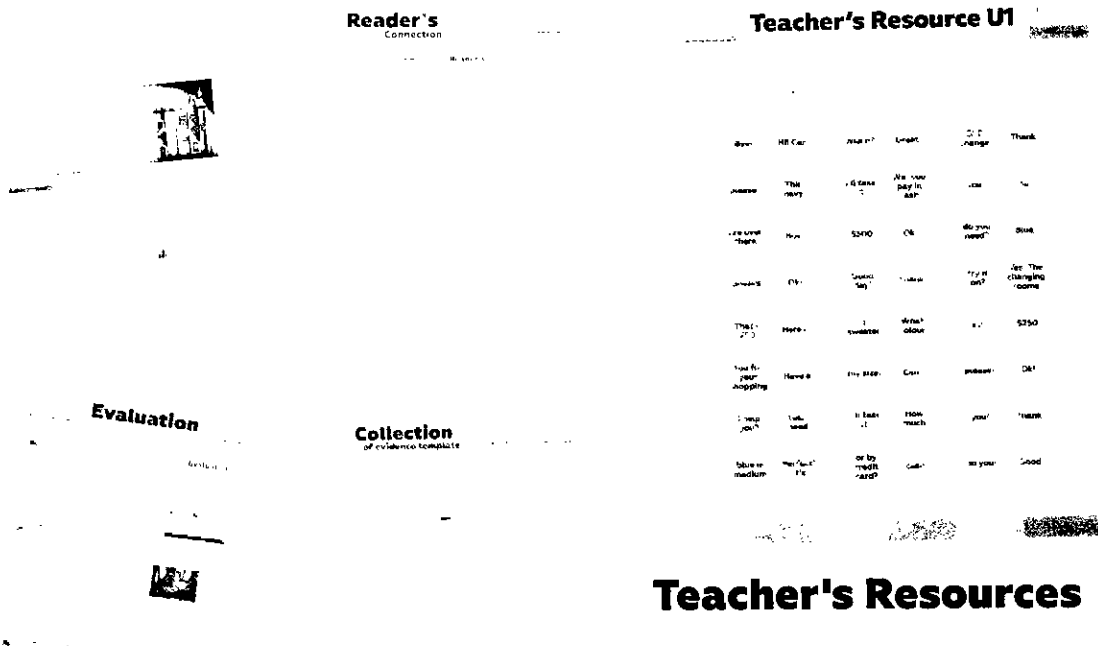


How do you think we can solve these problems?

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.



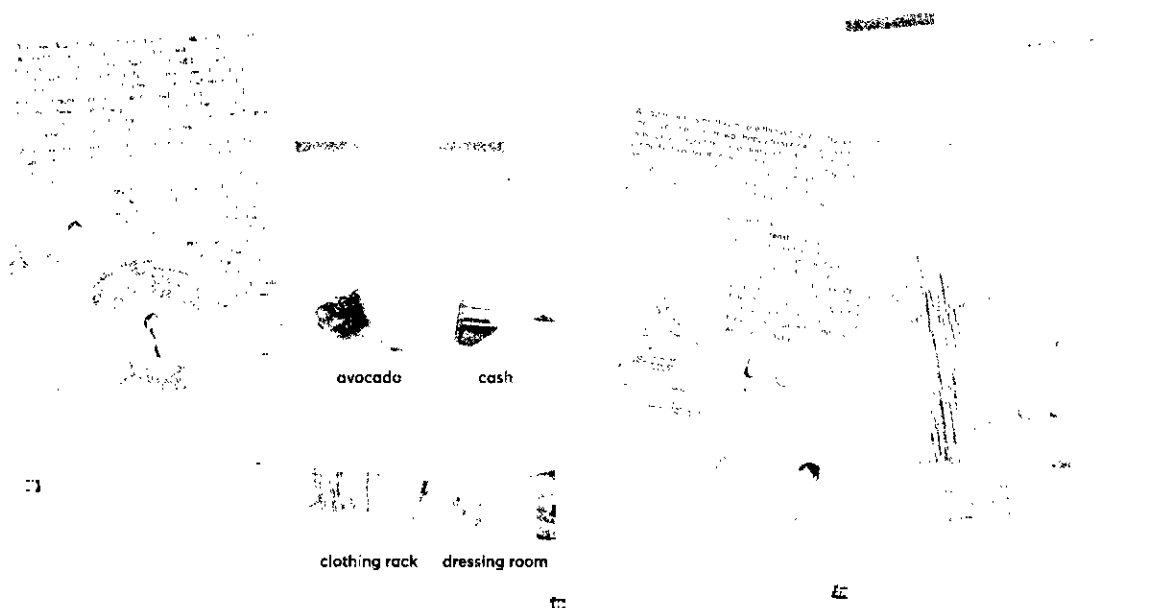
Teacher's Resources

At the end of the book you will find 10 pages with additional teacher's resources for each of the units. Forget not to make the most of them!

Reader's Book

The **Reader's Book** is an essential component of the series since it provides the learners with:

- A rich variety of fiction and non-fiction texts that are a source of input to the target language.
- Exposure to the richness of knowledge and culture of the target language that allow the students to use the language following up on their work in the Activity Book.
- A number of opportunities to develop reading for pleasure by using their imagination and curiosity at the same time as they work on analytical and reflective skills coming from the activities suggested in the Reader's Book.



CD

The Resource CD is a hybrid component which provides a number of resources for the teacher. The characteristics of the Resource CD are:

- All of the recordings of the listening exercises serve as the means of exposure to the language via speaking skills. These exercises are linked to the proposed social practice of the language has been defined for each unit and also have a close relationship with the expected learning objectives marked for the unit.
- The recordings are available in formats that can be played in a number of devices, from a traditional CD player to a computer, so as to be a user-friendly resource for teachers, who do not have to depend on a given format, nor on the installation of complicated software to access the material.
- The recordings serve as a model of the target language that teachers can use in order to present the students with the correct pronunciation, intonation, rhythm and stress. This way, the students can use them as a guide whenever they may be required to read aloud.

Methodology

Taking into consideration the characteristics of young English learners, the activities need to be contextualized so that children can relate to them and incorporate their knowledge to their real lives. That is why each unit presents in the Unit Opener the Environment and the Social Practice of the Language outcomes for that unit. This way, teachers will be able to promote the development of pupils' mental processes that are necessary to solve problems and define students' abilities to learn and use English as a secondary language.

Play and Play Connections aims at developing the four skills of the language (listening, reading, speaking and writing), as well as learning and using the language needed at the A2 level as per defined in the descriptors of the Common European Framework of Reference (CEFR) for languages.

The order of the units responds to a specific scaffolding of the Learning Evidences, and by reorganizing the Social Learning Environments of the ten units, students will be able to speak and participate in common social situations, and read and write simple texts, thus being able to describe experiences, justify opinions and explain future plans too. We must also bear in mind that the expected learning or the Learning Evidences outcome is the set of knowledge, practices, attitudes and skills, in addition to personal values, that contribute to the growth of students. On the other hand, as a teacher, you will be able to reflect on the way the English language works, paying special attention to the interpersonal communication, the use of contextualized English in real social situations and the learning of cross-curricular disciplines. In summary, you will be supporting the English language learning of your pupils and their learning to learn abilities, something very important nowadays.

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 maintain inter-personal relations, access and interpret information and contribute to build 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 them 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.

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), as well as whole class activities that 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 aims 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 learner-centered 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 skill-oriented 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 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 preparation 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 final products as evidences of the learners' work. These products 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 final products to the class. The products 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 products. 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.

As we will see in the following page, assessment is fundamental to know how learners gradually progress. They are encouraged to actively participate in reflection activities to understand what their achievements are at different stages of the lesson, the unit, and the course.

Assessment

Guidelines

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 evidences 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 the 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 moments 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 which 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 do it and how they come to 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, participant, prompter and resource as more important in their everyday practice.

Self-evaluation is, therefore, a key factor in the students' understanding of their learning as well as making decisions on what they should do to modify their strategies. The Activity 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 evidences 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 the summative assessment. The Activity 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 them 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 exchange suggestions to buy or sell a product! Students Book:			Page 5 page 5
Family and Community	Exchanges associated with specific purposes.	Exchange suggestions to buy or sell a product.	
Unit 2 Let's read fantastic tales! Students Book:			Page 32 page 17
Ludic and Literary	Literary expression	Read fantastic tales.	
Unit 3 Let's analyze and discuss an interview! Students Book:			Page 46 page 29
Family and Community	Exchanges associated with media.	Analyze and discuss an interview.	
Unit 4 Let's understand and express warnings and prohibitions! Students Book:			Page 60 page 41
Family and Community	Listening and exploring warnings in public places.	Understand and express warnings and prohibitions.	
Unit 5 Let's write a report about a profession! Students Book:			Page 74 page 53
Academic and Educational	Gathering information about jobs and professions	Record information to write a report about a job or profession.	

Learning Objectives	Suggested evaluation instrument	Activity
<ul style="list-style-type: none"> • Listen to and explore suggestions in dialogues. • Understand expressions used by speakers. • Exchange suggestions in a dialogue. 	<p><i>Suggested evaluation instrument:</i> Checklist</p>	Exchanging suggestions to buy or sell a product
<ul style="list-style-type: none"> • Explore and read fantastic tales. • Read stories. • Compare similarities and differences of conducts, values, and scenarios of other countries and your own. 	<p><i>Suggested evaluation instrument:</i> Self-evaluation checklist</p>	Collage
<ul style="list-style-type: none"> • Explore interviews. • Understand general information and some details from interviews. • Discuss opinions about interviews. 	<p><i>Suggested evaluation instrument:</i> Scale to value performance</p>	Discussion about an interview
<ul style="list-style-type: none"> • Listen and explore warnings in public places. • Understand the general and main ideas of warnings. • Express warnings. 	<p><i>Suggested evaluation instrument:</i> Peer evaluation form</p>	Warning and prohibitions signs
<ul style="list-style-type: none"> • Gather information about jobs and professions. • Explore reports about activities. • Write information about jobs and professions to create a report. 	<p><i>Suggested evaluation instrument:</i> Questionnaire</p>	Illustrated report about a profession

Unit 6 Let's compare traditions based on pictures!

Students Book:

Page 88

page 65

Ludic and Literary

Recreational expression

Explain traditions based on pictures.

Unit 7 Let's write instructions to avoid personal risky situations!

Students Book:

Page 102

page 77

Academic and Educational

Interpretation and follow-up of instructions.

Comprehend and follow instructions.

Unit 8 Let's narrate a sports event!

Students Book:

Page 116

page 89

Family and Community

Exchanges associated with information of oneself and of others.

Explore narrations of sports events.

Unit 9 Let's collect information to solve a problem!

Students Book:

Page 130

page 101

Academic and Educational

Search and selection of information.

Revise and select information to solve a problem of interest.

Unit 10 Let's read historical chronicles to compare Mexican cultural aspects with other countries!

Students Book:

Page 114

page 113

Ludic and Literary

Understanding oneself and others.

Read historical chronicles to compare Mexican cultural aspects with other countries.

Learning Objectives	Suggested Evaluation Instrument	Product
<ul style="list-style-type: none"> • Explore and choose images about traditions in different cultures. • Describe and contrast details. • Explain traditions based on pictures. 	<p><i>Suggested evaluation instrument:</i> Descriptive rating scale</p>	<p>Comparing traditions using pictures</p>
<ul style="list-style-type: none"> • Examine instructions to avoid personal risky situations. • Planning of writing instructions. • Write instructions to avoid personal risky situations. 	<p><i>Suggested evaluation instrument:</i> Checklist</p>	<p>Illustrated report to avoid personal risky situations</p>
<ul style="list-style-type: none"> • Explore narrations of sports events. • Understand general information and details from narrations of sports events. • Narrate a brief fragment of a sports event. 	<p><i>Suggested evaluation instrument:</i> Rubric</p>	<p>Narrating a sports event</p>
<ul style="list-style-type: none"> • Pose a problem. • Choose information to answer questions. • Record and organize information. 	<p><i>Suggested evaluation instrument:</i> Rubric</p>	<p>FAQs about a school problem</p>
<ul style="list-style-type: none"> • Explore short historical chronicles. • Read short historical chronicles. • Express similarities and differences of Mexican cultural aspects with other countries. • Compare Mexican cultural aspects with other countries. • Compare historical aspects with other countries 	<p><i>Suggested evaluation instrument:</i> Self and peer evaluation rubric</p>	<p>Comic</p>

Social practice of the language:

Exchange suggestions to buy or sell a product.

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

- Listen to and explore suggestions in dialogues.
- Understand expressions used by speakers.
- Exchange suggestions in a dialogue.

Final product: Exchanging suggestions to buy or sell a product

- Where do people usually buy and sell things?
- What kind of things do you buy?



Achievements

- Introduce the topic of the unit.
- Activate prior knowledge to develop the introduction of the unit.

Ask students to think about their possessions: e.g. *a favorite toy, a tablet, a book, etc.* Ask them if they remember where they bought it. Ask students to write three objects and the place where they or their parents bought those things. Ask students to stand up next to their desks and be ready to pair up and share information about their possessions. Write on the board: *My favorite object is a _____.* *My parents bought it in _____.* Students take turns and then they talk to a different student in the same row.

To introduce the unit's topic, write the following on the board: *Let's go shopping!* Model and elicit expressions related to buy and sell products. For example:

- *You need to know the price what is the question – "How much does it cost? / What's the price of?"*
- *Can I pay in cash?*
- *Are there any discounts?*
- *You are the sales person what can you ask? – "Would you like to try it on?"*

NOTE: You don't need to introduce all of them since this is aim of the unit. Close your introduction by asking a student to open his/her book and read the first question. **Where do people usually buy and sell things?**

Allow some thinking time and check at random. Ask another student to read the second question and follow the same procedure.



Project the Big Picture #1 (U1_BPA1) and ask students to describe what they can see.

Let's play whispers!
Prepare two sets of word cards and place these at the back: *grocery store, stationery, mall, drugstore*, bookshop, ice cream shop, supermarket.* Organize two teams, and divide the board with a line. Now, ask students to line up facing the board. The last student picks up a word card and whispers to the partner in front. They continue until the first student writes the word on the board. This student runs to the back and takes another word card. The team that gets more words correctly spelled wins
(*)NOTE: If students don't know the word, briefly give some context, e.g. *"You can buy medicine in a drugstore"* *"A very popular drugstore in the neighborhood is _____"* Bear in mind that you do not need to teach these words in this activity. **They will be presented in LESSON 3**

Work in pairs. Look at the picture and take turns answering the questions. Then listen to the conversation and check if your predictions were correct.



Where do you think these people are?
What are they doing?
What do you think the general ideas is?

Work in pairs. Discuss with your classmate: How do you identify places and products mentioned in a conversation? Listen to the conversation again. Identify places and products mentioned by the speakers.

Tom: Good afternoon. Madam. Welcome to Jenny's Fashion. My name is Brenda. How can I help you?
 Min: Hi Brenda. Thank you very much. We're looking for a nice sweater.
 Min: We have different models and sizes.
 Tom: I'm not sure. What do you think, Min?
 Min: It's too full of choice. I don't think it will really suit you.
 Tom: How are you?
 Min: Yes, it looks very cool.
 Tom: Let me show it to you. What's your size?
 Min: I'm 36.
 Tom: Here you are.
 Min: Thank you!
 Tom: It's beautiful!
 Min: Hmm... I think the size is fine. I'll take it.
 Tom: Perfect! Do you want to see anything else?
 Min: Yes, please. I'm looking for a dress.
 Tom: Very good! We have long and short dresses. Which one would you like?
 Min: A short one would be perfect. It's for a party in the beach.
 Tom: I see. This is a charming flowery cotton dress. Are you wearing your size?
 Min: Wow! It's lovely!
 Tom: Try it on!
 Min: Great! Let me take you to the dressing rooms.
 Tom: Thank you very much. We'll be waiting to see what you like to buy. Please call us if you have any questions.



Ask students to take out their READER'S BOOK and briefly elicit students to describe the text they will read. "Buying and Selling products" pages 7 – 17.

Explain to students the importance of correct intonation when we make questions – (Model to students). Demo how to show politeness when offering and giving an opinion.

Achievements

- Identify buyers and places.
- Use phrases to suggest.

Get connected!

Begin the lesson by asking your students what kind of products they prefer to buy. Go over the discussion and ask which ones are the most popular among 11-12 year old kids.

work in pairs and give them a couple of minutes to discuss what they see in the picture. Tell students they are going to hear a conversation in a shop and that they are going to confirm if their predictions were correct.

Answers: Students' own answers

Have feedback and briefly check their predictions.

NOTE: It is recommendable to close their books at this point since the main purpose is making predictions. They will have a chance to listen to it again in the following activity.

Activity 2

Work in pairs. Discuss with your classmate: How do you identify places and products mentioned in a conversation? Listen to the conversation again. Identify places and products mentioned by the speakers.

Ask students to open their books and pay attention to the conversation once more. This time explain to students that they will need to spot the places and items being described.

EXTRA ACTIVITY:

Role play – Ask students to work in groups of three and role play the conversation. If time allows, select some students to act in front of the class.

Answers: Student's own answers

Connecting you

Ask a student the question – *What do you like to buy when you go to a clothing store?*

Student answers with his /her own choice (Briefly prompt/ elicit clothing vocabulary if necessary)

Ask this student to read question one more time. Now teacher points to another student and he/she answers.

Ask that student to suggest his favorite clothing store.

– *I like to go to _____, it has good prices.*

Ask students to work in pairs and take turns to ask and answer. Monitor while they work in pairs.



Activity 1

Work in pairs. Look at picture and say where you think these people are. What are they doing? Listen to the conversation and check if your predictions were correct. Ask students to



Achievements

- Produce sentences to sell a product.



Activity 3

Work in small teams. Take turns to discuss the questions below. Give reasons for your answers.

Set groups of three and tell them to discuss the questions. Appoint a speaker in every team and get them to share their answers with the class.

Answers: Students' own answers



Activity 4

Work in pairs. Go back to the conversation in Activity 2 and read and analyze the phrases in green. Then, circle the correct option that completes the idea. Give reasons for your answer.

Answers: a. make suggestions

Write the word 'polite' and ask students to explain what they understand. Discuss the importance of politeness when talking to people. Introduce and model some new expressions that can help students practice this value, like:

May I help you? / I really appreciate your help. Is there anything I can do to help you? It is my pleasure.

Culture Connection



Portfolio Connection



Activity 5

Work in pairs. Listen to the conversation in Activity 1 again and write a list of words and expressions you can use to make suggestions. For example:

Why don't you try it on? Do you want to see anything else? Which one would you like? What about this one?

Keep your work in your Portfolio because it will help you to develop your final product.

It is important to help students with the expressions for suggestions. Model the expressions and give opportunities to produce their own suggestions.

Language Connection



Work in small teams. Take turns to discuss the questions below. Give reasons for your answers.

1. Which is the seller's suggestion? Why do you think the buyer is not buying? Do you think the buyer's reasons and answer was right? Why? Does the seller's attitude help her to sell?

2. Who had the better conversation? Why? What suggestions are useful to start a conversation? What about the conversation? What expressions did you use? What did you do to start?

3. Put the phrases you will use to describe the words in the list in the box. Then, give a list of words and expressions that you will use to make suggestions. Write the words and expressions in your notebook.



Work in pairs. Go back to the conversation in Activity 2 and read and analyze the phrases in green. Then, circle the correct option that completes the idea. Give reasons for your answer.

1. I have a suggestion. I think you should...
 a. make suggestions
 b. make a suggestion
 c. make suggestions

2. On the other hand, she was...
 a. make suggestions
 b. make a suggestion
 c. make suggestions



Work in pairs. Listen to the conversation in Activity 1 again and write a list of words and expressions you can use to make suggestions. For example: Why don't you try it on? Do you want to see anything else? Which one would you like? What about this one? Keep your work in your portfolio because it will help you to develop your final product.



Work in small teams. Read the conversations in the text "Buying and selling products" on pages 7-17 of your Reader's Book. Identify expressions to make suggestions. You can add these expressions to the list you did in the previous activity.



Work in small teams. You are going to create a conversation similar to the one you listened to in Activity 1. Follow these steps:

1. Identify who the speaker will be in your dialog. You can also check the context items in your Reader's Book (pages 7-17).
2. Decide who is going to be the seller and who is going to be the buyer.
3. Choose the products you are going to buy or sell.
4. Decide who is going to be the seller and who is the client.
5. Decide the price of the products you are going to buy or sell.
6. Write down your conversation. Check that the words and expressions you used are correct.
7. Rehearse your conversation. Give your partner a chance to be the seller.



Activity 6

Work in small teams. Read the conversations in the text "Buying and selling products" on pages 7-17 of your Reader's Book. Identify expressions to make suggestions. You can add these expressions to the list you did in the previous activity. Emphasize that their product this unit is to hold a conversation and make suggestions. Elicit for possible applications in their lives.



Activity 7

Work in small teams. You are going to create a conversation similar to the one you listened to in Activity 1. Follow these steps:
 Go over the steps as described in the Activity Book. This time, students need to personalize, so explain that they do not need to read the same words.
 If time, allow some students to say their lines.



STEP

1

Hands on!



This section has two stages.

First, ask students to work in small groups. Write the questions on the board and invite different students to read out loud each question.

Ask students to work in their teams and answer. Monitor while they work in their teams.

- Where will the dialogue take place?
- Inside a store, in a cafeteria, or in an airline office?
- What products are you going to sell or buy?
- How many people will participate in the dialogue?

Now ask students to share and practice the expressions for giving suggestions they collected in Activities 5 and 6.

Looking ahead



Ask students to work collaboratively and start drafting their conversation.

Monitor and help them with vocabulary, doubts about grammar accuracy and cohesion.

Give them tips about intonation and how to sound natural when they speak.

Lesson 1 Self-Evaluation

Ask students to work individually and think about Lesson 1 and their achievements, progress and performance.

Allow time for each student to go over the statements and check accordingly.

Now, ask students to pair up and share their findings with their partners.

Clarify doubts and questions if necessary.



Always guide your students through their self-evaluation. Help them analyze and understand each and every learning objective.

Product 1 Exchanging suggestions to buy or sell a product

Step 1

Planning



Ask your students to work individually in this stage. Students take out their notebooks and prepare some notes.

Guide your students to make a decision on the type of material. For example:

T: *What things are you going to buy / sell?*

SS: *"Clothes, toys" "Tablets"*

T: *"Tablets? We don't have tablets here. What can you do?"*

SS: *"Draw a tablet"*

T: *"Drawings... good. What else? Pictures? Where can you find these pictures?"*

Turn this stage into a real brainstorming time. Students need to write down the materials they will use such as: drawings, cut outs, pictures, realia.

Remind them to have a clear setting, which kind of shop, etc.

Finally, in their inventories, they need to check the suggestion phrases they wrote in this lesson, for example: *Why don't you...?; What about this...?* etc.

Achievements

- Identify the difference between long sound /i:/ and short sound /ɪ/.
- Identify the sentences' use to have a sequence in a conversation.

Activity 1

Work in pairs. Look at the picture and say where you think these people are. What kind of things can you buy in a shop like that? What makes you think that? Share your ideas with another pair of students. Did you have similar/different opinions? Listen to the conversation and check if your predictions were correct.

First, ask students to describe what they can see on the pictures.

Then tell students to write down their ideas on their notebook. Allow enough time for students to share in pairs.

Play the audio and check the correct predictions.

Answers: Students' own answers

Activity 2

Work in small groups. Listen to the conversation again and circle the correct options. Discuss with your classmates the reasons for your answers. Then, take turns to answer the questions: Where are they? What are they buying/selling?

First, ask students to get in groups of 2 or 3 students. Tell students that they are going to listen to the track again. Use the guiding questions and make sure students answer. Play the audio and monitor that they circle the correct option.

Answers: 1. b 2. c 3. a 4. b 5. a 6. a

Activity 3

Work in pairs. Listen to the conversation again and discuss how the tone, pauses, and intonation of the speakers are like.

Do you think that the tone and intonation of the sales clerk is similar to Harry's? Why? Do you think the speakers use proper tone and intonation?

In preparation for this activity draw on the board two dummies and label one as sales clerk and the other as Harry. Use the guiding questions and ask students to imitate their intonation.

Play the audio and allow them to pay attention to the appropriate intonation. Pause and play to help them identify and imitate the intonation.

Connecting you

In preparation for this section prepare two stripes of color paper of different lengths to represent short and long vowels. You may use a rubber band too.

Write the number **fifteen** with letters on the board, and ask students to repeat it. Stick longer stripe underneath the word.

Do the same with **fifty** and this time stick shorter stripe. Ask students to pair up face to face and ask them to model short and long sounds: /i:/ long, /ɪ/ short (IPA- International Phonetic Alphabet).



Work in pairs. Look at the picture and say where you think these people are. What kind of things can you buy in a shop like that? What makes you think that? Share your ideas with another pair of students. Did you have similar/different opinions? Listen to the conversation and check if your predictions were correct.



Work in small groups. Listen to the conversation again and circle the correct options. Discuss with your classmates the reasons for your answers. Then, take turns to answer the questions: Where are they? What are they buying/selling?

1. Harry and Camille are looking for:
- a science book
 - science fiction books
 - comic books
2. The book costs 1.5 pounds/credits/ dollars:
- 1.5 pounds
 - 1.5 dollars
 - 1.5 dollars
3. The sales clerk invites Harry to buy the book:
- The Murder Club
 - The Murder Club
 - The Bicentennial
 - Other Stories
4. Harry will pay for:
- 100 pounds
 - 100 dollars
 - 100 dollars
5. The author of the book that Camille is going to buy is:
- Margaret Peterson
 - Margaret Atwood
 - Margaret Parkman
6. The total Harry and Camille have to pay:
- 14 dollars
 - 40 dollars
 - 44 dollars

Work in pairs. Listen to the conversation again and discuss how the tone, pauses, and intonation of the speakers are like. Do you think that the tone and intonation of the sales clerk is similar to Harry's? Why? Do you think the speakers use proper tone and intonation?

Connecting you
What differences can you identify in the pronunciation of the numbers 15 and 50? What are the /d/ and /dʒ/? How many syllables does each number have? Discuss your ideas with a partner.



Make sure to always ask students to pronounce sound in isolation so they can identify the difference between sounds. Use the following phonetic symbols chart as reference.

You may go online and look for the International Phonetic Alphabet, IPA.

You can also try this app for free: <https://learnenglish.britishcouncil.org/apps/learnenglish-sounds-right>

Phonetic symbols

used in the dictionary

Consonants

p	pen	/pen/	s	so	/soʊ/
b	bad	/bæd/	z	zoo	/zuː/
t	tea	/tiː/	ʃ	shoe	/ʃuː/
d	do	/duː/	v	vision	/ˈvɪʒən/
k	cat	/kæt/	h	hat	/hæt/
g	got	/gɒt/	m	man	/mæn/
tʃ	chain	/tʃeɪn/	n	no	/noʊ/
dʒ	jam	/dʒæm/	ŋ	sing	/sɪŋ/
f	fall	/fɔːl/	l	let	/let/
v	van	/væn/	r	red	/red/
θ	thim	/θɪm/	j	yes	/jes/
ð	this	/ðɪz/	w	wet	/wet/

Vowels and diphthongs

i:	see	/siː/	ʌ	cup	/kʌp/
ɪ	happy	/ˈhæpi/	ɜː	bird	/bɜːd/
i	sit	/sɪt/	ə	about	/əˈbaʊt/
e	ten	/ten/	ɪ	sw	/swɪ/
æ	cat	/kæt/	ɒ	go	/ɡoʊ/
ɑː	father	/ˈfɑːðə(r)/	aɪ	five	/faɪv/
ɔː	got	/ɡɒt/	əʊ	now	/naʊ/
ɪ	saw	/sɔː/	ɔɪ	boy	/bɔɪ/
u	put	/pʊt/	ɪə	near	/nɪə(r)/
ʊ	actual	/ˈæktʃʊəl/	eɪ	hair	/heɪ(r)/
uː	too	/tuː/	ʊə	pure	/pjʊə(r)/

(r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly; otherwise it is omitted. In American pronunciation, every 'r' of the ordinary spelling is retained.

16

Work in pairs. Listen to the conversation in Activity 1 and read the dialogue. Circle the expressions used to make suggestions to buy or sell a product. Discuss with your classmate: *How do you know those expressions are used to make suggestions to buy or sell a product?*

28. This is a very nice coat. It is made of wool and it is very warm.
 How do you like it?
 The color is nice. And it is very warm. Can you give me the price for it?
 A: It is \$150.00. It is very expensive.
 How do you like it?
 I like it very much. I will buy it. How do you like it?
 It is very nice. I will buy it.
 How do you like it?
 I like it very much. I will buy it.
 How do you like it?
 I like it very much. I will buy it.
 How do you like it?
 I like it very much. I will buy it.
 How do you like it?
 I like it very much. I will buy it.
 How do you like it?
 I like it very much. I will buy it.
 How do you like it?
 I like it very much. I will buy it.
 How do you like it?
 I like it very much. I will buy it.
 How do you like it?
 I like it very much. I will buy it.

Work in groups of three. Imagine that you want to buy some books. Do the following activities:

- 1. Write a list of books you like to read.
- 2. Write a list of books you don't like to read.
- 3. Write a list of books you have read.
- 4. Write a list of books you want to buy.
- 5. Write a list of books you want to sell.
- 6. Write a list of books you want to borrow.
- 7. Write a list of books you want to lend.
- 8. Write a list of books you want to give.
- 9. Write a list of books you want to receive.
- 10. Write a list of books you want to exchange.
- 11. Write a list of books you want to trade.
- 12. Write a list of books you want to donate.
- 13. Write a list of books you want to accept.
- 14. Write a list of books you want to refuse.
- 15. Write a list of books you want to decline.
- 16. Write a list of books you want to disagree.
- 17. Write a list of books you want to object.
- 18. Write a list of books you want to protest.
- 19. Write a list of books you want to demand.
- 20. Write a list of books you want to insist.
- 21. Write a list of books you want to insist.
- 22. Write a list of books you want to insist.
- 23. Write a list of books you want to insist.
- 24. Write a list of books you want to insist.
- 25. Write a list of books you want to insist.
- 26. Write a list of books you want to insist.
- 27. Write a list of books you want to insist.
- 28. Write a list of books you want to insist.
- 29. Write a list of books you want to insist.
- 30. Write a list of books you want to insist.

Work in small teams. Read the conversations in the text "Buying and selling products" on pages 7-17 of your Reader's Book. Identify expressions to start and end a conversation. You can add these expressions to the list you did in Unit 1.

Achievements

- Identify the different stages in a conversation.
- Identify the speakers on a conversation.

Analyze the function of certain sentences in a dialogue and the purpose in sequence and coherence.



Activity 4

Work in pairs. Listen to the conversation in Activity 1 and read the dialogue. Circle the expressions used to make suggestions to buy or sell a product. Discuss with your classmate: *How do you know those expressions are used to make suggestions to buy or sell a product?*

Ask students to read and listen to the conversation individually, then ask them to pair up and discuss the question. Draw on the board a T chart. Students read and classify into two:

SUGGESTIONS TO BUY

SUGGESTIONS TO SELL

Check the r answers.

Activity 5

Work in groups of three. Imagine that you want to buy some books.

Ask students to stand up and line up on their rows. Very quickly count groups of three. "One, two, three, - sit down together; rest of the class wait for your number"

Continue like this until everyone is seated.

Now ask student to look at the conversation model in the lesson (Activities 1-4), explain to students that they will modify this conversation and prepare a new role play. This time ask students to focus on **beginnings and endings** in the conversation model.

Clarify that they do not have to read again the same, make sure they understand how to change given information.

Monitor and answer questions if necessary.

Part for
Connection



Activity 6

Work in small teams. Read the conversations in the text "Buying and selling products" on pages 7-17 of your Reader's Book. Identify expressions to start and end a conversation. You can add these expressions to the list you did in Unit 1.

Ask students to take out their Reader's Book and explain that there are more expressions that can be used there. There are four conversations, so ask students to choose one of these and read quickly to spot suggestions.

It is not necessary to explore the reading at this stage in closer detail.



Project the Big Picture #2 (U1_BPA2).

Invite students to describe what is happening in the picture. Then, ask them the following questions:

What do you think the woman is looking for?
 Where is she? Do you think she may buy something?
 Allow students to think as many answers as they can and elicit all kind of answers. Then, tell them that the woman might be looking for a coat... Why? Because she is going to work for a new company next day, or because she will be attending a wedding next week. Let your and your students imagination fly.

Lesson 2

Product 1 Exchanging suggestions to buy or sell a product

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



Brainstorm briefly on their plans for their role play. Guide students to make a decision concerning the following:

- number of participants
- roles (sales person or customer)

Allow some time for students to decide.

Hands on!



There are two stages in this section:

- First, elicit the expressions they learnt in Step 1, Lesson 1. Do this randomly and make sure you get different students to say the questions/statements: *Why don't we buy ...? / Let's take a look at...*

Now reinforce that intonation is important. Using their notes ask them to read part of their conversations.

Looking ahead



Write the following on the board: **EDITING TIME.**

Elicit different punctuation marks on the board: *comma, full stop, question mark, etc.*

Explain to students that in preparation for final step, they need to spend time to edit their conversations. Allow some time to ask questions about grammar or new vocabulary.

Lesson 2 Self-Evaluation

Have students look at the statements and check them individually to think about their learning achievements, progress and performance during Lesson 2. Divide the class in pairs and have them compare their answers. Ask each pair to make a list of things they want to learn in Lesson 3.

Make sure to always ask students to pronounce sound in isolation so they can identify the difference between sounds. Write the IPA symbol on the board to get familiar with the sound symbol.

STEP

2

Students will be able to exchange suggestions to buy or sell a product using the expressions they learnt in Step 1, Lesson 1.

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Students will be able to exchange suggestions to buy or sell a product using the expressions they learnt in Step 1, Lesson 1.

Handwritten student work showing dialogues and notes. Includes phrases like "Let's take a look at...", "Why don't we buy...?", and "I would like to buy...".

It will be useful to reinforce their beginnings and endings and integrate with correct pronunciation. Briefly model how they can achieve this.

Review

Work in pairs. Write the name of the following items and say the name of the store or shop where you can buy them. Follow the example.



Work in pairs. Take turns talking about the products you can buy in the following places. Ask questions like: What can you buy in a bookstore? Have you ever bought anything in a bookstore? After that, in your notebook write a list of the things you can buy in those places. You can use this list to check the product you will buy or sell in your conversation.

- Bookstore
- Hardware store
- Market
- Stationery shop
- Garden store
- Pharmacy
- Sports shop
- Clothing store
- Farm
- Music store
- Grocery store
- Bakery

Work in pairs. Think about the shops and stores that are near your house or school. What do you buy in those places? Share your ideas with other classmates.

Achievements

- Identify items you may buy at a store.
- Identify the different kinds of stores.
- Use expression to ask for a price.
- Use expression to ask for a size.



Activity 1

Work in pairs. Write the name of the following items and say the name of the store or shop where you can buy them. Students can take turns to say the name of the items shown in the pictures. In case they don't know the word, tell them to ask you: How do you say "vestido" in English? This way, students are using English to learn English. Later, invite them to tell you the names of the stores where they can buy these products.

Answers: a. sweater b. books c. cookies d. sneakers e. colored pencils f. jacket g. cake h. sharpener i. dress j. goggles k. notebook l. bookmark m. basketball n. bread o. tennis racket.

Activity 2

Work in pairs. Take turns talking about the products you can buy in the following places.

Ask questions like: What can you buy in a bookstore? Have you ever bought anything in a bookstore? After that, in your notebook write a list of the things you can buy in those places. You can use this list to check the product you will buy or sell in your conversation and you can add as many shops or stores you can think of, like hardware store, market, garden store, pharmacy, pet shop, music shop or grocery store.

Ask students to work in pairs and explain that now they need to think about items they can buy in these places.

Allow some time and guide them if necessary.

Activity 3

Work in pairs. Think about the shops and stores that are near your house or school. What do you buy in those places? Share your ideas with other classmates.

Personalize and interact with students. "My favorite bakery is _____. What about yours?" Prompt students with a different place (e.g. Market) Is there a market near your house?, etc.

Ask students to work in pairs and talk about the places they mentioned in Activity 2.

Briefly have feedback to check their options and products.

Achievements

- Identify the questions used to ask for the price, size, offer help, and make suggestions.



Activity 4

Work in small teams. Go back to the conversation you listened to in Lessons 1 and 2. Talk about the questions in those conversations used to ask for price and size, and to offer help and make suggestions. Analyze the questions and write them down in the corresponding place. You can also check the conversations in your Reader's Book, pages 7-17. You can do this activity in two stages:

STAGE 1 – Explore and write

First, ask students to organize in groups of four or five. Assign one of the headings on page – GROUP 1 – *Asking for price*; GROUP 2 – *Asking for size, etc.* You may repeat some headings. Then ask these groups to look back at the conversations in LESSONS 1 and 2 pp. 6 and 10. They need to find the expressions that correspond to their headings.

STAGE 2 – Regroup and share

Once they are ready with their expressions, ask them to organize in groups of four, this time, making sure there is a different member from the other teams. They share their information.



Activity 5

Now, decide which of the questions in the previous activity can be included in the conversation you will present as a final product. Take turns to discuss about why you should or shouldn't include those questions.

This is a good moment to adopt a moderator role. Students need to take out their notes, get in their groups and talk about their role plays.



Activity 6

Work in teams of three. Create a conversation using the products in Activity 1.

Guide your students and explain that they are almost ready to present their conversations. Guide them to practice with the products from their Activity Book.

This is a good moment for you to review and practice items in pronunciation such as:

- short and long sounds.
- intonation
- volume

Model if necessary, for example: *"How do you show interest? in the conversation? – Your intonation is important. What about short and long sounds? Let's practice."*

Portfolio Connection



Model a conversation with two students. Tell students that practicing the conversation in advance will give the confidence to make it as natural as possible.

Work in small teams. Go back to the conversation you listened to in Lessons 1 and 2. Talk about the questions in those conversations used to ask for price and size, and to offer help and make suggestions. Analyze the questions and write them down in the corresponding place. You can also check the conversations in your Reader's Book, pages 7-17.

Asking for Price	Asking for Size	Offering Help	Making Suggestions


Now, decide which of the questions in the previous activity can be included in the conversation you will present as a final product. Take turns to discuss about why you should or shouldn't include those questions.

Work in teams of three. Create a conversation using the products in Activity 1. Follow these steps to create your conversation:

Think about the words and expressions you want to use. Include questions about the products: price, size and color, and expressions to exchange suggestions. Consider the tone, volume and rhythm of your voice. Write your conversation. Rehearse it and check your pronunciation. Confirm the body language you should use according to the expressions you are using, for example: make sure you stand back a few steps and your arms. Keep your posture relaxed and your back straight. Look at the person in front of you while he/she is speaking. Demonstrate interest. Check your tone, volume and rhythm. Present your conversation to the class.

Lesson 3 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.



Project the Big Picture #3 (U1_BPA3). Invite students to describe what is happening in the picture. Then, ask them the following questions: *What do you think the woman is going to buy? Where is she? Do you like buying groceries? Make sure students understand the meaning of groceries and motivate students to elaborate.*

Exchanging suggestions to buy or sell a product

14

Step 3
 Now you should write the final version of your conversation.
 Write what you have decided to buy or sell. Write what you have decided to do. Write what you have decided to say. Write what you have decided to do.

3

Step 4
 Now you should write the final version of the conversation you had in Step 3. Then you should use your conversation to answer the questions. Write what you have decided to buy or sell. Write what you have decided to do. Write what you have decided to say. Write what you have decided to do.

4

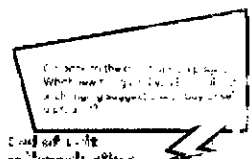
Now you should write the final version of your conversation.
 Write what you have decided to buy or sell. Write what you have decided to do. Write what you have decided to say. Write what you have decided to do.



Work in groups. Now you should edit the first draft of the conversation you wrote in Step 2. Remember that you can use the ideas and expressions from this lesson as well. Be careful that you are using words and expressions correctly. Then you can exchange your draft with another group and help them to edit their work. Do not forget to pay attention to the comments they make about your work and write some notes.



In Step 4 you should write the final version of your conversation. Don't forget to bring the recommendations you received from your classmates.



End of Unit
 Write what you have decided to buy or sell. Write what you have decided to do. Write what you have decided to say. Write what you have decided to do.

Now you should write the final version of the conversation you had in Step 3. Then you should use your conversation to answer the questions. Write what you have decided to buy or sell. Write what you have decided to do. Write what you have decided to say. Write what you have decided to do.

Hands on!



Set groups of three or four. Students write their conversations. Ask to edit the first draft they had made in Step 2. Remind them to use words and expressions from this unit. Ask students to exchange with another group for peer assessment.

Looking ahead



Tell students that in Step 4 they are going to write and make their final version. Remind them to include the recommendations they were given.



What is peer assessment? It seems to be that teachers usually want to answer every question and solve any doubt in the classroom. Try ST-ST correction rather than T-ST. How? If a student has a question, it is more useful to ask someone else and allow opportunities to exchange their opinion. For example:

Student A writes – He writing his part * /T: "Class, what is missing in the sentence? – Student B: "Is" T: "Complete sentence..! – Student B: He is writing...

Step 4

Make sure students check the steps they have followed up until Step 4.

Hands on!

Give students some minutes to work on their conversation. Ask them to exchange their product for peer assessment. Give students some minutes to write and make their final version. Encourage students to present it in the most natural way.

Product 1 Exchanging suggestions to buy or sell a product

Step 3

- Elicit the different places to buy things you have seen: *bookshop, clothing store, malls, markets.*
- Ask students which of these places they prefer and why.
- Ask them to check the steps they have followed so far.
- Answer questions they may have.

Planning



Explain to students that this is the moment to give a final review to their dialogues and sentences. Keep a record on the sequence.

Allow students to ask you questions about the items described in their Activity Book.

- Editing – Who is helping? – *My friends checked the spelling of words in the dictionary.*
- Are you going to invite another teacher? – *Spanish teacher is invited.*
- Everybody presents, therefore, share the calendar and turns and make it visible in the classroom.

Lesson 3 Self-Evaluation

In preparation for this activity you need to have a soft ball or a balloon. Follow these steps

- First, ask students to read the questions and allow some time to answer.
- Ask students to stand up and prepare for a game.
- Clear a space in the middle to sit in a circle.
- Throw a ball, the student that catches the ball has one minute to talk about the questions in the self-evaluation.
- Repeat this until most students have participated.

Reader's Connection



Before students begin working on their Reader's Connection page write the word *shopping* on the board. Use the Think-Pair-Share technique so students can think about any information that comes to mind about buying, pair up with a partner, and share their thoughts on buying and selling products.



Activity 1

After reading the text "Buying and selling products" in your Reader's Book, complete the following chart with words and expressions that you think are useful in each situation.

Focus students' attention on the words or expressions they have been working with. Ask students to think of some words or expression to complete the chart, then, ask them to write them under the correct usage.

Give students a couple of minutes to answer the activity. Elicit some answers from students. If possible, write them on the board.

Answers: Students' own answers



Activity 2

Work in groups. Take turns to answer these questions.

Tell students to set groups of three or four students. Ask them to read the questions and discuss. Remind them to write the answers on their notebooks. Elicit answers randomly.

Give students a couple of minutes to answer the activity in their book.

Answers: Students' own answers

Reader's Connection

After reading the text "Buying and selling products" in your Reader's Book, complete the following chart with words and expressions that you think can be useful in each situation.

Buying and selling products
in a clothing shop

Buying and selling products
in a bookstore

Buying and selling products
in the market

Ordering food and taking orders
by phone

2. Work in groups. Take turns to answer these questions:

1. Can you use the same word and expression in many different situations?

2. How many words?

3. What do you say after you write these words and expressions?

Evaluation



Work in pairs. Look at the pictures and describe the situations. What are the people doing? Where are they? What kind of products can you buy in each store?



Write some questions and expressions that the people in each of the previous situations can use.

Activity 1

Work in pairs. Look at the pictures and describe the situations. What are the people doing? Where are they? What kind of products can you buy in each store?

Students should describe the pictures and the situations.

Answers: Students' own answers



Activity 2

Write some questions and expressions that the people in each of the previous situations can use. Ask students to write some questions or expressions that people may use in each of the previous situations.

Ask students to stand up in front of the class and read out loud the possible questions and expressions.

Give students a couple of minutes to answer the activity.

Check their answers as a group.

Answers: Students' own answers



Activity 3

Work in pairs. Choose a situation from Activity 1. Create a dialogue using the words, questions, and expressions you wrote in Activity 2. Rehearse your dialogue and role-play it. Do not forget to use non-verbal language as well. Explain to students that they have to write a conversation using the prompts given in their book. Remind them to use expressions and words according to the usage. Tell students to focus on non-verbal language. Give time to rehearse the role-plays. Ask students to present it in front of the class. When they finish, check their answers as a pair.

Answers: Students' own answers



Work in pairs. Choose a situation from Activity 1. Create a dialogue using the words, questions, and expressions you wrote in Activity 2. Rehearse your dialogue and role-play it. Do not forget to use body language as well. Check the information in Activity 6, page 13, to get tips about using body language.

Evaluation instrument

Checklist

Use this checklist to evaluate you and your classmates work during class. Put a check in the column depending on how you think you did. Discuss the results with your partners and the way you could all improve. Give suggestions to the pupils so as to reinforce their skills.

Can I sell a product in English?				
Can I be either the seller or buyer in a role-play?				
Did I use expressions properly?				
Did I need the teacher's help to communicate?				

Social practice of the language:

Read fantastic tales.

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

- Explore and read fantastic tales.
- Read stories.
- Compare similarities and differences of conducts, values, and scenarios of other countries and their own.

Final product: Collage

- What is a fantastic tale?
- What kind of characters participate in these stories?



Social practice of the language:

After finishing this unit, you will be able to.

Achievements

- Activate previous knowledge.
- Recognize and talk about the unit's topic.

Books closed. Play charades.

Prepare word cards with titles of fantasy books, films and series, like *Harry Potter*, *The Hobbit*, *Game of Thrones*, *Aladdin*, etc. Divide the class into two teams. Have them take turns to send a candidate who will mime the titles. If they guess correctly, they get a point for their teams. The team with more correct guesses, wins.

Explain that there is a common factor about these tales – they are fantasy.

Ask whether they like them or not and why.

Tell students to look at the opening picture. Ask them the following questions: *What kind of books do you like? Can you remember a fantastic story you read? What was it about?* Write some key words on the board so the group can keep going with the discussion for a while: *magic, fantasy, mystery, plot, setting, characters...*

Take the time to explain the meaning of the words that students don't know. Explain to students that their project for this unit will be make a collage. Ask them if they have ever made a collage, if they have, let them talk about the type of collage they made, the materials they used and what they represented with it.



Project the Big Picture #1 (U2_BPA1).

To introduce the topic of stories, ask students to describe what they see in the illustration (Give them a couple of minutes to say as much as they can about it). When they're done, ask them the following questions: *What type of story do you think this illustration could represent? Is the story set in the future or the past? Is it a true life story or science fiction?*



Ask students to take out their Reader's book. The story is fairly well known since it has been adapted and presented on films to different generations.

Write the following on the board:

Main Characters

Ask them to browse very quickly and say something about the story.

Explain that they will learn about the elements in a fantastic story.

Work in groups. Look at the pictures. What do you see in each one? What do you think the story will be about? Share your ideas with other classmates.



Read the story with a partner. When you finish, share your personal opinions about it.

Kris' Magical Summer

One hot summer day, Kris visited his grandpa's house. He was very regular and he got bored and started playing video games. He had many things to do, but he didn't want to see his grandpa and his grandma's sweet and grand old black basement. What's that?

After a while, the magic carpet of his grandpa's house could take him to any place he wanted to go. He was in a hurry to go to school. Are you a magic carpet? Share your ideas about what is your wishy master?

Kris thought, "This is a great idea! I'll go to the beach. Kris had a big smile. He went to his room and took off into an exciting adventure. He jumped on the carpet and they flew out the window.

First they went to the beach. Kris had a big smile. He had a big smile and his friends had no bikes and playing soccer. Where do you want to go my master? The carpet asked.

The next day, Kris went to the Amazon. He had a big smile. He had a big smile and his friends had no bikes and playing soccer. Where do you want to go my master? The carpet asked.

After that, they flew to a place where it was very cloudy. Kris had a big smile and he saw a big smile. He said, "We are on top of Mount Everest! The carpet said, "Wow! This is the best place to go! Ever!" Kris said, "Yes!"

Then they flew to a place where it was very hot and humid. Kris had a big smile. He said, "Where are we now? It's so hot! We are in the Amazon rainforest! The carpet answered.

Finally, they flew to a place where it was very hot and humid. Kris had a big smile. He said, "Where are we now? It's so hot! We are in the Amazon rainforest! The carpet answered.

Work in pairs. Read the following statements. Are they true or false? Explain to your partner why you think each statement is either true or false.

Kris was visiting his parents' house. He found an old magic bottle in the basement.

He took a trip around the world on the magic carpet.

One of the places he visited was the Amazon. The magic carpet belonged to his grandfather.

Achievements

- Connect previous knowledge with images to identify a topic.
- Anticipate content based on images and titles.
- Reflect on what has been read.

Get connected!

Write the following quote on the board:

"The more you read, the more you know... And the more you know, the more places you will go."

Ask students about the different types of books they know. Briefly write the different genres on the board: *science fiction, satire, drama, action, adventure, romance, mystery, horror, self-help, comics, biographies, poetry, health, etc.*

Ask students about the books they like the most. If possible, mention the titles.

NOTE: Make sure you do not turn this activity into a lecture. Share your joy and pleasure for reading.

Activity 1

Work in groups. Look at the pictures. What do you see in each one? What do you think the story will be about? Share your ideas with other classmates.

Ask students to get together into groups of four. Paraphrase what you introduce in Get connected. - "... The more places you will go"

In their groups they will need to think about places and how they would like to travel there. Allow them only 2 minutes, since the reading is about visiting places.

Ask them to see the pictures in their Activity Books and allow some time for them to predict about the reading.

Answers: Students' own answers

Activity 2

PAIRED READING

Ask students to pair up and explain to them that they will do paired reading. They will take turns to read the story to their partners. Allow some time for this, do not intervene though. Support with pronunciation only if necessary since this stage is only a rehearsal prior to choral reading.

CHORAL READING

Now they will act and read. Divide the class into two groups. One half of the class will be KRIS, they will read his dialogues. The other half will read the CARPET's. Make funny voice for the carpet.

You will read the NARRATOR.

Read the story together.

Answers: Students' own answers

Reading Aloud - Choral reading

Choral reading is a powerful reading tool that promotes fluency. Students don't feel embarrassed since they are not the center of the attention. Their voices mingle with their partners' and they can practice. Reading aloud is reading for pleasure, not for pressure.

Activity 3

Ask students to read in pairs and check their answers:

Answers:

Kris was visiting his parents' house.

FALSE

He found an old magic bottle in the basement.

FALSE

He took a trip around the world on the magic carpet.

TRUE

One of the places he visited was the Amazon.

TRUE

The magic carpet belonged to his grandfather.

NOT MENTIONED, so allow possible answers and listen to their reasons.

Achievements

- Analyze the structure of a story.
- Reread to check comprehension.
- Identify and define new words and expressions.



Activity 4

Work in pairs. Analyze the story using the following questions. Ask students to think about the details in the story: characters, events, places. Then ask students to read one more time and answer the questions. Then, ask students to share with the class.

Answers:

- Narrator, Kris and the magic carpet.
 - Starts and finishes in grandparents' basement. The North Pole, Mount Everest, and The Amazon Rainforest
 - The story is about a trip around the world.
- a. Answers may vary, accept their answers as long as they justify their reasons.

Elicit ideas to get more information about elements in a story. You may play the following PowToon from YouTube
<https://www.youtube.com/watch?v=VDMhl-SU5Yk>

Digital Connection



Activity 5

Go to your Reader's Book and read the story "Aladdin and the Magic Lamp" on page 22. Work in groups. Look for the characters, setting, plot, conflict and theme of the story. Fill in the boxes with the information. Discuss the importance of these five elements. Explain that they need to work in groups to find the elements and complete their charts. Monitor while they are reading and answer questions if they have any. Go to page 41, Activity 1, Reader's Connection, to find out what the characters, setting, plot, conflict and theme of the story are.



Activity 6

Elicit the meaning of collage. Explain to students that they need to work together and retell *Kris' Magical Summer*. Ask them to be as creative and colorful as they want.

With the previous activity, students will have more ideas about ways to create their collage. Ask if they have a story to share. Explain that collages may have different materials and not only drawings and pictures.

Portfolio Connection



Work in pairs. Analyze the story using the following questions. **Student's Tip**

- Who are the characters in the story?
- Who or does the story take place?
- What is the story about?
- What happened that made the story interesting?

Look for the characteristics of each of the elements that make up a story. Talk with your partner about how each element can be described in a story.

Go to your Reader's Book and read the story "Aladdin and the Magic Lamp" on page 22. Work in groups. Look for the characters, setting, plot, conflict and theme of the story. Fill in the boxes with the information. Discuss the importance of these five elements.

Characters Setting Plot Conflict Theme

Use your information to make a collage of the story. You can use pictures of events or scenes of the story. You can use different things to help you tell the story.

Work in pairs. Use the collage to retell the story *Kris' Magical Summer*. When you finish, discuss with your partner how the collage helped you retell the story.



Look for pictures and images that you can use to start making a collage for your story. You can make a collage by sticking different materials such as photographs and pieces of paper on fabric, paper, or wood.

Circle a b c d



Project the Big Picture #2 (U2_BPA2)

Remind students about the cliffhanger in the story *The Famous Five*. Who do they

think, of the five, was the one responsible for the theft? If you were part of the Famous Five, what would you have done?

Library

STEP

1

Looking ahead



Ask students to reflect on the ideas they received. Now, working individually have them prepare a list of resources they can start collecting or looking for.

Lesson 1 Self-Evaluation

Have students look at the statements and check them individually to think about on their learning achievements, progress and performance during lesson one. Divide the class in pairs and have them compare their answers. Ask each pair to make a list of things they liked about lesson one and five things they didn't like.

Lesson 1 - Self-Evaluation

1. I am happy to have learned...

2. I liked...

3. I think I did well in...

4. I think I did poorly in...

5. I think I did well in...

6. I think I did poorly in...

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55. I think I did well in...

56. I think I did poorly in...

Product 2 Collage

Step 1



Help out students understand what a collage is by looking for examples of different types of collages on the Internet. Project the images from your computer or print them.

Planning



Once you have highlighted ideas for collages, ask your students to brainstorm about different possible materials. Ask students to prepare their inventory of resources. They can recycle packs to create characters, pieces of fabric or that old ragged cloth nobody uses.

Hands on!



Tell students to get ready to share ideas. Ask them to integrate in teams and use the questions in this section to discuss. Monitor and give support if necessary.

Achievements

- Compare characters' behaviors and values with my own and with other people's.



Activity 1

Ask students to work in pairs and read the title of the story. Without reading the text, invite them to think about possible situations for a boy in the forest, for example: *Why is he there? What can he eat?*, etc. Their ideas will be their predictions. Ask them to add two more possible predictions. Ask them to read them aloud for the class. Play the audio once and have students check if they are correct.

Answers: Students' own answers



Activity 2

Work in groups. How do you imagine the forest where Rauru lived? Individually, draw a collage of the forest and show your work to the rest of your group. Take turns to describe all the things you included, how you came upon with your ideas, and write a description in your notebook.

Ask students to think about the following elements: *Rauru, the forest, the fairy, Tingle, the flute*.

With those elements prepare a collage to share with your classmates.

Answers: Students' own answers



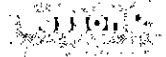
Activity 3

Ask students to work in pairs and think about the story and discuss about possible equivalents in our culture. Is there any other fantastic tale they know? Monitor while they answer their questions. Clarify their doubts if necessary.

Have some feedback and get them to share their stories. Answers may vary.



When students present their work to the class, it's an excellent opportunity to check vocabulary, correct grammar use, and pronunciation.



Listen to and read the story with a partner. When you finish, share your personal opinion about it.

The Boy in the Forest

Long time ago there was a boy who lived in a forest. His name was Rauru. His mother and father passed away when he was a child and he only had a fairy that took care of him. Her name was Saria and she never Rauru went to Saria's house.

One day when he was 10 years old he found a flute in the forest. He followed the sound and went into a cave with strange engravings on the wall. There was a fairy who was half boy and half girl. Her name was Tingle. She said to Rauru, "This flute is a magic flute. It makes a sound that can make people do anything they want to do."

Rauru asked, "Who are you?" She said, "My name is Tingle. Would you like to play with me?" Rauru put on Tingle's mask and he soon found out that she could talk to him. He started to play the flute and the flute made a sound that was very loud and said, "This noise makes people want to dance until they can't dance any more!"

Tingle played the flute and Rauru danced for hours. He liked it but he thought he couldn't dance any more. Let me go! Tingle didn't want to let him go. You see, Tingle didn't like any more. This was the first time he had danced with anyone. Rauru then said, "If you let me go, I'll be your friend." Tingle smiled and stopped playing the flute. "Do you want to?" asked Tingle. "Yes, I promise," said Rauru.

From that day on, Rauru and Tingle became best friends.

Work in groups. How do you imagine the forest where Rauru lived? Individually, draw a collage of the forest and show your work to the rest of your group. Take turns to describe all the things you included, how you came up with your ideas, and write a description in your notebook.

Did your collage reflect all the customs, traditions, beliefs and values of a culture? That is the reason why you can find many stories around the world with such different customs and beliefs.

Work in pairs. Answer the following questions:

1. What fantastic stories are famous in your country?
2. What type of characters do they usually have? What are the main topics in these stories?
3. Why do you think a country's customs and traditions are reflected in these stories?

Did you know that many video games have inspired the movies? Rauru and Tingle... They are the names of the characters in *The Legend of Zelda*, which is one of the most popular video games in the last years. It has been present in different houses for at least two generations. Fantastic stories have shaped the way we see the world and play.

Culture Connection



22

Work with a partner. Analyze the story and identify the narrator, main character, and secondary characters. Write some of their main characteristics below.

Sequencers are words that organize your writing and speaking, words like *first, next, then, and last*. Use sequencers when giving instructions, describing a process, or telling a story. Write three sentences below using these words.

Student's Tip

Work in groups. Analyze the story "The Boy in the Forest". Discuss with your classmates the actions in the story. Use the organizer to classify the actions in first, next, then, and last. When you finish, discuss your answers with other classmates.

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Achievements

- Classify the narrator, main character and secondary characters by their actions.
- Use an organizer to order the sequence of events.



Activity 4

Ask students to prepare to work in pairs. They are going to make an analysis in more detail. They need to think about the following: *narrator, main character, secondary character*.

Ask them to imagine their physical features based on what you read. On the board, write some prompts, for example

Narrator: *A man or a woman?*

Rauru: *Is he short? Tall? thin?*

Tingle: *What is an elf?*

Monitor while they complete their stories and get ready to share.



Activity 5

Ask students to stand up and get together in groups of four.

On the board, write the sequence markers:

FIRST, NEXT, THEN, LAST

Explain that they need to say sentences using those markers.

Ask them to share their ideas.

Activity 6

Once again, students stay together and prepare to retell *The Boy in the Forest*.

Once they have said the sentences, now ask them to sit down and complete the chart in their Activity Books.

Monitor and help if necessary.

Student's Tip



Project the Big Picture #3 (U2_BPA3). Show the picture to the students. Elicit which emotion each face represents.

Ask students if they have read any stories that have involved any of those emotions. Ask them to give a brief description of those stories.



Lesson 2

Product 2 Collage

Step 2

In Lesson 1 students practiced choral reading. Activate students by asking them to read out loud their statements. Ask students to stand up and read together.



You can make a list with the steps the students need to follow to make their collage. This will make the students job easier to do in the classroom. You can find many ideas online.

Planning



- Help students figure out the next step of their product by answering the following questions:
- What are they going to represent in their collage?
- Are they going to make it about one of the stories from the unit or one they read on their own?
- Where are they going to place their collage (cardboard, large piece of paper, on a space on the classroom wall)?
- Are they going to write a brief description of the collage?

Hands on!



IMPORTANT RECOMMENDATION

Make sure that students organize their materials in envelopes, folders or by using clips. Ask students to show and briefly explain the story they are planning.

Looking ahead



Remind students that they need to have everything prepared. Give them ideas to be ready.

Lesson 2 Self-Evaluation

Have students look at the statements and check them individually to think about on their learning achievements, progress and performance during lesson one. Divide the class in pairs and have them compare their answers. Ask each pair to make a list of things they liked about lesson one and five things they didn't like.

STEP

Collage

2

Check the steps and materials you need to make your collage. Ask your partner to check your list. Make sure you have everything you need. What do you need to do next?

What are you going to do next?

Write the title of your collage. You should use the following as prompts to generate ideas for your collage:

- What do you like to do in your free time?
- Are you going to make your collage about one of the stories from the unit or one you read on your own?
- Where are you going to place your collage (cardboard, large piece of paper, on a space on the classroom wall)?
- Are you going to write a brief description of your collage?
- Check and be sure you have everything you need to make your collage.



Work in pairs. Write a description of your collage. When you finish, exchange descriptions with your partner. Make any necessary changes.

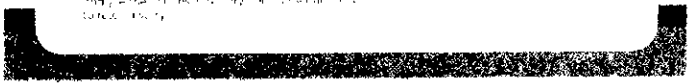


In Step 3 you are going to start making your collage.

Lesson 2 Self-Evaluation

Check the statements and check them individually to think about on their learning achievements, progress and performance during lesson one. Divide the class in pairs and have them compare their answers. Ask each pair to make a list of things they liked about lesson one and five things they didn't like.

Great



Lesson 3

Work in pairs. Read the story and circle the words that describe a character, an object or a setting. Discuss with your classmates: How important are these words when telling a story?

The House at the End of Willow Street

There was a house at the end of Willow Street that all the kids in the neighborhood feared. It was more than 100 years old. It was run-down and it looked very creepy at night. The neighbours used to say, "That house is haunted by the spirit of old lady Weston's husband."



Kipp and his friends Matt and Veronica wanted to investigate the house. One dark night, they took their flashlights and went inside. When they came in, they saw that everything was full of dust and covered with spider webs. The floor boards were creaky and old, creepy pictures were hanging from the walls. Matt said, "Their eyes seem to follow us across the rooms." They heard a noise coming from the basement. The hairs on the back of their necks stood up. Matt felt very frightened and almost ran out of the house. Kipp and Veronica ran upstairs to see what it was and to their surprise it wasn't a ghost. Kipp and Veronica went upstairs and told Matt, "Don't worry, it was a cat in a bag." They all had a big laugh and left the house.

Work in pairs. Analyze the story and answer the following questions.

- How does the house on Willow Street and what it looks like?
- What did the neighbours say about the house?
- Who were the children that went to the house and why they went there?
- Describe two situations that happened inside the house.

Work in pairs. Look at the picture of the house in the story. How would you describe it? How does it make you feel? Do you think haunted houses really look like the one in the picture inside and out? Why do you think all haunted houses are always depicted like that?

Work in pairs. The following paragraphs are the introduction and conclusion of the story. Write your personal opinion on how the story is introduced and how it is concluded. Is it exciting? Is it boring? Does it make you want to continue reading? When you finish, compare your answers with another pair of classmates.

There was a house at the end of Willow Street that all the kids in the neighborhood feared. It was more than 100 years old. It was run-down and it looked very creepy at night. The neighbours used to say, "That house is haunted by the spirit of old lady Weston's husband."

Kipp and Veronica went upstairs and told Matt, "Don't worry, it was just a bag of cat." They all had a big laugh and left the house.

Achievements

- Identify words and expression used to describe a character, and object and a setting.
- Analyze the effects caused by illustrations.
- Contrast story setting with known settings.

9.4.2018



Activity 1

Explain to students that fantastic stories are not only about cute and nice stories.

Describe and draw.

Ask students to work in pairs: while one student looks at the house, the other draws the house.

Monitor while they talk about it.

Ask them to read the text and pay attention to the highlighted words. Explain meaning if necessary.

Activity 2

Ask students to practice paired reading. Students need to answer the questions.

Answers:

- More than 100 years old.
- "The house is haunted" / The house is creepy.
- Kipp, Matt and Veronica are friends and they wanted to investigate.
- Answers may vary.

Activity 3

Ask students to compare their drawings from Activity 1 and the house. In pairs, have them talk about the guiding questions. Elicit tales and fantastic stories about haunted places.

Answers: Students' own answers

Activity 4

Ask students to give a voice to the narrator and read the paragraph. Ask them to answer the questions and talk about the story.

Answers: Students' own answers

Lesson 3

Achievements

- Distinguish and identify punctuation to mark dialogues.
- Answer questions about family relationships and friendships between characters.
- Appraise the manner in which stories begin and end.



Activity 5

Ask students to work in pairs and answer the questions without reading again. Check their answers with other classmates and look at the text to check their answers.

Answers:

1. Old Lady Winchester's husband
2. He's Matt and Veronica's friend.
3. They are Kip's friends.



Activity 6

Ask students to practice with quotation marks. Explain briefly that these symbols help to identify the speakers in a narrative. Ask a student to read the first example. Model the pause before the quote.

Ask students to complete the exercise.

Answers:

- a. The pirate said, "Look at the treasure."
- b. "Who do we have to save?", said the fireman.
- c. Lily said, "Let's go to the park after school."
- d. "Did you find the ghost?", asked Mrs. Fisher.
- e. "I love eating ice cream.", said the little boy.

Explain to students that quotation marks are only part of the punctuation system in language.

Language Connection



Ask students to draw a three-column chart.

Write the titles of the stories they have read so far.

Students need to recall information about them and compare the stories. For example: *Characters, Setting, Plot, Conflict and Theme.*

Portfolio Connection



Work in pairs. Answer the following questions.

1. Who is the ghost of the house on Willow Street?
2. Who is Kip?
3. Who are Matt and Veronica?

Work in pairs. Re-write the dialogues below using quotation marks. Look at the example.

- a. Example: "Look at that treasure!"
- b. "Who do we have to save?" said the fireman.
- c. Lily said, "Let's go to the park after school!"
- d. "Did you find the ghost?" asked Mrs. Fisher.
- e. "I love eating ice cream," said the little boy.

Go to the Language Connection section on page 120 to learn more about punctuation.

Make a chart with the similarities and differences between characters, behaviors and setting from all three stories. Include the chart in your portfolio.

Language Connection **Portfolio Connection**

Go to the Language Connection section on page 120 to learn more about punctuation.

Make a chart with the similarities and differences between characters, behaviors and setting from all three stories. Include the chart in your portfolio.

Use the Time-Pair-Share dynamic to close the unit. Ask students to walk around the classroom. When you say "share", each student has two minutes to share everything they can remember about the unit with a classmate. When you say "stop", students have to walk around the classroom again to share what they learned with another classmate.

Collage

Looking ahead



Tell students that in step 4 they will make their final draft to have their collage ready for the presentation.

STEP 3

Go over the images or drawings you already completed with your classmate or group to check if you don't need to look for more. Check that you have all the materials you need to make your collage. Discuss if you need markers, crayons, or pencils. Write the first draft of your description. Then, exchange your work with another group and say about it to the comments they make about your writing and take some notes.

STEP 4

Write the final version of your description and take the materials you are going to use to make the collage. Begin pasting the images, cutouts, and drawings you collected either on the telephone or on the wall. In whichever place you chose to present the collage.

When you finish presenting your collage to the rest of the class, don't forget to use the descriptions you wrote in the previous step to remember some details. Each student in the group can give their own notes related to their collage.

Go back to the end of page 41. Ask your class to submit their literature.

End of unit self-evaluation

- Remember these questions:
- Did you enjoy this unit?
 - What did you learn about the world?
 - What did you learn about yourself?
 - What did you learn about your classmates?
 - What did you learn about your teacher?
 - What did you learn about your school?
 - What did you learn about your community?
 - What did you learn about your country?
 - What did you learn about your world?

Go over the images or drawings you already completed with your classmate or group to check if you don't need to look for more. Check that you have all the materials you need to make your collage. Discuss if you need markers, crayons, or pencils. Write the first draft of your description. Then, exchange your work with another group and say about it to the comments they make about your writing and take some notes.

In Step 4 you are going to make your collage. Don't forget to bring all the materials you are going to use to make it.

Product 2 Collage

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



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 on Friday to make it, since Fridays students are tired and can relax by making their product. Help them decide if they want to invite students or teachers from other classes to their product presentation. It's an excellent idea if they want to invite their parents too.

Hands on!



Ask students to go over the material they brought to class to see if they need to look for more images or make more drawings. Also check if they brought the necessary tools (scissors, ruler, glue, tape, markers or crayons, pencils). If something is missing, make sure to provide it.

Hands on!

Let your students work in their collage. Promote collaborative work and invite them to share their final product with other classmates and teachers. When presenting their final product, encourage students to include vocabulary related to fantastic literature. They may even want to disguise or wear a special hat or funny glasses. This is a good opportunity to foster a nice and relaxed environment in your classroom.

Lesson 3 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.

Reader's Connection



Activity 1

Work in groups of three to four. After reading the text "Aladdin and the Magic Lamp" in your Reader's Book, pages 22 to 31, take turns to discuss the questions below. Find information in the text to support your answers. In groups of three to four have students discuss the answers to the questions. Though the answers might vary in the way students try to explain them, they mostly would be as follows and the whole group should agree in all possible answers.

Answers:

- The setting is the Arabian Desert, in a very faraway kingdom.
- Aladdin's adventures with the Genius of the Magic Lamp would be the theme.
- Part of the plot is the way Aladdin finds the lamp, that he wants to marry the princess and what happens when they want to take him away the lamp.
- The conflict goes from the humble beginnings of Aladdin to the final achievement of a first success in life, but then the main character goes through a major crisis in which he seems to have lost everything, and finally triumphs over adversity achieving a more stable and lasting success.
- The story is told by Michael Sanders.
- Aladdin is the main character.
- The genius, the Sultan, the princess, the magician disguised as Aladdin's uncle, and Aladdin's mom would be secondary characters.



Activity 2

Work in groups. Analyze the characters from the story and write some of their characteristics or personality traits.

Talk to students about how every character in a story is different. Each one has its own personality trait that distinguishes them from one another. Ask students to say which personality trait they can see in Aladdin's mom and in the sultan. Remind them that adjectives are used to describe someone's character or personality. Give students a couple of minutes to work on the activity and then check and compare their work with another group of classmates.

Answers: Students' own answers

Reader's Connection

1. Work in groups of three to four. After reading the text "Aladdin and the Magic Lamp" in your Reader's Book, pages 22 to 31, take turns to discuss the questions below. Find information in the text to support your answers:
 - Where is the setting of the story?
 - What is the theme?
 - What is the plot?
 - What is the conflict in the story?
 - Who is the narrator?
 - Who is the main character?
 - Who are the secondary characters?
2. Work in groups. Analyze the characters and talk about their characteristics and personality traits. Talk about how you came to your conclusions on each character.



Evaluation

1. Rewrite the sentences with the correct punctuation.

- Mom said you should go to bed early.
- "I can't find my phone," said Brenda angrily.
- "Where's Warren going?" asked mom.
- My grandma said, "Oh my, that's a lovely vase."

2. Write the definition of the elements of the story in the space they belong.

Characters	Setting	the people, animals, or creatures in a story
		the time and place a story takes place
Plot	Conflict	a problem between two people, things, or ideas
		the series of events that make up a story

3. Work in groups of four. After reading the text "Aladdin and the Magic Lamp" in your Reader's Book, pages 22 to 31, use sentence starters to tell the story.

Activity 1

Rewrite the sentences with the correct punctuation.

Write one of the sentences on the board. Ask students what is missing in it and complete it with the correct punctuation. Give students a couple of minutes to answer the activity. Write the incomplete sentences on the board. Ask several volunteers to come to the board and answer them.

Answers:

- a. Mom said, "You should go to bed early."
- b. "I can't find my phone," said Brenda angrily.
- c. "Where's Warren going?" asked mom.
- d. My grandma said, "Oh my, that's a lovely vase."

Activity 2

Write the definition of the elements of the story in the space they belong. Ask students if they remember the basic elements of a story, if they do, give them facts about a story, for example: Little Red Riding Hood and the Wolf. Ask them what element they belong to.

Give students a couple of minutes to answer the activity. Draw the table on the board and ask some volunteers to come to the board and answer them.

Answers:

- characters: the people, animals, or creatures in a story
- setting: the time and place a story takes place
- plot: the series of events that make up a story
- conflict: a problem between two people, things, or ideas

Activity 3

Look at the picture. Write a brief description of the story. Use as many descriptive words as you can. Remind students that the use of adjectives enriches a paragraph or text while writing a description.



Collection

of evidence template

Use the following graphic organizer to write the five basic elements of a story.

Story: _____

Characters

Setting

Plot

Conflict




Theme

Evaluation instrument

Self-evaluation Checklist

Use the following checklist to assess your own work and performance during class.

Put a check (✓) in the square of the face that expresses how you feel. Then discuss the results with your partners and the way you could all improve.

			
I always followed my teacher's directions.			
I listened to others while speaking.			
I did my homework and turned it in on time.			
I tried my best in everything I did in the classroom.			
I completed all my classwork.			
I was a good team player.			
I spoke English in class the whole time.			

Social practice of the language:

Analyze and discuss an interview.

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

- Explore interviews.
- Understand general information and some details from the interviews.
- Discuss opinions about interviews.

Final product: Discussion about an interview



Achievements

- Introduce the unit's topic.
- Activate prior knowledge to develop unit's introduction.

If possible, project an interview or play the recording of an interview. Create the atmosphere to represent a press conference where students ask different questions. In preparation for the following activity prepare a plastic microphone and bring it to the classroom. You can also construct a simple microphone with paper and styrofoam.

EXTRA ACTIVITY

Chain Interview

Pretend to be a reporter and ask five students to come to the front and stand up on a line. They are going to ask their partners questions, and they have to ask to next person by passing the microphone. They continue with this until they reach the fifth candidate. He / She answers and the microphone comes back with the answer. First candidate, sits down and continues with four and so on until you ask the last question to the last candidate. Prepare 5 questions: For example:

What's your name?

Tell us about your family...

What's your favorite animal?

Where do you live?

What do you do in your free time?

In preparation for the next activity, ask to write the names of a famous person, two conditions, they have to be famous and they have to be alive. (singer, actress, scientist,) Once they write their names, you can start the press conference.

- What is an interview?
- What is the purpose of an interview?

Nominate one candidate, he/she is a famous person, classmates will ask three questions and he/she needs to answer. After the last questions this student nominates and another famous person comes to the front.

Explain to students that in this unit they will meet other type of famous people, some of them are children. They will identify the parts of an interview and make an interview. The final project for this unit is to make an interview which they will role play in front of the class.



Now that the students have previously talked about interviews and the ways they are conducted, let them discuss the two trigger questions in the Unit 3 cover page. Invite students to use expressions like: *In my opinion, an interview is... I think that a good interviewer should be... I like interviews because...*
Project the Big Picture #1 (U3_BPA1) and ask students to describe what the can see. Ask students to brainstorm which questions do they think the man with the micro can do. Ask student to guess what do they think the interview is about.

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Work in pairs. Look at the picture and discuss with your partner: Where are they? What are they doing? Then look at the conversation and answer: What kind of conversation do you think you will listen to? Listen to the conversation and check your inferences.



Herb: Tommy, welcome to our show.
 Tom: Thanks for inviting me, Sam.
 Herb: So, tell us, Tommy, what do you do?
 Tom: I'm a software developer and I've developed software for computers and artificial intelligence. In addition, I've written a book and I'm working on another one.
 Herb: Do you sign the book?
 Tom: I've signed a few, but I'm not signing anymore.
 Herb: And you have this YouTube channel where you teach people, right? What is it about?
 Tom: Yes, I've called it "Tommy Teaches." It has over 144 videos and 12,000 subscribers. I have a feedback comment page, programming, and math lessons.
 Herb: What do you think about homeschooling?
 Tom: Well, I think it has a lot of advantages and it's great for kids who want to get into space exploration.
 Herb: What about the topic of "Do you miss the school system?"
 Tom: Well, I was in regular school until grade 10, so I do have my friends from school. Teaching makes you very hard for being here. You're a complete idiot at all

Adapted from

Work in small groups. Go back to the conversation. Identify key words about: Who is being interviewed? (interviewee) Who is the interviewer? What are they talking about? Based on that information, answer: What's the purpose of the interview? Who do you think the intended public is? What makes you think that?

Achievements

- Identify speakers in an interview.
- Get familiar with the questions in an interview.
- Infer possible answers.

Get connected!

Begin the lesson by asking students about their favorite celebrities; ask if they have ever seen an interview of those famous people. Ask them to remember the questions they were asked. Repeat with three or four students.

During the unit opener, students role play famous people. This time, they will talk about some other celebrities.

Activity 1

Work in pairs. Look at the picture and discuss with your partner: Where are they? What are they doing? Then, look at the conversation and answer: What kind of conversation do you think you will listen to? Listen to the conversation and check your inferences.

- Ask students to stand up and pair up.
- Ask students to look at the pictures, make sure they cover the conversation
- On their notebooks, students write down some ideas.
- Monitor while they complete this preliminary task.

Answers: Students' own answers

Activity 2

Work in small groups. Go back to the conversation. Identify key words about: Who is being interviewed? (interviewee) Who is the interviewer? What are they talking about? Based on that information, answer: What's the purpose of the interview? Who do you think the intended public is? What makes you think that?

First ask students to work individually, read and listen to the conversation once more. This time they will identify the following, write on the board: *Interviewee, Interviewer, topic, intended public.*

Ask them to highlight while they are listening.

Afterwards, ask students to work in small groups and compare their answers.

Have feedback with class as a whole, elicit and write their answers on the board.

NOTE: Explain the term *homeschooling*, ask students for their opinion about that

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Listening to long turns can be challenging for most English learners. Explain that this task is for them to develop comprehension. They are not under exam conditions, encourage them to ask questions about vocabulary or expressions they find confusing.

Achievements

- Identify information in an interview.
- Use expressions for an interview.
- Identify the topic of an interview.
- Express opinion of an interview.



Activity 3

Work in groups. Listen to the conversation again and take turns to discuss the following questions.



First read the questions with the class, ask volunteers to do this. Nominate randomly, check whether students can anticipate some answers already provided the fact that they have listened to it twice.

Divide the class into teams. Explain to students that they will listen to it once more, but they cannot read the conversation. Play the conversation.

Ask students to answer one question per team.

Answers:

- software and cognitive developer
- Sandy Taylor, he thanks her for the invitation,
- at a studio,
- Students' own answer,
- Students' own answer,
- Students' own answer

Connecting you

Ask a student to read out loud the expressions and let students share their opinions with the rest of the class. If necessary, write some ideas on the board as prompts.



Activity 4

Work in pairs. Go back to the interview in Activity 1 and complete the following chart. Pay attention to the expressions you have to identify below. Then go to your Reader's Book (pages 35-45) and look for more expressions to write on your chart. Then, answer: Why is it important to use these expressions in an interview?

First, clarify some questions they may have about Tanmay Bakshi. Explain that they only have to look for the expressions to start an interview and to end it.

Possible answers: Expressions to start an interview: *Welcome to our show, Thank you for inviting me, It's my pleasure!, What do you do?* Expressions to end an interview: *Thank you very much for being here, You are a complete inspiration, etc.*

Ask students to think what they like about their country and to think what they would like to share with other people.

Culture Connection



Work in groups. Listen to the conversation again and take turns to discuss the following questions.

- Who is Tanmay Bakshi?
- What is Tanmay Bakshi doing? How do you know?
- Where are they? Are they in a school, in the street, or in a building? How do you know?
- How do contextual clues (no set time, place, interviewee and interviewer's appearance) help you get the purpose of an interview?
- What do you think about the interview? Is it interesting? Why?
- What do you think about Tanmay Bakshi?

Connecting you

To give a general opinion about an interview, you can use expressions like: *Thank you for the interview, I enjoyed the interview, I believe that...*

To give a positive opinion you can use expressions like: *I loved the way he talked, I like when he said...*

To give a negative opinion you can use expressions like: *That was not the best moment, what? I don't think she knew the answer.*



Work in pairs. Go back to the interview in Activity 1 and complete the following chart. Pay attention to the expressions you have to identify below. Then go to your Reader's Book (pages 35-45) and look for more expressions to write on your chart. Then answer: Why is it important to use these expressions in an interview?

Expressions used to start an interview

Expressions used to end an interview

One way of knowing about other cultures is by listening to or watching interviews. Have you ever listened to a talk or an interview about a different country? If someone interviewed you, what would you say about your culture? Share your ideas with your classmates.



Go to your Reader's Book, pages 35-45. Choose an interview, read it and analyze it. Then take turns to discuss the following questions:

- What is the interview about?
- What do you think about the interview?

Activity 5

Go to the Reader's Book, pages 35-45.

Choose and interview, read it, and analyze it. Then take turns to discuss the following questions.

Ask students if they have read something in their Reader's Book, briefly listen to their comments. Once again write on the board the names: *Dav Pilkey, Sebastian Martinez, Julieta Fierro, Carlos Antonio Santa María.*

Tell them to choose one of these names and find him/her in the Reader's book. Make sure they can write their answers in their notebooks. As feedback, students share their answers.

Answers: Students' own answers

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Project the Big Picture #2 (U3_BPA2)

and ask students the following questions: What do you think is the interview about? Who do you think the interviewed man is? Would you like to be interviewed? Ask students randomly.



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Product 3 Discussion about an interview

STEP

1



1. Should you have a written list of questions to ask people you interview? Why or why not? Do you think you will use a written list of questions? Why or why not? Do you think you will use a written list of questions? Why or why not?



2. Should you have a written list of questions to ask people you interview? Why or why not? Do you think you will use a written list of questions? Why or why not? Do you think you will use a written list of questions? Why or why not?



3. Should you have a written list of questions to ask people you interview? Why or why not? Do you think you will use a written list of questions? Why or why not? Do you think you will use a written list of questions? Why or why not?

4. Should you have a written list of questions to ask people you interview? Why or why not? Do you think you will use a written list of questions? Why or why not? Do you think you will use a written list of questions? Why or why not?

5. Should you have a written list of questions to ask people you interview? Why or why not? Do you think you will use a written list of questions? Why or why not? Do you think you will use a written list of questions? Why or why not?

Product 3 Discussion about an interview

6. Should you have a written list of questions to ask people you interview? Why or why not? Do you think you will use a written list of questions? Why or why not? Do you think you will use a written list of questions? Why or why not?

7. Should you have a written list of questions to ask people you interview? Why or why not? Do you think you will use a written list of questions? Why or why not? Do you think you will use a written list of questions? Why or why not?



8. Should you have a written list of questions to ask people you interview? Why or why not? Do you think you will use a written list of questions? Why or why not? Do you think you will use a written list of questions? Why or why not?

Product 3 Discussion about an interview

Step 1

Planning



Clarify the difference of the word *discussion* since it is *talking about something to exchange information and express opinions*. Then let students brainstorm and tell them to think about the material they will use: notes, pictures, audio, digital resources etc.

Write the questions on the board and monitor as they write their answers.

Hands on!



Ask students to work in groups of three or four. Ask a student to read one of the questions, discuss with the class. Once you demo the activity, allow some time for students to complete their answers.

Have feedback by asking students to share their answers with the rest of the class.

Finally, ask students to complement the words and expressions from the lesson that can be helpful for everybody.

Looking ahead



Ask students: - *How do you express your opinions?*

Listen to their answers.

Ask them to think about ways to express their opinions about interviews. Remind students that it is important to keep a record with the information they collect from the interviews in the Activity Book and the Reader's Book.

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. 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.



Keep a learner's log. A record of your students who may need more support or intervention. Ask them to analyze and understand the statements in their self evaluation. Guide them to revisit the items they find a little bit more confusing.

Achievements

- Identify the different parts of an interview: the opening, body, and closing.



Activity 1

Look at the pictures. What words do you think you will hear in the interview? Discuss your ideas with a partner and write some notes in your notebook. Listen and check your inferences.

Ask students to work in pairs. Review instructions and ask students to write down ideas on their notebooks. Write some of their ideas on the board and prepare a checklist. Play the audio and check the correct predictions.

Answers: Students' own answers



Activity 2

Listen to the interview again. Then analyze it and identify the opening, body and closing. Compare your work with a classmate. After that, discuss what you think about the interview. How is the interviewee's attitude like?

How do you know?

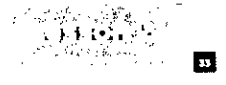
Ask students to work individually. In preparation for this activity explain that they will create a tabbing guide. Explain that it is a resource used to mark or highlight text while you are looking for information, a simple arrow or mark will do. Ask students to prepare different colored pencils or highlighters. This time they will read and listen to the conversation one more time and they will tab or highlight the following:

- red – opening
- pink – body
- green – closing

Check their answers on the board.



Why a tabbing guide? Tabbing guides are a learning strategy. Successful learners, researchers and specialists need to skim longer texts. Tabs help readers to come back and reread specific information. They also help memory as useful 'triggers' to retrieve information.



Work in pairs. Look at the pictures. What do you think you will hear in the interview? What makes you think that? Mention some ideas and words, and discuss your ideas with a partner. Listen and check your inferences.



Listen to the interview again. Then analyze it and identify the opening, body and closing. Compare your work with a classmate. After that, discuss what you think about the interview. What is the interviewee's attitude like? How do you know?

Charlotte: Hello, James! Thank you for this interview.
 James: It's my pleasure.
 Charlotte: What's the meaning of HLLP?
 HLLP: It's the name of the organization I live. Here, HLLP stands for all that helps the world.

Charlotte: How did you come up with this idea?
 HLLP: I was born in 2000 after my brother, who suffered from epilepsy in Jordan. During his stay in that country he realized that many children are discriminated because of their disabilities. I was determined that there must be a way to help them and provide them with the best services they can have.

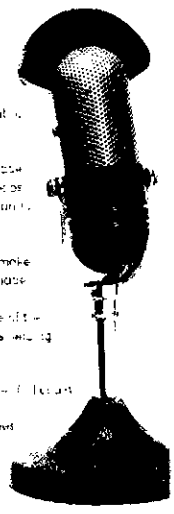
Charlotte: Did you buy these bricks?
 HLLP: Actually, I made one of them from a brick and I invited my friends to make others. Soon, we had made 20 in different colors and sent them to the organization.

Charlotte: Amazing! Do you think you helped the world?
 HLLP: I'm sure we did. The organization sent back a photo of a kid with a smile on his face. When I saw it I said, "Oh my gosh! I made that brick and it's helping someone."

Charlotte: The love that's spreading.
 HLLP: That's right. A few weeks later we had the help of my friends and I will be starting to make more for the Third World. HLLP was a hit.

Charlotte: Wonderful! Can I think of one of the best jobs that we can do to help a child in need a person like you, Charlotte?
 HLLP: I can't say for sure but the way we are planning to help HLLP.

Charlotte: That's a great idea, the USA.
 HLLP: Wonderful news!



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Work in pairs. Listen to the interview again. Identify and contrast changes in intonation, rhythm, volume, and tone. Discuss with your partner why you think these features are important in our everyday oral communication.

Work in small groups. Listen to the interview again. Take turns to discuss these questions: What's the general idea of the conversation? What supporting details can you find? Then, circle the general idea and underline the supporting details. Give reasons for your answers.

- The meaning of HETP is Hope Encouragement Drive People.
- The interviewer is a man who created an educational radio HETP that helps orphan kids.

Charlie is inspired by his older brother who volunteered at an orphanage in Jordan.

Work in small groups. Go back to the interview in Activity 1. Analyze it and identify three additional supporting details (you already underlined two in Activity 4). Then, discuss with your classmates: What is the difference between the general idea and the supporting details?

Work in groups. The following is an example of paraphrased information from the interview. Read it and analyze it. Then, choose other parts of the interview and paraphrase them. Write your notes in your notebook.

Original text	Paraphrased text
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Charlie is inspired by his older brother who volunteered at an orphanage in Jordan. He created an educational radio HETP that helps orphan kids. The meaning of HETP is Hope Encouragement Drive People. The interviewer is a man who created an educational radio HETP that helps orphan kids.

Work in small teams. Go to your Reader's Book, pages 35-45. Read and analyze the conversations. Take turns giving your opinion about them. Check the section *Connecting*, you can page 31 to see some ideas so as to express your opinions.

Work in small teams. Go to your Reader's Book, pages 35-45. Read and analyze the conversations. After that, identify expressions used in interviews that you can include in the list you wrote in the previous lesson.

Achievements

- Identify the different phonemic sounds.
- Use words and expression in an interview.



Activity 3



Work in pairs. Listen to the interview again. Identify and contrast changes in intonation, rhythm, volume, and tone. Discuss with your partner why you think these features are important in our everyday oral communication.

In preparation for this activity, write a sentence from the conversation on the board.

James Grant (Interviewer): *Good evening everyone. Today, I'm pleased to have Charlie in our studio. Hello, Charlie! Thank you for this interview.*

Ask students to work in pairs and take turns to read the phrase, but with no intonation, simply flat. If necessary, you model for them. Now, ask students to listen to the conversation once more. Play the audio, but only that fragment. Stop and ask students to imitate. Ask them if they see the difference. Afterwards, write on the board the words: *intonation, rhythm, volume* and *tone*. Ask students if they know what they mean. Give some minutes to discuss in pairs, guide them when necessary. Play the audio again and ask students to write down key words to support their ideas.

Activity 4

Work in small groups. Listen to the interview again. Take turns to discuss these questions: What's the general idea of the conversation? What supporting details can you find? Then, circle the general idea and underline the supporting details. Give reasons for your answers.

Answers: a. supporting detail b. general idea c. supporting detail

Activity 5

Work in small groups. Go back to the interview in Activity 1. Analyze it and identify three additional supporting details. Then, discuss with your classmates: What is the difference between the general idea and the supporting details?

Ask students to continue in their groups. Invite students to take turns and go over the conversation. Monitor and guide groups during this activity.

Activity 6

Work in groups. The following is an example of paraphrased information from the interview. Read it and analyze it. Write on the board - *paraphrase*. Ask students what they understand with this word. Explain to the class that paraphrasing is a necessary skill when you discuss about interview, since you do not necessarily quote or repeat every single word. Ask students to look for other parts in the interview to paraphrase.

Activity 7

Work in small teams. Go to your Reader's Book, pages 35-45. Read and analyze the conversations. Take turns giving your opinion about them. Ask students to take out their Reader's book. Briefly, elicit if students have questions about the reading. Explain that they need to read and analyze one of the interviews and look for ideas to express opinions.

Work in small teams. Go to your Reader's Book, pages 35-45. Read and analyze the conversations. After that, identify expressions used in interviews. Ask students to continue looking for expressions.

Portfolio Connection



Project the Big Picture #3 (U3_BPA3)

and invite students to describe what is happening in the picture. Then, ask them the following questions: What do you think the man is talking about? Where is he? Let student share different ideas.

Product 3 Discussion about an interview

Step 2

Ask students to look at steps and check accordingly. Elicit from students about the information they have collected. If they have questions, briefly clarify.

Planning



Explain to students that an interview follows a sequence. Guide students to make a decision on the organization of the turns. Who speak first? Why? How does the interviewer start? Ask them about the time.

NOTE: Although time may vary, it is recommendable that students speak for about 3 minutes. That way you will have opportunity to listen to all the interviews.

Hands on!



Ask students to write down some expressions learnt through the lesson and add some more to the ones written in Step 1. Compare the list with the rest of the class. Ask students to write on the board their new expressions.

Looking ahead



Ask students to look at their statements. Once again write on the board the words: **spelling, punctuation, grammar accuracy.** This is a good opportunity to clarify doubts about spelling and vocabulary. Promote peer correction, but be ready to correct directly. It is important not to turn this section into a GRAMMAR LESSON, since you only monitor.

STEP

2

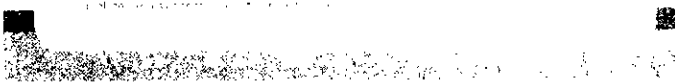
...the first sentence, read it. Now, do you remember the structure of an interview?

...the first sentence, read it. Now, do you remember the structure of an interview?



...the first sentence, read it. Now, do you remember the structure of an interview?

...the first sentence, read it. Now, do you remember the structure of an interview?



Lesson 2 Self-Evaluation

Have students look at the statements and check them individually to think about their learning achievements, progress and performance during lesson two. Divide the class in pairs and have them compare their answers. Ask each pair to make a list of things they want to learn in Lesson 3.



This is a self-evaluation and an introspective process. However, guidance is essential if students are going to be successful in this process. Level students using guiding questions. For example:

T: "Ok, look at the first sentence, read it. Now, do you remember the structure of an interview?"

ST: "No, I don't"

T: "What activity will help you with this?"

ST: "Activity 2"

Activity 1

Look at the picture. Discuss with a partner: What do you think the interview you are going to read is about? Check your inferences. Identify and circle the opening, body and closing of the interview. Then take turns to read the interview as the interviewer and the interviewee.



Interviewer: So, you're a professional dancer. How long have you been dancing for?

Interviewee: I've been dancing since I was five years old. I started at a dance studio in my hometown. I loved it from the very beginning. It was a great way to express myself and meet other people who shared the same passion.

Interviewer: That's wonderful. What kind of dance do you specialize in?

Interviewee: I specialize in contemporary dance. It's a style that combines modern and traditional techniques. It's very expressive and allows you to tell a story through movement.

Interviewer: How do you feel about your career?

Interviewee: I love it. It's challenging and rewarding. There are many ups and downs, but the joy of performing and the support of my fans make it all worth it. I'm proud of what I've achieved and excited about the future.

Interviewer: Thank you for sharing your story with us. It's been a pleasure talking to you.

Interviewee: Thank you so much. It was a pleasure talking to you as well.

Achievements

- Identify speakers in an interview.
- Identify the structure of an interview.

Activity 1

Look at the picture. Discuss with a partner: What do you think the interview you are going to read is about? Check your inferences. Identify and circle the opening, body and closing of the interview. Then take turns to read the interview as the interviewer and the interviewee.

First stage, books closed, ask students to pair up. Write on the board the word **winter** (no capital letters). Ask students what they think when they read it. Explain that Winter is also a proper name for some people. Still books closed, ask them to predict about a person whose name is "Winter". Ask them to write their ideas on their notebooks. Elicit answers randomly and complement the profile on the board.

Second stage, ask students to open their books and by looking at the picture, this time they predict what the interview is about. Remind them not to read the conversation yet.

When students are unable to understand the meaning of some words, it is a good idea if they try to guess the meaning by context of by looking at some contextual clues. Also, at the end of the Activity Book, students will find a Glossary, where we have included the meaning of the highlighted words that you can see throughout the units.

Achievements

- Understand the main idea of an interview.
- Express opinions about an interview.



Activity 2

Read the interview again. Take turns to discuss the questions below. You can go back to the squares next to Activity 3 on page 31, and Activity 7 on page 34 to check expressions to give opinions about an interview.

Ask students to work in pairs. Elicit students' expressions to give opinions about an interview.

Allow some time to complete the answers and ask students to share with the class.

Monitor while they are reading and correct when necessary.

Answers: Student's own answers



Activity 3

Work in small teams. Read to the interview again. Identify words that sound similar to the ones below. Then, take turns to discuss the questions: How are those words similar / different? Why is it important to listen carefully to interviews?

Divide class into groups of three or four. On the board write the words from the activity book and elicit from students the correct pronunciation. Have them read the interview once more and complete the activity.

Activity 4

Work in groups. Choose a different interview from this unit or from your Reader's Book (pages 35-45) and follow these steps to analyze and discuss the interview.

Ask students to regroup and ask them to take out their Reader's book. Go over the steps and ask students if they have any doubts about them.

Monitor as they answer the questions and make sure they keep a record on these activities.

Portfolio Connection



Lesson 3 Self-Evaluation

Ask students to look at the statements in the Self Evaluation Chart. Once they have completed individually, ask them to stand up and pair up with other students to share their information.

Monitor while they are speaking and guide them if necessary.

Read the interview again. Take turns to discuss the questions below. You can go back to the squares next to Activity 3 on page 31, and Activity 7 on page 34 to check expressions to give opinions about an interview.

1. What is the interview about?

2. What do you think about the interview?

Work in small teams. Read the interview again. Identify words that sound similar to the ones below. Then take turns to discuss the questions: How are those words similar/different? Why is it important to listen carefully to interviews?

Student's Tip

Those - the - drop - funny - bring - think - there - where - face - race / share - burn

Work in groups. Choose a different interview from this unit or from your Reader's Book (pages 35-45) and follow these steps to analyze and discuss the interview.

1. Evaluate the parts of the interview you will discuss. Think about your opinions and write them down. Value and respect turns for speaking. Give evidences to justify or reject opinions.

Keep your work in your portfolio. This information will help you develop your final product.

Checklist: Analyze and Discuss

Step	Criteria	Yes	No
1. Evaluate the parts of the interview you will discuss.			
2. Think about your opinions and write them down.			
3. Value and respect turns for speaking.			
4. Give evidences to justify or reject opinions.			

Discussion about an interview

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STEP 3

1. Write down the words and expressions you have chosen to use in your final draft.

2. Write down the words and expressions you have chosen to use in your final draft.

3. Write down the words and expressions you have chosen to use in your final draft.

4. Write down the words and expressions you have chosen to use in your final draft.



Work in groups of three or four. Each student should write the first draft of their interview. Then, each student should write the second draft of their interview. Finally, each student should write the final draft of their interview.



Work in groups. In this step, you should edit the first draft of the list of words and expressions you wrote in Step 2. Remember that you can use words and expressions from this lesson as well. Then, you should discuss your draft with another student and help them to edit their work. Pay attention to the comments they make about your work and write them down.



In Step 4, you should write the final version of your list of words and expressions. Remember that this list will be a useful support for your interview during the discussion of the interview. You should also discuss the interview to be discussed. Make sure that the members of your team agree with the words and expressions you have chosen.

STEP 4

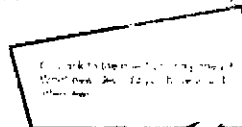
1. Write down the words and expressions you have chosen to use in your final draft.

2. Write down the words and expressions you have chosen to use in your final draft.

3. Write down the words and expressions you have chosen to use in your final draft.

4. Write down the words and expressions you have chosen to use in your final draft.

Work in groups. Now, you should write the final version of your list of words and expressions. Remember that this list will be a useful support for your interview during the discussion of the interview. You should also discuss the interview to be discussed. Make sure that the members of your team agree with the words and expressions you have chosen.



STEP 4

1. Write down the words and expressions you have chosen to use in your final draft.

2. Write down the words and expressions you have chosen to use in your final draft.

3. Write down the words and expressions you have chosen to use in your final draft.

4. Write down the words and expressions you have chosen to use in your final draft.

Hands on!



Set groups of three or four. Ask to edit the first draft of the list of words they had made in Step 2. Remind them to use words and expressions from the Unit. Ask students to exchange with another group for peer assessment.

Looking ahead



Tell students that in Step 4 they are going to write their final version of the list of words and expressions. Remind them to include the recommendations they were given.



What is peer assessment? It seems to be that teachers usually want to answer every question and solve any doubt in the classroom. Try ST-ST correction rather than T-ST. How? If a student has a question, it is more useful to ask someone else and allow opportunities to exchange their opinion.

For example:
 Student A writes – He writing his part * /T: "Class, what is missing in the sentence? – Student B: "Is" T: "Complete sentence..!
 – Student B: He is writing...

Hands on!

Give students some minutes to work on their final list of words and expressions. Ask them to exchange their product for peer assessment. Encourage students to present it in the most natural way. Motivate them to use an appropriate tone of voice and intonation when expressing, accepting or rejecting opinions.

Lesson 3 Self-Evaluation

Ask your students to work individually. Students read and answer the questions. Allow some time for this. On the board write down the questions from the OPENING ACTIVITY: **What is an interview? What is the purpose of an interview?** Ask students to stand up and form groups of five. Each candidate takes one of the questions from his Self-Evaluation and shares his experience. They continue like this until they finish with the different questions. Finally, ask them to look at the board and talk together about the initial questions.

Product 2 Discussion about an interview

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



Explain to students that this is the moment to give a final review to their dialogues and sentences. Keep a record on the sequence. Allow students to ask you questions about the items described in their Activity Book.

- Editing – Who is helping? – *My friends and I checked the spelling of words in the dictionary.*
- *Are you going to invite another teacher? Who?*

Everybody presents, therefore, share the calendar and turns and make it visible in the classroom.

Reader's Connection



Activity 1

After reading the text "Interviews" in your Reader's Book complete the information below. Compare your work with other classmates. Focus students' attention on the words or expressions they have learned. Ask students to think of some words or expression to complete the chart. Give students the opportunity to write some other expressions they learned when presenting their final product.



Activity 2

Work in groups. Take turns to answer the following questions. Tell students to work in pairs. Ask them to read the questions and discuss. Remind them to write the answers on their notebooks. Elicit answers randomly. Give students a couple of minutes to answer the activity on their book.

Answers: Students' own answers



Before students begin working on their Reader's Connection page write the word interview on the board. Use the Think-Pair-Share technique so students can think about any information that comes to mind about rejecting, accepting, expressing, pair up with a partner, and share their thoughts about interviews.

Reader's Connection

After reading the text "Interviews" in your Reader's Book, on pages 35-45, complete the information below. Compare your work with other classmates.

Interview #1	Interview #2	Interview #3	Interview #4

2. Work in pairs. Take turns to answer the following questions.

- 1. What interview do you think is most interesting? Why?
- 2. What do you think about the people interviewed?
- 3. In your opinion, is it a good way to interview? Why?

Evaluation



1. Work in pairs. Pretend you will interview a very important person (one of you will be that person). Write some questions that you may include in the interview and the possible answers.

Questions for the interview

Possible answers

Activity 1

Work in pairs. Pretend you will interview a very important person (one of you will be that person). Write some questions that you may include in the interview and the possible answers. Ask students to work in pairs. Write some questions and possible answers to complete the chart. If possible, give some colour sheets to students to write their questions and to paste them on the walls as an exhibition so everybody can have a look at it. Using those questions and answer, ask students to prepare a role-play to present an interview.

Answers: Students' own answers



Activity 2

Work in pairs. Use the information you wrote in Activity 1 to write the script of the interview. Ask students to get in pairs. Using the previous Activity, give them some minutes to write the script.

Let students rehearse and give them feedback.

Answers: Students' own answers



Activity 3

Role-play your interview and present it to your class.

Before presenting help students with grammar, vocabulary, punctuation, and coherence. If students feel comfortable with it, invite some external people to observe the role-plays.



2. Role-play your interview and present it to your class.

Collection of evidence template

Use the following template to write down any new words and expressions you have learned in this unit.

Words and expressions I learned in Unit 3

Word	Definition

Social practice of the language:

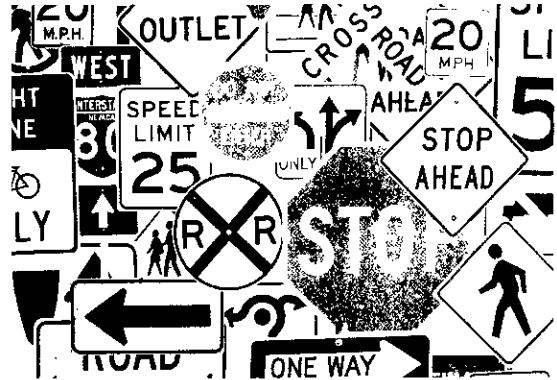
Understand and express warnings and prohibitions.

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

- Listen and explore warnings in public places.
- Understand the general and main ideas of warnings.
- Express warnings.

Final product: Warning and prohibitions signs

- What is the difference between a warning and a prohibition sign?
- What are the most common places where you can find warning and prohibition signs?



Achievements

- Activate prior knowledge.
- Introduce the unit's topic.

Talk to students about the learning objectives for this unit. Read them out loud and ask students what they think they are going to learn. Explain each of the objectives in words that are easy for them to understand. If they have any questions about the objectives, clarify them.

Explain to students that in this unit they will learn to differentiate a warning from a prohibition sign. They will also learn to classify them in the type of places each one is used. Explain that their final project for this unit is to write and make warning and prohibition signs.

Use the cover picture to introduce the topic of warning and prohibition signs. Ask students what kind of signs they see, if any of them seem familiar and where have they seen them. Ask students if they think that both types of signs are the same (warning and prohibition). Ask them to give you an example of warning sign and a prohibition sign from the ones in the cover picture. (At this time, don't go too deep into the topic, wait for further lessons to do so.)



U4_BPA1 First ask students what they think the place in the picture is (a museum) and why they think a place like that needs warning signs. Have students work in groups. Ask them to write as many warning signs as possible for the place in the picture. See who came up with the most creative and assertive signs for the museum.

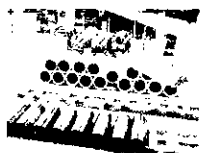


In this unit, students will read the text "Warnings and prohibitions", pages 49-59 of their *Reader's Book*. The aim of this text is to show different rules and regulations signs and the places where they are displayed; for example, at the school science lab, at the swimming pool, or even at home. Students are expected to follow these models for the development of their final product.

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Work in pairs. Look at the picture and answer the questions. Compare your answers with other classmates.

1. What are the children doing?
2. How do you know they are in a factory?
3. What do you think is the danger in the factory?



Work in pairs. Listen to the audio. Identify five expressions the guide uses to express warnings and prohibitions. Circle those expressions. Then discuss with another pair of students which is the characteristic of those expressions.

1. The factory is very big. There are many machines and workers. It's very noisy. I can hear the machines from here. The workers are wearing hard hats and safety glasses. They are also wearing earplugs. The workers are wearing safety shoes. They are also wearing safety vests. The workers are wearing safety gloves. They are also wearing safety harnesses. The workers are wearing safety belts. They are also wearing safety lanyards. The workers are wearing safety helmets. They are also wearing safety goggles. The workers are wearing safety masks. They are also wearing safety respirators. The workers are wearing safety earplugs. They are also wearing safety earmuffs. The workers are wearing safety earbuds. They are also wearing safety earplugs.

Work in pairs. Listen to the audio. Identify five expressions the guide uses to express warnings and prohibitions. Circle those expressions. Then discuss with another pair of students which is the characteristic of those expressions.

Work in pairs. Look at the signs the children saw during the tour of the company. Which signs do you think are warnings and which are prohibitions? How did you come to your conclusions?



Keep hands away from machinery.



Be careful of fire.



Caution of electrical wires.



Be careful of lightning.

Achievements

- Activate prior knowledge to identify a topic.
- Establish the motive or reason for warning and prohibition signs.

Get connected!

As an introduction to the unit, talk to students about how warning and prohibition signs are everywhere and that they are a manner of communicating either by visual or linguistic form about something dangerous or prohibited.

Activity 1

Work in pairs. Look at the picture and answer the questions. Compare your answers with other classmates. This activity serves as an introduction to warning signs. Write on the board the word *warning* (a statement that indicates a possible or impending danger, problem or unpleasant situation). Give students a couple of minutes to work in pairs and come up with a definition of the word. When they finish, ask each pair to share their definitions. As a group, come up with a single definition of the word. Ask students to look at the picture and tell you everything they see in it. Now, give them a couple of minutes to answer the questions by themselves and share their answers with the rest of the class.

Answers: Students' own answers

Activity 2

Explain to students that they are going to listen to a conversation between a tour guide and a group of students to a factory. You can ask students if they have ever visited a factory or where their parents or caretakers work. Collect opinions from those who have. Preteach words *such as gears, hard hat, lightning bolt, and electrocuted*. Play the audio two or three times. Have students check answers as a class.

Answers: first line: be careful second line: read the warning signs third line: wear a hard hat fifth line: flammable material near / be careful seventh line: mustn't touch the machinery / will get electrocuted ninth line: mustn't put your hands inside any machine

Activity 3

Have students discuss what the signs mean. They may not remember the exact words, so brainstorm their ideas and write them on the board. Play the audio two times if necessary. Have students check if their answers were similar or different. You can also read the part of the tour guide and have a few students role play it to make the listening more engaging. Have the other students listen and fill in the gaps. Check answers as a group.

Answers: prohibition / warning / warning / prohibition

Achievements

- Ask whom warning signs are directed to.
- Determine the action, behavior or reasons that originate a warning or prohibition.



Activity 4

Have students listen to Track 7 again. Encourage them to remember the main idea of the signs. Have them retell them to a partner. You can also have students role play the conversation using their own words. Bring to their attention that we can use *must* and *mustn't* to talk about warnings and prohibitions as in the audio. Monitor students.

Answers: Students' own answers

Encourage students to think of some different ways people express warnings and prohibitions. These can be verbal and non-verbal. These can be mainly on electronic media or printed documents. Have students share their opinions about it.

Culture Connection



Activity 5

You can have students take a short and quick tour in the school to find a few important signs and use them for the activity. Else, you can bring your own and make students imagine you all are at a certain place (a restaurant, a bank) so they can focus their attention on what the signs mean. Have them focus on the use of *must*, *mustn't* or any other expression they know to express warnings or prohibitions.

Answers: Students' own answers



Activity 6

Work in groups. Write five reasons, actions, or behaviors that led to the creation and design of warning signs. Compare your work with other classmates. Write on the board the following: *the school's swing set and slides are rusty* (reason), *a student ran in the school yard, fell and hurt his head* (behavior), *the cafeteria's floor was just waxed* (situation). Ask students to think about the warning signs they would write for all three situations. Tell students that behind every warning sign there's either an action, a behavior and a reason for it and that they are created for preventing or avoiding them. Give them a couple of minutes to answer the questions from the activity and then share their answers with the class. Ask each group of students for an example or two from their work to make a poster with actions, behaviors, and reasons they came up with and hang it up on a classroom for later use.

Answers: Students' own answers

- Work in groups. Analyze and discuss the following questions. When you finish, share your conclusions with the rest of the class.

1. What is your talk in the factory where the students are talking about warning signs?

2. Who are these warning signs directed to?

3. Have you seen any of the warning signs mentioned in the conversation? Where?

4. Do you think warning signs are important? Why or why not?

5. What are signs in part of every country's culture. All around the world places like schools, hospitals, restaurants, gas stations and museums have them. These signs are demanded by law.

- Work in pairs. Talk about where you see warning and prohibition signs and make a list. Write the name of five places and the signs you see.

- Work in groups. Discuss your ideas on why you think warning and prohibition signs are important. Write five ideas and share them with another group. Do you have the same ideas?

Make a list of new words and expressions related to warning and prohibition signs you have learned in Lesson 1. Keep your work in your portfolio.

Activity 7

Ask students to make a list of new words and expressions related to warning and prohibition signs from Lesson 1.

Ask students to keep their work in their Portfolio as it is an evidence of their progress. They will use this assignment in the forthcoming lessons.

Portfolio Connection



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 that they can do better in Lesson 2.



Peer assessment is an excellent way of getting students to understand each other's learning experiences in the classroom. Try to use peer assessment as much as possible during your class. Peer assessment helps student develop critical thinking and emotional intelligence.

STEP

1



What are the main components of a sign? What are the different types of signs? What are the different types of signs? What are the different types of signs? What are the different types of signs?



Work in small groups of 4-6 students and answer the following questions.

What are warning and prohibition signs? What are they used for? Where do we usually find them? Do all of these signs use images or pictures?

When you finish go back to Activities level 1 and give a warning and prohibition sign to your partner. Think about the images or pictures you are going to use and draw them.



Step 2: You are going to write a sign. It can be a warning sign or a prohibition sign. It can be a warning sign or a prohibition sign. It can be a warning sign or a prohibition sign.

Product 4 Warning and prohibition signs

Step 1: You are going to write a sign.

What are the main components of a sign? What are the different types of signs? What are the different types of signs? What are the different types of signs?



Product 4 Warning and prohibition signs

Step 1

Planning



Guide students ideas to make the decision on the type of material they will use to write and make their warning and prohibition signs, if they are going to draw them on a large piece of paper or cardboard to present them.

Start establishing with students how many warning and prohibition signs they are going to write and their shape (round, rectangular, triangle).

Hands on!



Divide the class into small groups. Write the Hands On! questions on the board. Give groups a couple of minutes to brainstorm their answers and write them on a piece of paper. Help students with the answers if they don't have a clue about each of the questions. Be prepared with some possible answers.

Looking ahead



Explain to students that in their next lesson they will be looking at another type of signs: prohibition. They will include in their list of signs to make some signs from Lesson 2.

Achievements

- Anticipate content based on words and key expressions.
- Formulate causes and effects in warmings.
- Clarify new words and expressions to enhance students' vocabulary.



Activity 1

Work in pairs. Read the following text about the types of prohibitions signs that exist. When you finish reading, share your personal thoughts with another classmate. Explain to students the difference between a warning sign and a prohibition sign. Write these signs on the board, *Flammable Material / Do not step on grass*. Ask students if they can spot the difference between each one. Talk to students about how a warning sign, like the name says it, warns people of any danger or situation happening but a prohibition sign, like the name says it, prohibits or forbids an action to prevent harm or a situation that may cause discomfort. Give students a couple of minutes to read the text *Signs that Prohibit*. Ask them to write a very short conclusion on the text based on these questions: What do you think about these types of signs? Do they think they are of good use? Why or why not?

Answers: Students' own answers



Activity 2

Work in groups. Answer the following questions. When you finish, prepare a small presentation to share your information with the rest of the class. Ask students to work in groups of three or four. Give them a couple of minutes to think about and answer the questions from the activity. Assign each group a number to make their presentation. After they finish, ask them what conclusions they can come to about prohibition signs. Where can they find them? Why were they created or invented? What happens if they don't obey them?

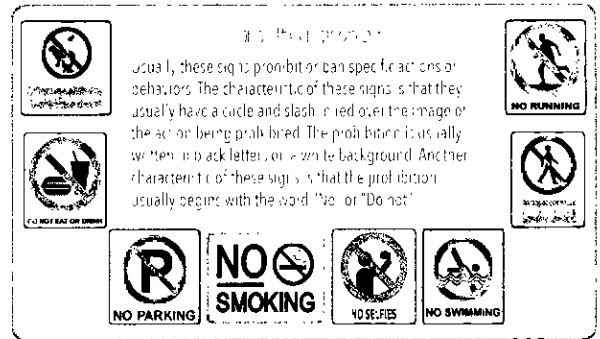
Answers: (Possible answers) 1. Places like hospitals, museums, factories, parks, schools, restaurants, etc. 2. They were created for both, protecting and prohibiting. 3. It all depends, you could get fined, arrested, hurt, fired, etc. It all depends on the place, time, or rules of the place or person who placed the signs.

Make a list of public places and the types of prohibition signs you can see in each place. You can add a drawing of each sign! Keep your work in your Portfolio.

Portfolio Connection



Work in pairs. Read the following text about the types of prohibitions signs that exist. When you finish reading, share your personal thoughts with another classmate.



Work in groups. Answer the following questions. When you finish, prepare a small presentation to share your information with the rest of the class.

1. In what places could you find these prohibition signs?
2. Why do you think these signs were created? Are they useful to protect people or just to prohibit?
3. What do you think happens if you don't obey the prohibition signs?

Make a list of public places and the types of prohibition signs you can see in each place. You can add a drawing of each sign! Keep your work in your Portfolio.

Work in pairs. Go to your Readers Book to the text "Safety rules to follow in the science lab" on page 52. Discuss with your classmates what would happen if you didn't obey them. Look at the examples:

1. I touch a hot apparatus, I burn my hand.

2. I use cracked test tube, it break.



Activity 3

Work in pairs. Go to your Readers Book to the text "Safety rules to follow in the science lab" on page 52. Discuss with your classmates what would happen if you didn't obey them. Before students work on the activity, ask them what would happen if their parents parked their car on a curb that has the "No Parking" sign (the car gets towed, they get a ticket, etc.) or what would happen if they swam in a place with the "No Swimming" sign (they could drown, be attacked by a shark, etc.) Talk to them about how these signs were created for this purpose and that it is very important to obey them. Ask students to use the prohibition signs from the text or any of the ones they came up with in their Portfolio to work on the activity. When they finish, give them a couple of minutes to share their information with the rest of the class.

Connecting you

Ask students to discuss the questions. The warning and prohibitions with "no" and "do not" are usually more direct and are easier to read. They are very convenient in dangerous situations.

Activity 5

Work in pairs. Draw three prohibition signs you see every day on your way to school or in some place you visit often. Write the prohibition under each one. Divide students into pairs. Give each pair three large sheets of paper to write and make their prohibition signs. When they finish, have a show and tell activity where each pair comes to the front of the class to show their signs and explain what each one represents and the reasons why they chose them.

Answers: Students' own answers

Activity 6

Work in pairs. Go to the text "Safety rules to follow in the swimming pool" in your Readers Book, pages 56 to 57. Analyze the warning and prohibition signs. How do most of them begin and end? Write three of them. Look at the examples: Ask students what "do not" means. Give students a couple of minutes to think about why all prohibitions signs begin with "do not" and "no" and the action being prohibited after that. When they finish, let pairs share their answer from the final question.

Answers: Students' own answers



U4_BPA2 Divide the class into groups. Tell groups to write the prohibitions they see in each sign. Tell students to save their work for later use.

Answers: from left to right and from top to bottom: Don't light fire. Don't smoke. Don't throw water to fire. Don't use a hose. Don't carry surgical material. Don't drink this water. Don't eat. Not for people with pacemakers. Don't recycle. Don't graffiti here. Don't touch. Don't press button. Don't walk here. Don't leave your dog's feces. Don't make noise. No x-rays in this area. Don't use this vehicle in this area. Don't shout. Don't oil the gears. Don't pull the lever. Don't drive here. Don't use a row boat. No sailing here. No fishing area. No water motor riding.

Work in groups. Use body or sign language to recreate these prohibitions. See if your classmates can guess them.

- Don't touch the ground
- No getting drunk
- No fire
- No swimming in the pool
- No smoking
- Don't drink with water
- Don't use rowing
- Don't use rowing

Work in pairs. Draw three prohibition signs you see every day on your way to school or in some place you visit often. Write the prohibition under each one.

Write a sign in place that has a warning and a prohibition sign. Write the sign in your notebook.



Work in pairs. Go to the text "Safety rules to follow in the swimming pool" in your Readers Book, pages 56 to 57. Analyze the warning and prohibition signs. How do most of them begin and end? Write three of them. Look at the examples:

Write a sign in place that has a warning and a prohibition sign. Write the sign in your notebook.

Achievements

- Reflect on the beginning and ending of prohibitions signs.
- Use non-verbal language, appropriate tone and voice warnings.



Activity 4

Work in groups. Use body or sign language to recreate these prohibitions. See if your classmates can guess them. Before you begin the activity, ask students as a group if someone can give an example of non-verbal communication. Divide the class in groups and ask each to choose three of the prohibitions from the activity. Give them a couple of minutes to get prepared and have them go to the front of the class to present their work. When they finish, ask the class or each group how they guessed the prohibition through their classmates' body language. Explain to them that prohibition signs contain both verbal and non-verbal communication.

Use your smartphone or tablet to record your group recreating the signs with body language. Ask students to bring their smartphones or tables to class so they can record their own work.

Digital Connection



Lesson 2

Product 4 Warning and prohibition signs Step 2

Have students check the steps they have followed so far 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. What materials are they going to use to write and make the signs? How many are they going to write and make? What type of signs are they going to write and make? (warning or prohibition)

Hands on!



Divide the class into small groups. Ask them to discuss the three questions from the Planning section. Do they know what warning and prohibition signs are used for? How many are they going to make and what type? Students should come to an agreement on what they are going to make.

Looking ahead



Explain to students that in Step 3 they are going to write a rough draft of the warnings and prohibitions they are going to make. They should also include a description of the picture or image they are going to need.

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 into small groups 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 liked learning the most about in Lesson 2 and share it with the class.

STEP

Warning and prohibition signs

2

Write a list of the signs you are going to make. Think about the materials you are going to use to make the signs. How many signs are you going to make? What type of signs are you going to make? (warning or prohibition)

Write a list of the signs you are going to make. Think about the materials you are going to use to make the signs. How many signs are you going to make? What type of signs are you going to make? (warning or prohibition)

If you have already decided how you are going to work for yourself with a classmate or in groups you should start a list of the warning signs you would like to write and make from Lesson 1 and other signs you would like to write and make from Lesson 2. You can also choose from your Resources Book.

Handwritten notes and diagrams related to the sign-making process, including a 'Check' box and a 'Write' box.



Lesson 3

Work in pairs. Look at these three pictures of students at school. What warnings or prohibitions come to your mind when you see them? Write your ideas under each one.



Work in pairs. Listen to the conversation. Answer the questions with a partner.

- What special day is Mr. McGreagr mentioning?
- What kind of list are the students going to make?
- Who suggests the 'no running inside the classroom' sign?
- What sign did Mike suggest?
- What is the last prohibition that Mr. McGreagr says?

Look for some videos online about school safety. What types of warnings and prohibitions do they recommend? Discuss it in a group or the classroom. Make a T-chart to compare them.

Work in pairs. Listen to the conversation again. Illustrate the four warning and prohibition signs the students listed.

- You can't run inside the classroom.
- If there is an earthquake, you must exit the classroom slowly.
- Entry to the gardeners shed is prohibited.
- You must leave school only with your parents.

Achievements

- Anticipate general meaning based on contextual clues and key words.
- Contrast conditioned and non-conditioned warnings and prohibitions.

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Activity 1

Work in pairs. Look at these three pictures of students at school. What warnings or prohibitions come to your mind when you see them? Write your ideas under each one. Ask students to work in pairs and make a list of two to three possible dangerous situations that can come about from the students' actions in the pictures. Ask students to share their list. When students finish, give them a couple of minutes to write the warnings and/or prohibitions for each picture. Did they choose a warning or a prohibition? Ask them to give reasons for what they chose.

Answers: Students' own answers

Activity 2

Play track #8. Pause after each character's participation. Ask students to tell you what they understood. Play the audio again without pauses. Ask a few questions, for example: What is the teacher's name? Why are they making warning signs? What are the other students' names? Check answers as a group.

Answers: a. Safety Day b. a list of warnings and prohibitions c. Jenny d. the exit slowly sign e. you can't leave school without your parents

Digital Connection



Instruct students to look for videos online about school safety. They should make a T-chart to compare between the ones they saw in the videos and the ones from their school. How many different signs did they find? Why do they think some signs that they saw in the videos are missing from their school?

Activity 3

Work in pairs. Listen to the conversation again. Illustrate the four warning and prohibition signs the students listed. Play the conversation again. Tell students to draw on their notebooks one or the four warning and prohibition signs they listed. Tell them not to be so precise and accurate with their drawings, have them make just a sketch. Then, have them explain their drawings to the class.

Answers: Student's own answers

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Ask students why they think their school needs to have warning and prohibition signs. Do they think it's the principal's will? Does the government enforce them in every school? Which institution do you think enforces these laws in schools?



Achievements

- Identify the differences in tone, pause, intonation, and the effect it causes in recipients.
- Analyze warning and prohibition expressions. (*If... you must/mustn't entry... You're not allowed...*)



Activity 4

Work in pairs. Write four places in school where you would put warning and prohibition signs. Talk with your partner about the reasons why you chose those places. Ask students to recall all warning and prohibition signs they have seen up until now. Write on the board the titles *Warning Signs* and *Prohibition Signs*. Ask two students, one on each side, to write the signs their classmates say. Have students work in pairs. Use the list of signs on the board so they can work on the activity. Give them a couple of minutes to answer the activity and to talk about their reasons about the places they chose. Ask each pair to share with the class their answers and to explain their reasons.

Answers: Students' own answers



As an extra activity, ask students to work in pairs so they can go around the school yard on a sign scavenger hunt. What other type of signs can they find besides warnings and prohibitions?



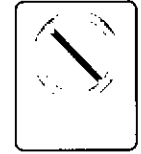
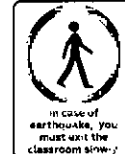
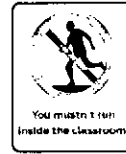
Activity 5

Work in pairs. Discuss which warning and prohibitions signs would be good for your school. Use the empty signs to draw the warning and prohibition signs for school and write it them under each sign. Compare your signs with another pair. Discuss how you came up with your signs.

Answers: Students' own answers

Work in pairs. Write four places in school where you would put warning and prohibition signs. Talk with your partner about the reasons why you chose those places.

Work in pairs. Discuss which warning and prohibitions signs would be good for your school. Use the empty signs to draw the warning and prohibition signs for school and write it them under each sign. Compare your signs with another pair. Discuss how you came up with your signs.



Work in pairs. Talk about the importance of warning and prohibitions signs at school, at a lab, at home, at a swimming pool or an amusement park. Answer the following questions:

1. How do you identify a warning sign?
2. How do you identify a prohibition sign?
3. Do you think in schools are important in both types of signs? Why or why not?

Unit 4 - The Schoolyard

Check your understanding of the unit.

Write List

Create

Check your understanding of the unit.

Write List
Create
Check your understanding of the unit.

Activity 6

Have students tell you what feelings or emotions they know. Now, read the instructions and model the activity. Say one of the warnings in Activity 5 with an emotion and have them read and answer the questions.

Answers: Students' own answers

Check your understanding of the unit.



U4_BPA3 Divide the class into groups.

Ask each group to write a short paragraph about the sign. Give them the following question as a guide: *What could happen if you don't obey the sign?*

What could happen if you don't obey the sign?

30

Product 4 Warning and prohibition signs

3
 Write the text of your warning and prohibition signs. Write on a separate sheet of paper. You can use the materials you prepared in the previous steps. You can also use the materials you prepared in the previous steps. You can also use the materials you prepared in the previous steps.



Write the text of your warning and prohibition signs. Write on a separate sheet of paper. You can use the materials you prepared in the previous steps. You can also use the materials you prepared in the previous steps. You can also use the materials you prepared in the previous steps.



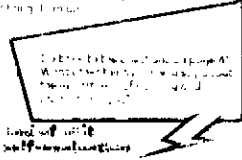
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Write the text of your warning and prohibition signs. Write on a separate sheet of paper. You can use the materials you prepared in the previous steps. You can also use the materials you prepared in the previous steps. You can also use the materials you prepared in the previous steps.

4
 Take the materials you prepared in the previous steps and use them to make your warning and prohibition signs. You can use the materials you prepared in the previous steps. You can also use the materials you prepared in the previous steps. You can also use the materials you prepared in the previous steps.

Take the materials you prepared in the previous steps and use them to make your warning and prohibition signs. You can use the materials you prepared in the previous steps. You can also use the materials you prepared in the previous steps. You can also use the materials you prepared in the previous steps.



Write the text of your warning and prohibition signs. Write on a separate sheet of paper. You can use the materials you prepared in the previous steps. You can also use the materials you prepared in the previous steps. You can also use the materials you prepared in the previous steps.

Hands on!



Organize students into pairs or groups, depending on how they chose to work. Give them a few minutes to write their warning and prohibitions. It's important that they also start thinking about the pictures or images that go with each one. When they finish, ask them to swap their list with another pair or group to get suggestions and/or comments on them.

Looking ahead



Tell students that in Step 4 they will edit, write and make their warning and prohibition signs for their presentation.



Encourage students to prepare a presentation for their parents about their warning signs. They can divide their presentation in warning signs and in prohibition signs. They can explain the object of each of the signs and where they are found.

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 into 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.

Product 4 Warning and prohibition signs Step 3

1. Read

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 on Friday to make it, since on Fridays students are tired and can relax by making their product. See if they want to hang their signs inside the classroom or have a public exhibition.

Help them decide if they want to invite students or teachers from other classes to their product presentation. It's an excellent idea if they want to invite their parents too.

Reader's Connection



Activity 1

After reading the text "Warnings and prohibitions" in your Reader's Book, write the name of the place where these rules and regulations belong. Make a couple of sets of index cards with the names of these places: *school, home, swimming pool, school lab, amusement park* and *street*. Give a set of the index cards to each pair of students. Read the statements and have the students raise the corresponding card or cards.

Answers: Student's own answers (there is a wide variety of places where, for instance, you mustn't run or push others; ask students to explain why they chose one or more places as a possible answer)



Activity 2

Work in groups. Decide on one rule from each of the places mentioned in the text "Warnings and prohibitions" that you think is the most important to follow. Write a brief explanation why you think that rule is important. Talk to students about the importance of following rules or regulations in public places. How following these rules can lead to their safety or maintaining order somewhere. If you have any rules set up in the classroom use them if not, write the rules you have established on the board. Ask each student which of the rules you are mentioning they think is the most important to follow and a reason why. Give groups a couple of minutes to work on the activity. When they finish, ask each group to make a mind map on the board to explain their answers.

Answers: Student's own answers



Activity 3

Work in pairs. Discuss with a partner your personal opinion about the importance of the use of warnings and prohibitions in public places and at home. Before they begin, ask them the following questions: Do you think warnings and prohibitions were created to protect your interests or the interests of the places that establish them? Do you think by following these warnings and prohibitions you are fulfilling your civic duties? Give them a couple of minutes to discuss these questions and then share their opinion with the rest of the class.

Reader's Connection

21

After reading the text "Warnings and prohibitions" in your Reader's Book, write the name of the place where these rules and regulations belong.

- a. Do not run or push others.
- b. You must examine glassware before using it.
- c. You are not allowed to hit or kick others.
- d. Sit and face the front when in all places and classes.
- e. You must not climb trees or fences.

2. Work in groups. Decide on one rule from each of the places mentioned in the text "Warnings and prohibitions" that you think is the most important to follow. Write a brief explanation why you think that rule is important.

a. School

b. Home

c. Science lab

d. Swimming pool

e. Amusement park

3. Work in pairs. Discuss with a partner your personal opinion about the importance of the use of warnings and prohibitions in public places and at home.

Evaluation



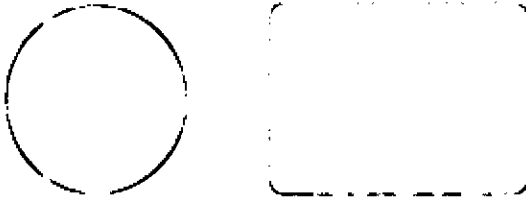
1. Look at the signs. Which one is a warning, which one is a prohibition? Write it on the lines below.



2. Complete the following warnings and prohibitions.

- a. _____
b. _____
c. _____
d. _____

3. Write and draw a warning and a prohibition sign.



Activity 1

Look at the signs. Which one is a warning, which one is a prohibition? Write it on the line below. Before working on the activity, ask students what warning and/or prohibition signs they can see in and around school. Make a two-column list on the board. One column for warning another for prohibition. Ask students what each of those signs represent. Give them a couple of minutes to answer the activity and then check answers as a group.

Answers: a. Warning b. Prohibition c. Prohibition
d. Warning

Activity 2

Complete the following warnings and prohibitions. Ask a couple of volunteers to come to the front of the class. Give each student an action to mimic (it must be something related to the warnings and prohibitions seen in this unit). While the student mimics the action, the class says if the student must or mustn't do it using full sentences, for example: "Timmy mustn't throw garbage on the floor."

Give students a couple of minutes to work on the activity and then check answers as a group.

Answers: Students' own answers

Activity 3

Write and draw a warning and a prohibition sign. With this exercise, students have the opportunity to draw and perhaps invent their own warning and prohibition signs. Invite them to be creative and remind them to use expressions like: *Do not*, *Beware of...* *Not...*



Collection of evidence template

**Unit
4**

Use the following evaluation for activity 5 page 49. Write the names of your team members. Put a tick on the corresponding box depending on your classmates' performance or yours.

Values: 3 = Most of the time. 2 = Sometimes. 1 = A little

Followed directions correctly.	Was polite and respectful.	Work was neat and on time.	Used English during the whole activity.

Look at your performance. Write a short paragraph about how you can improve the areas with a lower score, for example:
I will pay attention to the teacher, especially when she gives the instructions to the activity.

Evaluation instrument

**Unit
4****Peer evaluation form**

Use the following form to evaluate you and your classmates. Write your name and your classmates' on the lines. Then assign yourself a value for each listed attribute. Finally, discuss the results with your partners and the way you could all improve.

Values: 5 = Excellent 4 = Good 3 = Average 2 = Below Average 1 = Weak

Attribute	Student 1	Student 2	Student 3	Student 4	Student 5
Listened to the teacher while talking					
Followed directions the first time they were given					
Behaved politely with my partners and other students					
Asked for help when needed					
Raised hand to ask or answer questions					
Work was neat with good handwriting					
Finished work on time in the classroom					

Social practice of the language:

Record information to write a report about a job or profession.

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

- Gather information about jobs and professions.
- Explore reports about activities.
- Write information about jobs and professions to create a report.

Final product: Illustrated report about a profession.

- What jobs and professions are the most common in your city or town?
- Do you think that there are certain professions designed only for women or men?



Social practice of the language:

After finishing this unit, you will be able to:

**Achievements**

- Introduce the unit's topic.
- Activate prior knowledge to develop unit's introduction.

Ask students to work individually and write down two professions they know in English.

Then, ask students to stand up and pair up. Students share their professions and say what they know about these. Monitor while students do this.

On the board write JOBS / PROFESSIONS, elicit the vocabulary from students and ask whether it is a JOB or a PROFESSION. Do not give details, only elicit their opinion since they will talk about that.

Once students have brainstormed some ideas about jobs and professions. Ask them to work in pairs and consider the following:

- What is the difference between a job and a profession?
- About the professions you wrote, what skills are necessary to perform this activity?
- What does it do?
- Where does it work?

Students report to the class.



To close the introduction, ask a student to read the first and second questions on the cover page. Trigger a discussion with the whole group and elicit from some students their answers.

Project the Big Picture #1 (U5_BPA1). Ask students the following questions: What do you think he does? Explain that there are jobs like butcher. Ask students to brainstorm what he could do. Would you like to be a butcher? Elicit some answers.

Explain to the class the importance of different professions.



Ask students to look at the pictures of their Reader's book. Ask them what profession catches their attention? Inform students that there are many new words, but the most important focus is preparing to talk about those professions.

Objectives

Activity 1

Work in pairs. Read the title of the text and look at the picture. Discuss with your partner where you can find this kind of information. Do you think the text is a magazine article or a job description? Ask students to look at the picture and mention the profession. On the board, prepare a word map or cluster. Follow the example:



Then ask students to work in pairs and take turns to ask and answer the questions in the activity. Monitor and make sure they wait for instructions before they read.

Answers: It is a description of an astronaut, it is an informative text.

Activity 2

Work in pairs. Read the text and take turns to discuss these questions: Ask students to continue with their pair work. This time they need to skip the questions, first they read the text individually and then ask and answer the questions. Monitor while students complete this activity.

Possible answers: a. General information about an astronaut, b. Inform in detail about the profession, c. Students who would like to be an astronaut.

Reading Aloud vs Reading Along

Allow students to read at their own pace. It is not necessary to ask students to read aloud at this stage since the main target is to get general information from the text. Reading aloud is acceptable, but first, students need to listen to a model: the teacher. Read the and pause to ask children questions and keep on reading until you complete the text.



Work in pairs. Read the title of the text and look at the picture. Discuss with your partner where you can find this kind of information. Do you think the text is a magazine's article or a job description?

Work in pairs. Read the text and take turns to discuss these questions:

- a. What is the text about?
- b. What is the purpose of the text?
- c. Who is the intended reader?

An astronaut

History of astronauts

The word astronaut comes from the Greek words star and sailor. It is a word given to someone who travels outer space. The first given US astronaut participated in the Project Mercury in April 1961. They had to be well-trained pilots and pilots. They were US Air Force Captains: Gordon Cooper Jr., Scott Carpenter and Donald S. Slayton. Marine Lieutenant Colonel John H. Glenn Jr., Navy Lieutenant M. Scott Carpenter and Lieutenant Commanders Walter M. Schirra Jr. and Alan B. Shepard Jr.



On April 12, 1967, the first manned flight, which took place in the Soviet Union, was the flight of Yuri Gagarin orbiting Earth. He was the first man who had spent about two hours in orbit. On May 4, 1967, the National Aeronautics and Space Administration (NASA) launched the first US astronaut to be Alan Shepard.

Where does an astronaut work?

Astronauts' jobs take place in space. They have to participate in multiple missions and space's operations. NASA astronauts work and work on the shuttle for days. While they are in the space station or in the shuttles, they have to wear a special suit, an oxygen mask, and a helmet to protect them from the heat and cold.

What does an astronaut do?

While working in the space, they have to deliver a lot of tasks. Besides, they have to be in good health systems and they also have to be in good health. Astronauts have to be very strong. Besides checking and fixing the systems, they have to do the maintenance of natural life systems and also have to do other things on earth. They also have to make spaceflight equipment outside and study how well it works being in space. And they also have to study some things on a planet.

Achievements

- Identify the type of text.
- Identify the gist of the text.
- Analyze a text.

Get connected!

Begin the lesson by asking students about what they would like to be when they grow older. Ask the student about how much information do they have about that profession. Repeat with three or four students.

Achievements

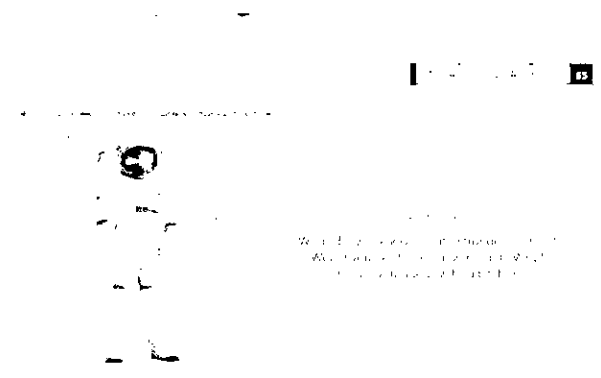
- Identify main ideas on a text.
- Identify supporting ideas on a text

Connecting you

What did you know about astronauts before?
 Would you like to be an astronaut? Why?
 Discuss your ideas with a partner.
 Draw a T chart on the board. On one column, write these headings. Ask students to work in pairs and complete the information

Things I knew	Things I learnt
---------------	-----------------

Use the illustration to talk clarify doubts about vocabulary.



Work in pairs. Go back to the first two paragraphs of the text "An astronaut". Discuss with your partner the strategy you use to identify the main ideas of a text. Then write in your notebook the main ideas and supporting details from each paragraph. Exchange your work with other classmates. Do you have similar information? What steps did you follow to find the main ideas and supporting details?

In your final product, you will write an illustrated report about a job or profession. Take turns to discuss these questions with your classmates: What jobs or professions do you find interesting? What do you have to do to get information about jobs or professions?

Find the main ideas and supporting details in the rest of the paragraphs. Keep your work in your portfolio. This information will help you develop your final product.



Activity 3

Work in pairs. Go back to the first two paragraphs of the text "An astronaut". Discuss with your partner the strategy you use to identify the main ideas of a text. Then write the main ideas and supporting details from each paragraph. Exchange your work with other classmates. Do you have similar information? Ask students to work in pairs. They need to prepare a tabbing guide. Students can use different colored pencils to tab their texts, for example: pink for main idea and green for supporting ideas. Remind students about the importance to use this strategy in order to identify information in a text. Make sure they transfer this information to their notebooks.

Answers: Students' own answers

Activity 4

In your final product, you will write an illustrated report about a job or profession. Take turns to discuss these questions with your classmates: What jobs or professions do you find interesting? What do you have to do to get information about jobs or professions?

Answer: Student's own answers

Activity 5

Find the main ideas and supporting details in the rest of the paragraphs. Keep your work in your portfolio. This information will help you develop your final product. Remind students to keep their work in their portfolio as this is going to be a very useful information for their final product.

Portfolio Connection



Find the main ideas and supporting details in the rest of the paragraphs. Keep your work in your portfolio. This information will help you develop your final product.

Work in groups. Go to your Reader's Book, pages 63-73. Check the reports included in those pages. Discuss with your classmates the kind of information you can find in those reports.

Briefly write the word "astronaut" on the board and ask students for the Spanish word. When they answer "astronauta", highlight that this word is a cognate. Spelling is very similar because Greek is the root to this word. Most words with Latin or Greek origin are cognates.

Culture Connection



Activity 6

Work in groups. Go to your Reader's Book, pages 63-73. Check the reports included in those pages. Discuss with your classmates the kind of information you can find in those reports. Ask students to work in teams. Write on the board the word reports. Explain to students that they will prepare a report about different professions. Ask them to browse their Reader's Book. Which professions can you see? Allow some time for them to discuss and briefly answer some doubts they had.



Possible answers: Information about some professions and what the people do to perform their duties in their offices or shops. information of physicians and the different kinds of specialists, as well as about the medical equipment they work with. information about farmers, crops, farm animals and the tools they use. information about what a mason does and some data about the construction industry. And information about poets and musicians.

STEP

1

Looking ahead



Ask students to work in pairs once again. Elicit about their findings. Ask them to start writing their drafts. The Reader's book has more examples. Make sure they include it in their preparation.

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. 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.



An illustrated report is by no means a simple collage. It should include several elements, therefore make sure you guide student every step of the way.

Product 5 Illustrated report about a profession.

Step 1

Planning



Ask students to give you ideas about an illustrated report. Write down their ideas on the board. Then show them how to prepare their checklist.

Materials:

Number of participants:

Explain that these notes will guide them in the following steps.

Hands on!



First, ask students to work individually a prepare a list of professions they like to report.
Then ask students to work in small groups of three. Guide them to take turns to read each question and listen to their partners. Monitor and provide support.
Finally, ask them to get in groups of six participants, now they share the professions the would like to report and use the information from their Activity Book as prompts in their discussing. Monitor and answer their questions if necessary.

Achievements

- Infer ideas from a picture.
- Predict possible content in a text.

6.3.1 Infer



Activity 1

Write the title "A NURSE". Ask them to work in pairs and make inferences about a text with that title. Use guiding questions if necessary: "What does a nurse do? How long do the study? What would you like to know about their profession?"

Answers: Students' own answers



Activity 2

Ask them to continue with their partners. Look at the pictures in their activity book and guide them to compare and contrast the differences with "An Astronaut".

Answers: Students' own answers

6.3.2 Infer



Kids love to voice opinions. After a book, do a simple thumbs-up, down, or in between. Or be more elaborate with a book review notebook and star stickers. Also ask, "Would you change the story at all? What should happen next?" For Activity 2, ask students if they would like to be a nurse and let them share their opinions.

Work in pairs. Discuss what you can infer from the title and the pictures included in the text "A nurse".

Work in pairs. Look at the following report and compare its structure with the report you read in Lesson 1 "An astronaut". Do they have the same format? How do you know?

History of nurses

The history of nursing started around 100 A.D. in the Roman empire. During this time, there were nurses who assisted doctors by providing medical care to patients. However, the history of modern nursing date back to the mid-19th century. Around 1850, Florence Nightingale, a well-known and daughter of wealthy British parents, decided to become a nurse. At that time, it was not well known that women can be nurses. But Nightingale proved that well-educated women could be great nurses if they receive professional education about health and a healthy lifestyle.



In 1854, during the Britain's Crimean War, Florence Nightingale had the opportunity to show to the world she was a great nurse. As a result, the British government asked her to take a small group of nurses to the military hospital located at Scutari, Turkey. After that, many people knew about Nightingale's work and the Western world moved forward regarding the importance of educating nurses.

Later on, lots of nursing schools opened all around the world. This profession was not only for women, but also for men.

Where does a nurse work?

Most nurses work at hospitals. They collaborate with physicians to help diagnose and treat people. Besides, they work in public and private clinics. Some of them work as private nurses. They take care of sick, injured and disabled people at their homes.



What does a nurse do?

Nurses take care of sick people. They also participate in efforts to educate the public on health care and sanitation campaigns. Nowadays, nurses can specialise in a particular sub-specialty, such as oncology.



Work in pairs. Read the text "A nurse" again and answer the questions below:

- What was one of the first nurses of the midwifery history?
- Where do nurses work?
- What do nurses do?
- What are the most important areas there for nurses?
- What are the main tasks and responsibilities of a nurse in the past, and how do you compare to the present?

Work in pairs. Go back to the text "A Nurse" and identify the main ideas and the supporting details in each paragraph. Discuss with your partner how you were able to find the main idea and the supporting details. Then, take turns to answer. What punctuation marks are used in the text?

Write a report on the use of punctuation in your 1951 text. Give examples of punctuation marks.

Analyze the reports in Lesson 1 and Lesson 2, as well as the ones in your Reader's Book, pages 68-73. Check the punctuation used in those reports. In your notebook, write your ideas regarding how we use uppercase letters, commas, and periods. Share your work with the rest of your class.

Choose a job or profession that you find interesting. Write all the things you would like to know about it and make a list of questions to use a research guide. Compare your work with other classmates. What professions are the most common?

Work in groups of three or four. Take turns to talk about where you can find information about jobs or professions that you find interesting. Follow your classmates' tips and look for more information to use in your final product.

Achievements

- Identify the main and supporting ideas of a text.
- Use of punctuation symbols.

Ask students to share information about nurses. Elicit if any of them know a nurse, if someone does, ask to share information of a nurse, where does a nurse work?



Activity 3

Ask students to find another partner and pair up. Indicate that they need to answer the questions by taking turns. One reads, the other asks the question. They swap turns so that both get the chance to read text and questions.

Check answers randomly.

Answers: A. Florence Nightingale B. At hospitals C. Deliver medical assistance D. pediatrics, neonatal, women's health, orthopaedic, disabilities, etc E. Students' own answer.



Activity 4

Ask students to work in pairs and to prepare a tabbing guide to identify main ideas and supporting ideas.

This time they also need to punctuation in the text.

Answers: Students' own answers

Activity 5

Readers time. Ask them to take out their Reader's book and continue looking for punctuation marks. You can ask them to retrieve information and students write examples taken from the Reader's book:

Ask students to go to the Language Connection section, on page 125, to learn more about punctuation marks.

Language Connection



Activity 6

Ask students to work individually and choose only one professions they would like to know. Ask them to complete their notes in the Activity Book.

Answers: Students' own answers

Activity 7

Ask students to stand up. Explain that they will share ideas with other partners. Invite them to mingle and be ready to group when you call – *Everybody in groups of four!* They sit down with their partners and talk about the profession they chose.



Project the Big Picture #2 (U5_BPA2). Ask students what they think the man does. Elicit what an engineer does. Let students share different ideas.

Product 5 Illustrated report about a profession. 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



Ask students to look at the checklist they prepare in Step 1. What are they missing? Ask them to work in pairs and talk to their classmates about missing materials. What size will their visuals be?

This has to be a very dynamic stage where they look for and share ideas.

Hands on!



Ask students to integrate in working teams. It is time to check punctuation! Ask them to go over the checklist in their Activity books. Are there doubts, make sure they bring their Reader's book to look for examples of different punctuation symbols.

Looking ahead



Remind students that they need to show some texts. In the following Step they need to edit. Which words need correction. Ask students to exchange their drafts and look at each other's work.

Lesson 2 Self-Evaluation

Have students look at the statements and check them individually to think about their learning achievements, progress and performance during Lesson 2. Divide the class in pairs and have them compare their answers. Ask each pair to make a list of things they want to learn in Lesson 3.



Always guide your students through their self-evaluation. Help them analyse and understand each and every learning objective.

STEP

Illustrated report about a profession

2

Think about the structure of the report that you are going to write. How are you going to organize your report? How are you going to get the pictures? Where are you going to get the pictures? Where are you going to get the pictures? Where are you going to get the pictures?

What you should do

Think about what you are going to do in the report. Use the checklist to make sure you have all the information you need. Think about the pictures you are going to use. Where are you going to get the pictures? Where are you going to get the pictures? Where are you going to get the pictures?



Now you should work with your group. Share with your classmates the information you found about the jobs and professions that you are going to write about. You should select the information that can help you to write your report.

After that, organize the structure of the report that you are going to write in the lesson as well as the ones that you are going to write in your Reader's Book pages 73-75. Check and organize your pictures. Make sure you have all the pictures that you need. Write your report. Use the models the teacher has shown you on pages 56 and 57.

What you should do

When you are going to read your reports, that means that you are going to read your sentences. Check that the spelling and punctuation are the same and correct any mistakes. Go back to the Activities in Lesson 1 and 2 to see the structure of the reports, the use of words and punctuation marks.



Lesson 2 Self-Evaluation

What you should do

1. I have...

Great

2. I have...

3. I have...

4. I have...

5. I have...

6. I have...

7. I have...

8. I have...

9. I have...

10. I have...

11. I have...

12. I have...

13. I have...

14. I have...

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16. I have...

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39. I have...

40. I have...

41. I have...

42. I have...

43. I have...

44. I have...

45. I have...

1.1

Work in pairs. Read the text and look at the pictures. Then discuss with a partner what you think the text is about. Have you ever heard about this profession before?

Read the text again. Identify the topic, purpose and intended audience. Then identify the main ideas and the supporting details in each paragraph. Take turns to discuss your ideas with your partner.

Renewable Energy Engineers

What is a renewable energy engineer?

Renewable energy engineers are professionals who work on developing and improving technologies that use natural resources like wind, solar, and water to generate energy. They design and build systems that can produce energy without running out.

Renewable energy means for energy extraction and use that will not run out. It is different from fossil fuels, which are used up. Renewable energy sources are constantly replenished. Renewable energy engineers work on developing and improving technologies that use natural resources like wind, solar, and water to generate energy. They design and build systems that can produce energy without running out.

Where do they work?

Renewable energy engineers can work in a variety of settings, including government agencies, private companies, and research institutions. They may work on-site at renewable energy projects or in offices, where they design and develop new technologies. Some renewable energy engineers work for governments, while others work for private companies. They may also work in research institutions, where they develop new technologies.

What do renewable energy engineers do?

Renewable energy engineers design and develop technologies that use natural resources like wind, solar, and water to generate energy. They work on improving the efficiency of these technologies and on developing new ones. They also work on building and maintaining renewable energy systems. Renewable energy engineers work on developing and improving technologies that use natural resources like wind, solar, and water to generate energy. They design and build systems that can produce energy without running out.

Work in groups. Read the report again and pay special attention to the words in green. What kind of words are they? What is the purpose of using those words in a report?

Achievements

- Identify topic, purpose and intended audience of a text.
- Use of linkers.



Activity 1

Write on the board the word ENGINEERS. Elicit from students what they need to study. Ask students about possible problems that engineers need to solve. Prepare a word map like this:

ENGINEERS

Works in...

—
solve problems —
what kind of?

Ask students to work in pairs and look at the images in their activity book. Tell them to write down their predictions. They read the text and confirm /discard their predictions.

Answers: Students' own answers

Activity 2

Ask students to prepare to read individually and get ready with their colored pencils. Explain that they will find the main ideas and supporting ideas. Allow some time for this. Ask them to stand up and pair up. They share answers. Check their answers randomly.

Answers: Topic: What is a renewable energy engineer?

Purpose: To let people know what a renewable energy engineer does and where they work. Target audience:

Students who are just about to go to college and are trying to decide which career is best for them. Students with math and science skills.

Main ideas and supporting details:

First paragraph: Renewable energy engineers are part of the sector known as green jobs / they maximize the clean energy sources.

Second paragraph: Renewable energy engineers develop new means of energy extraction and design energy-efficient machinery / green jobs are continually growing, so students who want to become renewable energy engineers can expect many job opportunities.

Third paragraph: Renewable energy engineers can work for governments or private companies, or they can work by themselves / such opportunities depend on several factors.

Fourth paragraph: Renewable energy engineers help increase clean energy sources, such as wind and solar energy / Renewable energy engineers must have a bachelor's degree and be able to solve problems and communicate their proposals effectively.

Activity 3

Ask students to get in groups of three. Explain that they will only read out loud the words in green as fast as they can. Give them some time to practice. Check their readings. Tell students to discuss what kind of words they are and how they are used to connect the report.

Note: This activity is intended to practice scan reading.

Guide students through the Language Connection section. Ask students to write some sentences on their notebooks. Elicit some sentences and write them on the board.

Language Connection



Reading aloud has a moment and purpose in daily life: When we give instructions to another person over the phone; while validating data that has been given. This time they use it to practice scan reading.

Achievements

- Use paraphrasing to express ideas.
- Give some information of a job or professions.



Activity 4

Work in groups of three. Go back to the text in the previous page. Think about questions to ask your classmates about that profession in particular. Write some of them in the space provided below. Follow the examples.

Ask students to scan read the text and find specific information to answer the questions in their Activity Books.

Answers:

- They develop new means for energy extraction and design energy-efficient machinery.
- They work in different areas where they need to optimize energy: government, communities and private companies. They can also work independently.

Activity 5

Ask students to integrate in groups of four. Explain to students that they have seen two word maps in Lessons 1 and 3. Ask them to use a similar strategy to complete the chart in their Activity Books.

Monitor while they complete it and make sure they add this evidence to their portfolios.

Portfolio Connection



Activity 6

It's time to check our Reader's!

Ask students to work in pairs and take turns to talk about the professions they found in the Reader's Book.

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 three.

Work in groups of three. Go back to the text in the previous page. Think about questions to ask your classmates about that profession in particular. Write some of them in the space provided below. Follow the examples.

- What does a renewable energy do?
- Where do they work?

Work in groups. Take turns to talk about the most common jobs and professions in your community. Use the following chart to paraphrase the information you find. Keep your work in your portfolio.

Job or profession

Activities this person does

Analyze the reports in your Reader's Book, pages 63-73. Take turns to discuss the activities that the people with the jobs and professions mentioned in those reports do. Share your work with the rest of your class.

Job or profession	Activities this person does
Renewable energy	Develop new means for energy extraction and design energy-efficient machinery.
Government	Work in different areas where they need to optimize energy.
Communities	Work in different areas where they need to optimize energy.
Private companies	Work in different areas where they need to optimize energy.



Project the Big Picture #3 (U5_BPA3). Ask students to work in pairs, write down as many professions they can think of that may use a computer as a tool. The pair that gets more correct answers wins.

Illustrated report about a profession

82

STEP 3

Check the steps you have followed so far. Make sure you have followed all the steps. If you have not, go back to the step you missed and do it. If you have followed all the steps, you are ready to write your final report.



STEP 4

Write your final report. Make sure you include all the information you need. Check your spelling, grammar and punctuation. Ask your group to check your report. If you have any questions, ask your teacher.

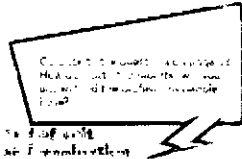


Get the help of your teacher to check your report. Make sure you have followed all the steps. If you have not, go back to the step you missed and do it. If you have followed all the steps, you are ready to write your final report.



Work in groups. You should do the final version of your illustrated report. Do not forget to include all the information you need. Check your spelling, grammar and punctuation. Ask your group to check your report. If you have any questions, ask your teacher.

Illustrated report about a profession



Could I please see a copy of your illustrated report? I would like to see it.

Work with your group. You should do the first draft of your report. Make sure you include all the information you need. Check your spelling, grammar and punctuation. Ask your group to check your report. If you have any questions, ask your teacher.



In step 4 you should write the final version of your reports. Make sure you have followed all the steps. If you have not, go back to the step you missed and do it. If you have followed all the steps, you are ready to write your final report.



Looking ahead



Tell students that in Step 4 they are going to write their final version of the report. Ask students to include an illustration.



Always encourage peer assessment in class. It helps improve students' understanding of their work as well as improve their metacognitive skills.

Step 4

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

Hands on!

Give students some minutes to work on their final report. Encourage students to present it in the most natural way. Motivate students to include pictures or drawings. Present the report to the class.

End of unit self-evaluation

For this self-evaluation give students some minutes to read and reflect on their answers. After, elicit some answers randomly. It is always a good idea to hear from your students how they feel about finishing an unit. Lead a discussion about the new things they learned about jobs and professions. If time allows it, go back to the trigger questions on page 53 of the Activity Book and listen to the new details and information students can give. Talk about the evolution women have had to work in different places like factories.

Product 5 Illustrated report about a profession.

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 how 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. Ask them if they would like to invite external teachers or students to the presentation of their final product.

Hands on!



Set groups of three or four. Ask to edit the first draft of their report. Remind them to include important and useful information about the jobs or professions they chose to work with. Feedback students' reports on grammar, spelling, vocabulary, punctuation. Ask students to exchange with another group for peer assessment. Remark to take into account the comments made by the other group.

Reader's Connection



Activity 1

After reading the text "Reports about professions" in your Reader's Book, complete the information below. Share and compare your work with your classmates. Ask students to complete the chart with the information they read on the text Reports about Professions. Give them some minutes to complete the chart. Ask students to get in groups of three. Students share their information. Elicit some answers and write them on the board so everybody gets the same information.

- Answers may vary:** 1. Physicians, doctors who focus on particular diseases, public hospitals or private clinics. 2. Farmers, grow crops and raise animals, farms. 3. Mason, build structures, everywhere. 4. Pilot, fly aircrafts, on the air. 5. Musician, play or record music, concert halls.



Activity 2

Work in pairs. Answer the following questions. Ask students to work in pairs. Tell them to answer the questions. Suggest writing down some notes on their notebooks. Elicit answers randomly. Give students a couple of minutes to answer the activity on their book.

Answers: Students' own answers

Reader's Connection

Work in small groups. After reading the text "Reports about professions" in your Reader's Book, on pages 63-73, complete the information below. Then take turns to talk about the jobs of professions, the activities they do and the places where they work of

Job or profession	What they do	Where they work
-------------------	--------------	-----------------

2. Work in pairs. Answer the following questions:

- What job or profession do you find more interesting? Why?
- What profession do you think is the best? Why?
- What profession do you think is the most difficult? Why?

Evaluation



1. Write a brief report about the job or profession you would like to work at after you finish your studies. Gather enough information to explain activities and duties of that activity.

Activity 2

Work in pairs. Exchange the description you wrote in Activity 1 and edit your partner's work. Then take turns to give and receive feedback about your work. Ask students to get in pairs. Exchange the paragraphs. Tell students to edit their partner's work. Remind them to focus on punctuation, grammar, spelling and vocabulary. Give them some time to share their observations and comments. If extra time, suggest rewriting the paragraph using the recommendations they were told.



Answers: Students' own answers

2. Work in pairs. Exchange the description you wrote in Activity 1 and edit your partner's work. Then take turns to give and receive feedback about your work.



Activity 1

Choose a job or profession you would like to work at after finishing your studies. Write a paragraph where you include the description of this job or profession, the place where people work, and the activities they do. Ask students to think about a profession they like. Tell them that they are going to write a paragraph where they have to include the description of the job or profession, the place they work, the activities they do. Remind them to use linkers to connect their ideas. Suggest writing between 50-70 words.

Answers: Students' own answers

Collection

of evidence template

Unit 5

Use the following template to write down any new information you learned in this unit.

Information I learned in Unit 5

Job or Career	Information I learned	Where I learned it
Nurse		
Engineer		
Musician		
Astronaut		
Physician		
Mason		
Farmer		
Pilot		
Other		

Questionnaire

Use this questionnaire to evaluate your work after class. Put a check in the column depending on how you think you did. Discuss the results with your partners and the way you could all improve.

		never	often	sometimes	usually	always
1.	Initially, I was able to describe a profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I could explore illustrated texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I was able to analyse purpose of the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I was able to identify the main ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I could identify the parts of the report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I could ask and answer questions about jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I was able to infer the content of the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	I could use punctuation properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	I learnt how to write a report.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	I was happy with my final product.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social practice of the language:

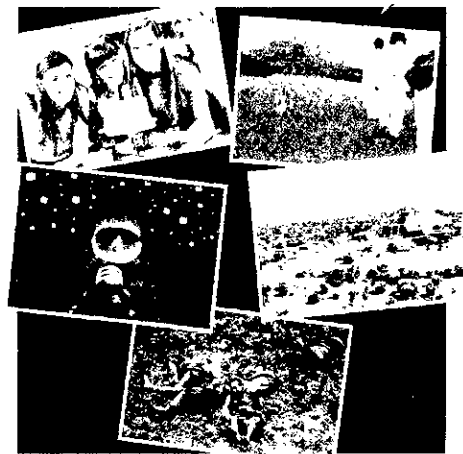
Explain traditions based on pictures.

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

- Explore and choose images about traditions in different cultures.
- Describe and contrast details.
- Explain traditions based on pictures.

Final product: Comparing traditions using pictures

- Why is it important to have and preserve traditions?
- What traditions from your country are the most famous?



Social practice of the language

After finishing this unit, you will be able to

Achievements

- Introduce the unit's topic.
- Activate prior knowledge to develop unit's introduction.

Write the following on the board:

ADINTOIRST

Ask students that they have 2 minutes to fix the secret word with the unit's theme. You may give them clues if they struggle with the word.

TRADITIONS

Elicit different traditions they like in the country. Are there any local traditions? Briefly describe. Finally, ask them about traditions in the world.

From previously mentioned traditions. Students pick up one and prepare some notes about it. Ask students to stand up and read some characteristics of the celebration, the rest of the class tries to guess the celebration being described. If necessary, model one for the class as an example. T: "People give love cards and chocolates" – ST: "St. Valentine's Day"



To close the introduction, ask a student to read the first and second questions on the cover page. Trigger a discussion with the whole group and elicit from some students their answers.

Project the Big Picture #1 (U6_BPA1). Ask students the following questions: Do you know this tradition? What is it about? Let students speculate about New Year's celebrations. Elicit some answers.



Ask students to take out their Reader's Books. Invite them to browse through the pages 77-87. Invite them to mention the countries they can see in the pictures. Some are similar to our country – Which ones?



Activity 2

Books open and play the recording a second time. This time, explain to students that they need to underline / highlight phrases that describe the pictures.

Answers: 1. pictures 2. competition 3. people 4. running 5. cheese 6. men 7. wheel 8. speeds 9. yellow 10. red 11. blue 12. costumes 13. dinosaur 14. falling 15. costume 16. participating

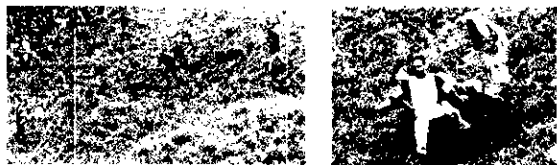


One way to know students are listening (and make sure they hear correctly) is to ask specific questions about what is being said. This provides clarification, ensures understanding, and shows that they are listening. Try open-ended, close-ended, leading or reflective questions after listening.

Connecting you

Ask two volunteers to read the questions. Elicit answers randomly.

Work in pairs, look at the pictures and take turns to mention what you can see. For example: what colors, shapes, people and object can you see? What do you think the text will be about? Listen to the audio and check.



Work with a partner. Listen to the text. Then, underline words and expressions used to describe images. For example: competition, running, cheese, men, wheel, speeds, yellow, red, blue, costumes.

Cheese-Chasing in Gloucestershire, England

There are many ways to use the cheese wheel in a competition in Gloucestershire, England. This year's competition has become one of the most famous traditions in England. Here we can see many people running down a hill to reach the wheel of cheese.

In the first picture, we can see some men running up to the wheel, chasing their cheese. They have to run for 3.5 to 4 kilometers a wheel of Double Gloucester cheese that runs down a hill at speeds of about 10 kilometers per hour. There is a guy wearing a yellow and black t-shirt and blue jeans. It seems that he is running to catch the wheel of cheese. The wheel of cheese is a big and it has two people running on it.

In the second picture, we can see people wearing costumes in this competition. One is a dinosaur costume and another is a tiger. They are falling down trying to chase the wheel of cheese. The wheel of cheese is running down a hill. It is a tradition in Gloucestershire. Many people are participating in this competition. However, others say that it can be dangerous. Some people think it is a tradition and they like it. So, don't try to do it by course!

Look at the pictures and listen to the audio. What is the picture about? What is the text about? Work with a partner.

Achievements

- Infer from pictures.
- Describe pictures.
- Share information about traditions.

Get connected!

Ask students about different races – horse races, car races, dogs, even motorcycles. Ask questions about: rules, teams, field or indoors, etc. Allow students to get interested. Is there a local race? What is it called?



Activity 1

Ask students to work in pairs. Only one student has the book open on pp. 66. The other listens. Student A describes the pictures to Student B. Together they make predictions about the text they will read. Play the recording and ask students to check their predictions.

Answers: Student's own answers.

Achievements

- Identify information on a text.
- Identify descriptions and pictures.
- Compare traditions



Activity 3

Ask students to work in groups of three or four. Allow some time to read the questions and be ready to listen to the audio. Play the audio.

Elicit possible answers, if necessary play it once more.

Answers: a. They are running down a hill trying to catch a wheel of cheese. b. White with a red stripe and a blue stripe. c. 3.5 to 4 kgs. d. Student's own answers e. Student's own answers



Activity 4

This activity guides students and prepares them to describe pictures. Ask students to work in pairs, take turns and briefly describe pictures A and B.

Then, have them complete the activity with the sentences.

Answers: a) A b) B c) B d) A e) B f) A



Activity 5

Look at the pictures about the Cheese-Chasing tradition. Take turns to describe the activities you can see. Follow the example. Set students in different groups, tell them to analyse the pictures and in turns describe what they see on the pictures. Emphasize students need to answer the questions. Write down some notes if necessary.

Answers: Students' own answers

Activity 6

Ask students to work individually and list some words or expressions to describe the pictures.

After this, ask students to stand up and share information with their partners. Explain that these are the first lines in preparation for their product.

Portfolio Connection



30

31

32

33

Work in groups. Listen to the audio once more. Then, take turns to answer and discuss the questions. Give reasons and/or evidence for your answers.

- When are the people doing it?
- What color is the wheel of cheese? How much does the cheese weigh?
- What do you think about this tradition?
- Is there any tradition in your country similar to this one?

Work in pairs. Look at the pictures. Then, read the descriptions and write letter A or B accordingly. Give reasons for your answers.

A



Picture A: A group of people running down a hill.

B



Picture B: A group of people running down a hill.

- The man in black seems faster than the man with the red jacket.
- She is one of the winners. She caught the wheel cheese.
- They are interviewing the winner.
- There is an interviewing interview.
- She seems to be happy.
- They seem to be amused.

Look at the pictures about the Cheese-Chasing tradition. Take turns to describe the activities you can see. Follow the example.

Student's Tip

In your notebook, write a list of words and expressions used in descriptions of traditions from pictures. You can add more words and expressions to your list while working in this unit. Keep your work in your portfolio.

Comparing traditions using pictures STEP 1



What is your tradition? Describe it. Why is it important to you? How do you celebrate it? How do you pass it on to others? How do you think it will be in the future?



What is your tradition? Describe it. Why is it important to you? How do you celebrate it? How do you pass it on to others? How do you think it will be in the future?



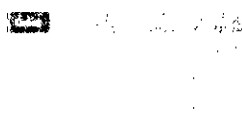
In Step 2 you will compare traditions from different cultures. Search for values at odds and from your culture. Ask your partner to do the same. Based on your observations, what are some of the traditions you share?

Step 1: Planning and Preparation

Lesson 1 Self-Evaluation

How do you think you did in Lesson 1?

- 1. I was able to describe my tradition clearly.
- 2. I was able to compare traditions from different cultures.
- 3. I was able to identify values at odds and from my culture.
- 4. I was able to identify shared traditions.



Looking ahead



Ask students to work in pairs and start preparing some statements about the tradition they will describe. Invite them to use the Reader's book to get ideas.

Look for and suggest websites to collect information about traditions.

Digital Connection



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.

Product 6 Comparing traditions using pictures Step 1

Planning



This time their product is based on picture descriptions. Ask students about possible sources for good pictures. Indicate to prepare a list of possible options to collect their pictures. How many members will participate in their team? Allow some time to make these decisions.

Hands on!



Divide the class into small groups. Write the questions on the board to support students when looking for the information. Give groups a couple of minutes to brainstorm their ideas and write them on a piece of paper. After each group has finished with their ideas, ask them to share them with the rest of the class. Ask students to brainstorm where to get information about traditions. Make sure every group has got different traditions to have a wide variety of information. If for some reason there is a tradition repeated, suggest a different one. For extra information remind students to consult their Reader's Book.

Achievements

- Compare and contrast traditions.
- Predict possible content in a text.



Activity 1

First, ask students to think about parties. People organize parties to celebrate especial occasions. Ask them to work in pairs and find out about the last party their partners went to. Elicit their answers and explain that they are going to listen to a picture description about a very popular celebration. They need to infer ideas for the next listening. Allow some time for their conversation.

Answers: Students' own answers



Activity 2

Ask students to stand up and integrate into groups of four. Explain that they are going to read and listen to the text and underline words that describe this special celebration. Notice that these are not isolated words, they can be phrases like: "The guests and the party girl seem to be..." Ask them to underline or highlight different expressions.

Answers: Students' own answers



Activity 3

Work in pairs. Read the text again and take turns to discuss: How do you think the girl celebrating her Sweet 16 feels? What makes you think that? How do you celebrate your birthdays? How do you feel when you celebrate a special occasion? Elicit all kind of answers from the students and encourage them to mention some feeling they may have felt.

Answers: Students own answers



Activity 4

Work with a partner. Read the text "Celebrations around the world" in your Reader's Book, pages 77-87. Identify words and expressions used to describe traditions based on pictures. Discuss with your partner: Which of those words and expressions can you use in your final product?

Answers: Students own answers

Work in pairs. Before listening to or reading the text, look at the picture, read the title and take turns to discuss: What celebration do you think is the text about? Listen and check your inferences.



Sweet 16! An American tradition

Some girls in the United States celebrate the sixteenth birthday of their daughter with a party called Sweet 16. The party is usually held in a restaurant or a hotel. The girl usually has a special dress and a special cake. The party is usually held on a Friday or Saturday night.

In the United States, a girl celebrating her sixteenth birthday usually gets a special party. There is usually a special cake. The cake is the only one that has six candles. Some of the girls make a list of wishes. They also have a special dance. The girl usually has a special dress and a special cake. The party is usually held on a Friday or Saturday night.

Work in small teams. Go back to the text. Take turns to answer: What words and expressions are used to describe the tradition? Underline them, then share your ideas with the class.

Work in pairs. Read the text again and take turns to discuss: How do you think the girl celebrating her Sweet 16 feels? What makes you think that? How do you celebrate your birthdays? How do you feel when you celebrate a special occasion?

Work with a partner. Read the text "Celebrations around the world" in your Reader's Book pages 77-87. Identify words and expressions used to describe traditions based on pictures. Discuss with your partner: Which of those words and expressions can you use in your final product?

Work in pairs. Read the following text. Then, take turns to discuss with your partner: How similar/different are the celebrations in this lesson?

My XV Years

Hi! I'm from Mexico and I'm celebrating my XV years. It's a very important day for me. I'm going to have a party with my friends and family. We will have a big dinner and dance. I'm excited about it. I will have a lot of fun. I will have a lot of friends. I will have a lot of love. I will have a lot of happiness. I will have a lot of memories. I will have a lot of love. I will have a lot of happiness. I will have a lot of memories.



Work in pairs. In your notebook, write some questions to explore the traditions on pages 69 and 70. Then take turns to ask and answer each other's questions. Follow the examples.

- Do they like it happy?
- Why do you think they like it so much?

Work in groups of three. Take turns to describe and contrast the traditions in pages 69 and 70. You can use the following words and expressions to do the activity.

Expressions to describe pictures	Expressions to begin an explanation	Expressions to compare traditions	Expressions to end an explanation
----------------------------------	-------------------------------------	-----------------------------------	-----------------------------------

Think about two or three cultural traditions that you want to compare in your notebook. Write some questions about these traditions. Use them as a research guide and share your findings with other classmates. Keep your work in your portfolio.

Achievements

- Use a Venn diagram to compare and contrast information.



Activity 3

Ask students to work in pairs once more. This time they will infer more about the picture. Explain that inferences help them give more details about the picture. Guide students with some of the questions in their activity book. For example: "How do you think the girl celebrating her Sweet 16 feels?" Think about words for emotions: happy, surprised, etc. Allow some time for students to exchange information and prepare these words.

Answers: Students' own answers



Activity 4

Ask students to take out their Reader's book. They need to look at the pictures and spot more descriptive words underneath these pictures. Students get in pairs and share their ideas. Monitor and ask more guiding questions if necessary.

Answers: Students' own answers

Activity 5

Ask students to stand up and work with another classmate. Now they will read about the Mexican XV years. With their partners ask them to list different things they normally find at these parties. Ask them to prepare a Venn Diagram in their notebooks and compare these two:

XV Years Sweet 16



Answers: Students' own answers

Activity 6

Ask students to read the questions in their Activity Book. They need to talk about these pictures. Working in pairs, they need to think and write down at least three more questions. Monitor and guide them if necessary.

Answers: Students' own answers

Activity 7

Ask students to work in groups of three. First, they take turns to read the expressions in their Activity Books. Then they use some of those expressions to say something about the pictures on pages 69 and 70. They can also use their Venn diagram from Activity 5.

Activity 8

Review with students the celebrations they have seen in this lesson. Ask them to mention other celebrations.

Ask students to work individually and prepare notes about other traditions they would like to compare.

Portfolio Connection



Project the Big Picture #2 (U6_BPA2). Ask students and take turns to describe the tradition they can see on the picture. Elicit from three or four students. Share opinions about Halloween celebrations.

Product 6 Comparing traditions using pictures Step 2

2 days

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



Elicit things they have completed so far: pictures, phrases. Now they need to think about the moment to present their descriptions. What else is needed?
How many pictures have they found?
Allow some time for students to agree with their classmates.

Hands on!



Ask students to place their pictures in an envelope or folder. They need to discuss about them with other classmates. **IMPORTANT:** Once again, this is not a moment for students to cut out or paste. They need to concentrate on communicating and talking to their classmates.
Integrate them into groups of four or five. Take turns to look at each other's pictures. Ask them to briefly describe the traditions they show. Use peer correction to talk about these events.
Ask students to take out their Reader's book. They can compare their materials with visuals found in the readings.

Looking ahead



Ask students to work individually for this stage. With the information the collected, ask them to think about possible modifications and/or additions using the expressions they have learnt so far.

Lesson 2 Self-Evaluation

Have students look at the statements and check them individually to think about their learning achievements, progress and performance during Lesson 2. Divide the class in pairs and have them compare their answers. Ask each pair to make a list of things they want to learn in Lesson 3.

STEP

Comparing traditions using pictures

2

Take the time to work with your group. Share with your classmates the information you found about the traditions that you chose. Take time to read and analyze the information that you found. Select the information that can help you to compare different traditions. You can also look for information in Activity 7.

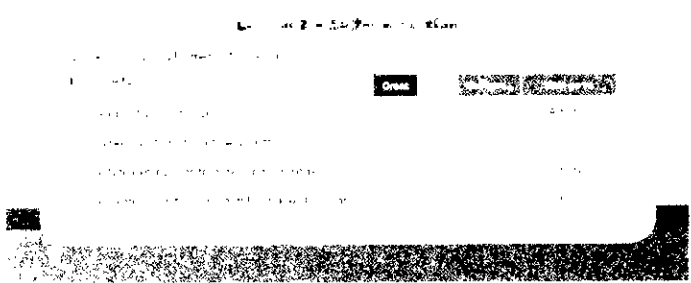
Write the title of your tradition in a small box. Write the information that you found about the tradition in a larger box. Write the date of your tradition in a small box. Write the words that you used to describe the tradition in a small box. Write the activities you did in the tradition in a small box. Write the words that you used to describe the tradition in a small box.



Now, you should work with your group. Share with your classmates the information you found about the traditions that you chose. Take time to read and analyze the information that you found. Select the information that can help you to compare different traditions. You can also look for information in Activity 7.
After that, take time to discuss with your classmates about similarities and differences of these traditions based on the pictures you have. After that, analyze the texts in this step and in the Reader's Book about traditions. Check how traditions can be explained from pictures.



In Step 2, you will write some notes about the expressions you used to describe and compare the traditions you chose. Take the activities you did in Lessons 1 and 2 to check those expressions.



The importance of thinking time

There are moments when it is important to allow students to work individually and process information at their own pace. Notice in this Step 2 that these moments are emphasized in looking ahead and self-evaluation. Encourage this thinking time and individual work. A suggestion: Show a picture or wear a Thinking Cap (simple question mark label), this indicates students it is their moment to concentrate at an individual level.

Lesson 3

72

Work in pairs. Before listening to or reading the text, look at the pictures and say what traditions and culture you think are being portrayed. Then, listen to the text and check your inferences.



People gathered on a hillside.



People wearing traditional Mexican clothing.

Listen to the text again. Analyze it and identify the main ideas and the supporting details in each paragraph. Then discuss with a partner what relevant information you can find in the text. Share your ideas with the rest of your class.

The spring equinox in Teotihuacan: A Mexican tradition

For many years, it has been the spring equinox in Teotihuacan. Even a tradition in traditional Mexico is still followed. Thousands of people go to Teotihuacan to witness in white a day after the Sun Pyramid. This celebration takes place around the 21st of March every year. They visit the 300 steps to the top of the Pyramid to soak up photos for the year.

In the first picture, a group of people are wearing traditional Mexican clothing. Most of them are wearing white. They are playing a traditional game. It is a traditional game. They are playing a traditional game. They are playing a traditional game.

In the second picture, a woman is playing a traditional Mexican instrument. It seems that some of them are wearing traditional clothing. The first woman seems very concentrated. The second woman seems to be looking at something else. While in the first picture most people are dressed in white clothes, in the second picture they are wearing colorful clothes. It seems to be a traditional Mexican tradition.

Achievements

- Infer from pictures.
- Identify main ideas and supporting ideas.
- Identify relevant information.

62 111



Activity 1

In preparation for this activity bring some Pre-Hispanic background music. (NOTE: You can find good options on YouTube © and browse for Ricardo Lozano featuring Jorge Ramos) Play the music in the background, elicit from students what ideas come when they listen to this type of music. Ask students to work in pairs and talk about the pictures on their Activity Book. Allow some time before playing the audio.

Answers: Students' own answers



Activity 2

It is time to prepare a tabbing guide. Ask students to take out their colored pencils, and get ready to listen to the audio and identify main ideas and supporting details. Play the audio. Students work individually on this task, but they share their comments with the class.

Answers: Students' own answers

Achievements

- Make comparisons of traditions based on pictures.
- Share relevant information.
- Organize expressions in a sequence using connectors



Activity 3

Ask students to work in groups of three. They need to take turns and ask questions in their Activity Book. Ask them to pay attention to the words in green and say how they are being used in the text.

Answers: It is celebrated by thousands of people, even tourists from other countries.

It is celebrated in the pyramids, but replicas are evident in other places too. It takes place on the 21st March.

Tell students to check connectors. Ask them to write 3 sentences and to share them with their class. Feedback students. Ask a student to look at the Student's Tip and guide them with these sequence markers.

Language Connection



Activity 4

Work in pairs. Identify in the previous texts the steps that people take to celebrate the Spring Equinox in Teotihuacan. Write your ideas. Ask students to work in pairs, have a look back to the text where they can find the steps taken to celebrate the Spring Equinox in Teotihuacan. Tell them to write down their ideas.

Answers: Students' own answers



Activity 5

Ask students to work in pairs. They need to look at their own Reader's book. First, they quickly mention something about the traditions, then they compare and contrast these celebrations.

Activity 6

First, ask students to list the different celebrations they observe in their families. Ask students to work in pairs and compare. They need to look at their partners' comments and prepare a comparative chart for their portfolios.

Portfolio Connection



- 2. Work in groups. Read the text in Activity 2 again. Take turns to ask questions about the celebration, for example: Who celebrates this tradition? Where is it celebrated? When is it celebrated? After that spot and analyze the words in green. Discuss with your classmates what we use those words for.

Student's Tip

- 3. Go to the Language Connection section on page 96 to learn more about connectors.
- 4. Work in pairs. Choose a tradition from your country or town. Take turns to explain what people do during this tradition. Use words such as: First... Then... After that... to organize your ideas. Share your work with the class.

- 5. Work in groups of three. Choose two celebrations from the text "Celebrations around the world" in your Reader's Book, pages 77-87. Take turns to describe and compare the celebrations. Then, explain which would be your favorite celebration and why.

- 6. Work in groups. Take turns to compare the most common traditions in your family. What are the special dates that you always celebrate? Do you do something different every time? Do you do the same as other families? Make a chart in which you compare those traditions. Keep your work in your portfolio.



Project the Big Picture #3 (U6_BPA3).

Ask students to work in pairs, write down a brief description comparing Brazil's carnival and a similar tradition in their country. Tell students to share information with the class.

Lesson 3 Self-Evaluation

Have students look at the statements and check them individually to think about their learning achievements, progress and performance during Lesson 3.

Looking ahead



Tell students that in Step 4 they are going to write their final version of the text. Ask students to compare from pictures. Remind them the importance of the pictures.

Step 4

Make sure students check the steps they have followed up until Step 4.

Hands on!

Give students some minutes to work on their final text. Encourage students to present it in the most natural way. Remind students to include pictures or drawings. Present the text to the class.

End of unit self-evaluation

Ask students to work individually and answer the questions individually. Allow some thinking time. Have students integrate in groups of five. Each student reads a question and share their ideas.

Product 6 Comparing traditions using pictures

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 how 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. Ask them if they would like to invite external teachers or students to the presentation of their final product.

Hands on!



Set groups of three or four. Ask to edit the first draft of their text. Remind them to include important and useful information about the traditions they chose to work with. Feedback students' texts on grammar, spelling, vocabulary, and punctuation. Ask students to exchange with another group for peer assessment. Remark to take into account the comments made by the other group.

Reader's Connection



Activity 1

After reading the text "Celebrations around the world" in your Reader's Book, complete the information below. Share and compare your work with your classmates. Ask students to complete the chart with the information read on the text Celebrations around the world. Give them some minutes to complete the chart. Ask students to get into groups of three. Students share their information. Elicit some answers and write them on the board so everybody gets the same information.

Answers may vary: 1. Day of the Dead, an "ofrenda" built in private homes loaded with offerings. 2. Wedding ceremonies in India. The first night a priest performs a Ganesh Pooja ceremony, on the second day a mehndi ceremony and the third day the main ceremony. 3. Hanukkah, for eight days candies are lit. 4. Maslenitsa, with fairs and carnivals, people eat Blinis throughout the holiday week.



Activity 2

Work in pairs. Choose two celebrations from the text "Celebrations around the world" and compare them. Talk about the similarities and differences you can identify. Ask students to work in pairs. Suggest writing down some notes on their notebooks. Tell them to choose two celebrations to compare. After that, present it to the rest of the class. Give students a couple of minutes to answer the activity on their Activity Book.

Answers: Students' own answers

Reader's Connection

1. Work in small groups. Read the text "Celebrations around the world" in your Reader's Book, on pages 77-87, and discuss with your classmates the traditions that you found more interesting and explain why. Then, complete the information below. Present your work to the class.

Celebration	How it is celebrated
-------------	----------------------

2. Work in pairs. Choose two celebrations from the text "Celebrations around the world" and compare them. Talk about the similarities and differences you can identify.

Evaluation



- 1 Work in pairs. Take turns to talk about traditions that you find interesting. They can be from your community, city, or from a different country. Paste a picture of each of the celebrations.

Activity 2

Complete the following information using the pictures you pasted in Activity 1. Ask students to work individually. Tell them to complete the chart with the information they had collected and the pictures they got.



Answers: Student's own answers



Make sure your students know you're available to help with spelling or proofreading whenever they need it. When you make writing time a priority for you, it will make it easier for your pupils to improve their writing skills.

- 2 Work with a partner. Complete the following information using the pictures you pasted in Activity 1. Then take turns to describe and compare such traditions.

Similarities

Differences

Similarities

Differences



Activity 1

Choose two traditions that you find interesting. They can be from your community, city, or from a different country. Paste a picture of each celebration. Ask students to select two traditions they find interesting. Tell them to look for information, consult a website or ask parents and teachers. Remind them to include two pictures which students will paste on the evaluation. Suggest the use of a Venn diagram to compare and contrast information which they will transfer to a chart in Activity 2.

Answers: Students' own answers

Evaluation instrument

Unit 6

Descriptive rating scale

Use this descriptive rating scale to evaluate your work after class. Color a descriptor in each of the columns depending on how well you think you did it. Then discuss the results with your partners and the way you could all improve.

	Very Well	Well	Regular	Needs Improvement	Very Poor
10	Complete activities	Participates all the time	Follows rules	Very Well	Very Well
8-9	Incomplete activities	Participates most of the time	Follows rules most of the times	Well	Well
6-7	A lot of information missing	Participates just a little	Gets distracted	Regular	Regular

Social Practice of the Language:

Writing instructions to avoid a situation of personal risk.

After finishing this unit, you will be able to:

- Examine instructions to avoid personal risky situations.
- Plan writing instructions.
- Write instructions to avoid personal risky situations.

Final Product: Illustrated report to avoid personal risky situations

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 in words that are easy for them to understand. If they have any questions or doubts, clarify them.

Explain to students that in this unit they will learn to write instructions to avoid personal risky situations. They will also learn to classify them in the type of places and situations each one is used in.

Tell students that their final project for this unit is to write an illustrated report to avoid personal risky situations.

How do you avoid a personal risky situation?
By what actions do you have to avoid it?
What are the different words that are?



Section 1: Introduction to the language

After finishing this unit, you will be able to:



To close the introduction, ask students if they have ever been in a risky situation and in what type of place. (You can give students a personal example of a risky situation you ever encountered yourself in.)



In this unit, students will read the text "Avoiding risky situations", pages 91-99 of their Reader's Book. With this reading, students will understand the importance of taking different safety measures during and after a natural disaster, like an earthquake or a fire.

Describe in pairs the pictures. What do you think that happened? How can you prevent a risky situation at school or home?



Before listening, try to predict with a partner what Barbara will recommend to prevent risky situations at the airport. Write your guesses in the chart below, in the section "My guesses".



Listen to Barbara and Tim talk about what recommendations she found in a website for people traveling by air. Complete the chart in the section "What Barbara found".

Go online and check other important instructions for safety while traveling by air and discuss them with a classmate.

Achievements

- Activate prior knowledge to recognize the topic, purpose and receiver.
- Anticipate content based on keywords.

Get connected!

Write the following instructions on the board: *Do not cross the street without looking both ways before crossing. We ask you not to cross the street on a red light. It is important to use the crosswalk while crossing the street.* Ask a couple of volunteers to read the instructions out loud. Ask students where they would find these instructions (on the street) and what risky situation are they trying to avoid (being hit by a car or cause an accident). Ask students: What other instructions and places do you know about? Let's find out in our first lesson.

1. Work in pairs. Look at the pictures. What do you think happened in each one? Have you ever been in a risky situation? Ask students to work in pairs and give them a couple of minutes to discuss what they see in each picture. (a cut finger/bleeding finger, a broken arm/an arm in a cast, a construction worker with a hurt/ broken knee). Ask each pair to answer the questions from the instructions: What situation happened in each one? What could have been done to avoid these situations? Give each pair a large piece of paper and to make a mind map with their ideas. (Write *Risky Situations* in the center circle and then branch out with the three situations from the pictures, what happened and what could have been done to prevent them.) When each pair finishes, they can hang their mind maps on the classroom wall for further use.

Answers: Students' own answers

2. Work in groups. Before listening, try to predict with a partner what Barbara will recommend to prevent risky situations at the airport. Write your guesses in the chart below, in the section "My guesses". Tell students they will listen to Barbara and Tim checking information from a website. Have students try to predict what the audio will be about using the images. Draw on the board a similar chart so you can exemplify the activity. For example, below the first image write: "You can lose your baggage if it is left alone". Have students discuss their predictions and write them in pairs. Check some suggestions as a class

Answers: Students' own answers

3. Listen to Barbara and Tim talk about what recommendations she found in a website for people traveling by air. Complete the chart in the section "What Barbara found". Show students where they will write their answers in the chart. Play the audio two or three times. Remind students that it is important to identify key words so they know where the answer is. It is not a transcription of the audio, so answers may vary. Focus on the main idea.

Possible answers: 1. We ask you not to leave your luggage unattended. 2. Don't loss your documents. 3. We advise you to pay attention to the flight safety reasons.

Go online and check other important instructions for safety while traveling by air and discuss them with a classmate.

Suggested videos: American Airlines safety video and Lufthansa Airlines safety videos.

Digital Connection



Lesson 1

Achievements

- Compare the type of sentences used to express direct or compound instructions.
- Identify the manner in which sentences are written.
- Identify a risky situation and give advice on how to prevent it.

127 Activities and Games



4. Work in pairs. Read the instructions Barbara found on the FAA website. Have students read the phrases. Invite them to make predictions about what they refer to when being at the airport or a bus station. Remind students that to understand better, they need to anticipate the content to get the general idea. Have students read the text and match the phrases a), b) or c). After checking answers, you can ask students to read sentence by sentence after you or read aloud if they are fluency reading.

Answers: 1 b). 2 c). 3 a).

Connecting you

Focus attention on the "Connecting You" box. Ask the question out loud. Ask volunteers to share in which places they have seen instructions to avoid risky situations.



5. Work in groups. Complete the following instructions for avoiding a personal risky situation at a construction site. Have students find examples of preventing risky situations in the texts. Make students aware that they can use direct instructions (Don't arrive late) or compound instructions (We advise you not to take objects from strangers). Direct instructions tend to be more informal. We can use them with friends and family or in urgent situations. Compound instructions are more formal and we can use them in written documents or when we show respect. Have students classify them on their notebooks. They can include this classification in their Portfolio.

Answers: Students' own answers



6. Work in groups. Look at all three situations in the pictures. Discuss the causes why each one represents a risky situation. Write four instructions for each one to avoid them. When you finish, prepare a small presentation to share with the class. Have students prepare a poster on their notebooks using direct and compound instructions. Remind the poster has to be clean and clear. Group students in small teams. Have them present their posters and answer questions from classmates to explain their poster. Monitor as students are on task.

Answers: Students' own answers

17 Before reading, in pairs talk how the sentences a), b), c) may express how to avoid risky personal situations. Then match the sentences based on the content to the paragraphs. Check in pairs your guesses and answers.

18 Work in pairs. Read the instructions on the FAA website. Write down the instructions you find. Match them to the sentences a), b) or c). After checking answers, you can ask students to read sentence by sentence after you or read aloud if they are fluency reading.

19 Work in groups. Find in the texts ways to prevent risky situations. How are they expressed in addition to imperatives? Be punctual! Don't transport objects! Go to the Language Connection section on page 126, to check your guesses.

20 Look at the pictures below. Use the texts in Activity 4 to write a poster to prevent a risky situation and a short explanation. Share your poster in small groups. Look at the example:



1. Not to arrive late. 2. Do not take objects from strangers. 3. Do not take objects from strangers.

21 Make a list of the words and expressions you learned in this lesson to give instructions, like *We ask you not to...*, *Do not take...*, *It is important to...*. Keep your work in your portfolio. This information will help you in the development of your final product.

Organize the class in groups of four to make their lists. When they finish, ask a representative from each team to share the words and expressions they came up with.

Portfolio Connection



BPA #1 Project the Big Picture Activity #1 Ask students the following questions: What is the woman doing? What could happen because of her actions? Why is this situation risky for the woman and the man on the bicycle? What would you say to the woman driving?

STEP

1

Looking ahead



Explain to students that in Step 2 they are going to decide what type of instructions they are going to include in their illustrated report (instructions with infinitives only or with imperatives only).

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 selfevaluation. Help them analyze and understand each and every learning objective.

Under 2 seconds, a person is most likely to forget an action. You should include in your illustrated report and what they can do to avoid a personal risk. Think about the following:

- 1. What are the most common personal risks in your area?
- 2. What are the most common personal risks in your area?
- 3. What are the most common personal risks in your area?
- 4. What are the most common personal risks in your area?

Product 7 Illustrated report to avoid personal risky situations

Step 1

Planning



Guide students to make the decision on the type of material they will use to write and make their illustrated report to avoid risky personal situations. Start establishing with students how many warning and prohibition signs they are going to write and make and the shape (round, rectangular, triangle).

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 and to help develop their speaking skills even further, ask each group to prepare a small presentation with the information they find.

Achievements

- Read instructions to understand content.
- Use of previous knowledge to understand a text.
- Discuss rules and regulations in common places.



1. Read the safety regulations that the Tallahassee Water Park has at the entrance. Do you think they are important enough to follow? Why do you think every sentence begins with Don't or No? Draw a chart on the board with two columns with labels on the top: Risky situations and rules and regulations. Have students work in pairs thinking what advice they can give to avoid a risky situation. Once they finish, collect ideas from the group and write it on your chart on the board. Finally, fish for ideas about who has broken a rule at a water park, and why it is a risky situation they have to avoid doing again.



Go online and look for examples of signs with rules and regulations to show students. This way, they have a better idea of how they are designed and it gives them a broader perspective on them.



2. Work in pairs. Read the following statements. Circle True or False. Ask students to work in pairs. Ask them to make True and False signs, you can use two pieces of paper, two popsicle sticks and glue to make them. Have students make their signs. Now, read the sentences out loud. Students, without speaking, should raise their signs depending on whether they think the sentences are true or false. You can add more sentences regarding the water park and regulations if you wish to extend the activity.

Answers: a. False b. True c. False d. True e. False



Ask groups to write the three most important rules and regulations that should be followed in the school yard. See who comes up with the best ones. See if they can put them to practice during recess.

Before reading, think of an advice to be safe in a water park. Read quickly the text. Did you find a similar piece of advice to what you thought? Read the text again and tell a classmate which rules you have broken and why.

Water Park Rules

To have a safe and entertaining experience at the park, we advise you to follow the rules and regulations:

• You should use the slides. If you don't know how to swim,

Don't go far down when sliding.

• Don't slide together and remind others to slide after another.

• Don't slide in any other position than the one that is written on safety board.

• NO stopping, spinning or kneeling while you are on the slide.

• Don't begin to slide until the previous person is out of the water and you are given authorization to do so.

• Don't attempt to increase your speed or slides by trying different sliding positions.

• NO diving and jumping in pools.

• You shouldn't stand in front of the water slide.

IN CASE OF EMERGENCY or fire, please contact the nearest member of the staff or call a text of 1-800-RED-4LEAF.

Work in pairs. Read the following statements. Circle True or False.

A water park should have rules for people to follow. True False

People who don't know how to swim shouldn't use the slides. True False

It's OK if you stand in front of a slide when someone is about to slide. True False

You shouldn't slide together and immediately one after the other. True False

If there's an emergency at the park, you should call the fire department. True False

Work in groups. Write which are the three most important rules you think should be followed inside the park. Check your answers with other classmates and talk about why you gave them that order of importance.

3. Work in groups. Write which are the three most important rules you think should be followed inside the park. Check your answers with another group and talk about why you gave them that order of importance. Arrange the class in groups. Ask each group to analyze the rules and regulations again and to choose the three most important ones they think should be followed in the park. Give them a couple of minutes to brainstorm their ideas and write their answers. Ask each group to come to the front of the class to share their rules and the reasons why they think the ones they chose are the most important ones.

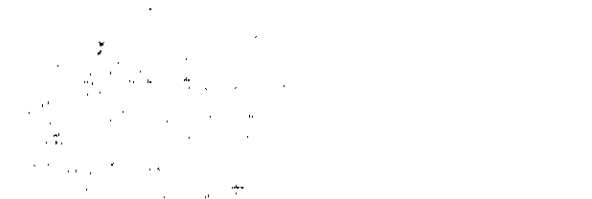


D

6.10

Work in pairs. Use the words in the box to name the components of this rules and regulations sign.

Body Closing Title Introduction Graphic or images



Rules and regulations are used all over the world. Do you think the rules for a water park in Florida are the same for a water park in Japan?

6.11

Work in pairs. Write three rules and regulations you think the sign from the water park is missing. Think in terms of food, clothing, and personal objects.

6.12

Work in groups. Discuss the following questions about the sign's components. When you finish, share your answers with other classmates.

- Do you think the introduction for the sign to begin with an opening title and a closing?
- Why do you think the rules are ordered separately and in blocks?
- Why is it important to have rules and regulations in public places?

Make a list of instructions to avoid personal risky situations. Use the ones from Lesson 1 at the airport and from Lesson 2 at the water park. Keep your list in your portfolio.

Achievements

- Compare the type of sentences used to express direct or compound instructions.
- Identify the manner in which sentences are written.
- Identify a risky situation and give advice on how to prevent it.

Textual Components

Analyze the function of textual components and typography. Decide which textual components and typography to include in a sign. Recognize the effects caused by changes in typography.



4. Work in pairs. Use the words in the box to name the components of this rules and regulations sign. Ask students to keep their books closed. Write on the board: title, graphic or image, introduction, body, closing. Tell students that those are the main components that make up a rules and regulations sign. In pairs, ask them to write a definition for each component and to guess where each one would go in the sign.

Answers: a. Title b. Graphic or images c. Introduction d. Body e. Closing

If you have Internet access, go online and check out rules and regulation signs from other parts of the world.

Culture Connection



5. Work in pairs. Write three rules and regulations you think the sign from the water park is missing. Think in terms of food, clothing, and personal objects. Ask students to work in pairs. Using the rules and regulations from the first activity and the ones they researched online, tell them to think of three rules that they think are missing from the ones in the water park sign.

Answers: Students' own answers



6. Work in groups. Discuss the following questions about the sign's components. When you finish, share answers with another group. Organize the class in groups. Give them a couple of minutes to prepare a small presentation with the questions from the activity. Ask each group to come to the front of the class and in less than 5 minutes to present their work. After each group presents their work, the rest of the class has one minute to give their opinion of their classmates' presentation content.

Answers: Students' own answers



7. Ask students to work in pairs and to make a list of ten instructions, rules and regulations using the ones from Lessons 1 and 2. They can use this list later to help on their final product.

Portfolio Connection



BPA #2 Project the Big Picture Activity #2. Invite students to describe what is happening in the picture. Then ask them the following questions: *What do you think caused the fire? How could the fire have been prevented?* Arrange students in pairs to prepare a small presentation with the picture.

Product 7 Illustrated report to avoid personal risky situations

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



Guide students to make the decision on the type of instructions they are going to use for their illustrated report and how many. Give them some ideas on where they can place it, for example, in school, at home, in the school's yard, the cafeteria, etc.

In regards to the images, students can obtain them from a free images bank (if you have Internet access), they can also use magazines and newspapers or they can draw them.

Hands on!



Have students work in teams to create a draft. Assign some minutes so they can present it to another group for respectful feedback. Remind students that respectful feedback is just marking possible grammar and lexical mistakes without making fun or being rude to classmates. The classroom is a safe space for everybody to learn. Monitor as students are on task to help when necessary.

Looking ahead



Explain to students that in Step 3 they are going to write a list of instructions and decide which they are going to use in the final illustrated report.

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 2. Divide the class in pairs and have them compare their answers. Ask each pair to make a list of things they want to learn in Lesson 3.



If there is time left, ask student to make a KWL chart about Lesson 2.

2

1. Read the instructions and make a list of the steps you are going to follow to create your illustrated report. Write down the steps in your notebook.

2. Choose a topic for your illustrated report. Write down the topic in your notebook. Think about the type of instructions you are going to use and how many. Write down the type of instructions and the number in your notebook.

3. In a group, create a draft of your illustrated report. Present it to another group for respectful feedback. Mark the possible grammar and lexical mistakes without making fun or being rude to classmates.

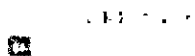
4. Write down the feedback you received from the other groups. Express your opinions. Try to be clear. This draft does not have to be perfect, but make sure you make a good effort to do it well. Use the feedback to improve your draft. Include the feedback if they are helpful. Follow the possible things to make the message and drawings clearer and get respect from the other groups. Write down the necessary changes in the following step.

1. Read the instructions and make a list of the steps you are going to follow to create your illustrated report. Write down the steps in your notebook.

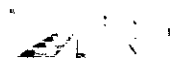
2. Choose a topic for your illustrated report. Write down the topic in your notebook. Think about the type of instructions you are going to use and how many. Write down the type of instructions and the number in your notebook.

3. In a group, create a draft of your illustrated report. Present it to another group for respectful feedback. Mark the possible grammar and lexical mistakes without making fun or being rude to classmates.

4. Write down the feedback you received from the other groups. Express your opinions. Try to be clear. This draft does not have to be perfect, but make sure you make a good effort to do it well. Use the feedback to improve your draft. Include the feedback if they are helpful. Follow the possible things to make the message and drawings clearer and get respect from the other groups. Write down the necessary changes in the following step.



Work in pairs. Look at the picture. What risky situations can you find in a place like this? Write four on the lines and compare your work with other classmates.



Listen to the conversation. Number the sentences in the order you hear them.

- a. The first one says: Handle knives with the sharp end pointing away from you.
- b. Wash the toaster and eating utensils in the sink with soapy water.
- c. Always wash your hands before and after handling food. If you're finished, wash your hands again.
- d. Be careful when you clean. Be sure to use a nightgown with the proper care instructions.
- e. Always use oven mitts. And don't touch anything that is still hot when you're in the kitchen.

Write the numbers in the order you hear them in the lines. Write the sentence number in the space next to the sentence. Write the number of the sentence in the space next to the sentence.

Listen to the conversation again. Complete the sentences with the missing word.

Welcome to your _____ kitchen. The video Part 2 talks about _____.

Now the rules are safe _____ and _____.

It's important _____.

Now the kitchen _____.

Now this you know _____.

and _____.

Achievements

- Use words and expressions to write instructions.
- Identify risky situations in a certain place.



1. Work in pairs. Look at the picture. What risky situations can you find in a place like this? Write four on the lines and compare your work with other classmates. Ask students to look at the picture, ask them: What comes to your minds when you hear or see the word risky? What do you think the place in the picture is? Does it look dangerous? Why or why not? Give students a couple of minutes to brainstorm their ideas and write the four risky situations they think they can encounter in the kitchen.

Answers: Students' own answers

2. Listen to the conversation. Number the sentences in the order you hear them. Explain to students that they are going to listen to a conversation between an instructor and his students. Play the conversation without stopping. After, ask students comprehension questions about it, for example: Where are the students? What is the name of the institute? Give students a couple of minutes to answer the activity.

Answers: a. 2 b. 5 c. 4 d. 1 e. 3

Help students find videos online if it is possible in your context. Two options are: *Kitchen Hazards* (https://youtu.be/XzNi_17cX-8) and *Risks and Hazards in the Kitchen* (https://youtu.be/kjYsJ_dk0nY). Organize a listening activity so students can predict the content (by watching the video without sound, for example), then listening and raising their hands when what they predicted was right. Finally, writing interesting ideas from the video to create a graphic organizer or a poster.



3. Listen to the conversation again. Complete the sentences with the missing word. Play the conversation again. After students finish listening, ask students to stand up and walk around the classroom. Say "Stop", ask students to share what they remember about the conversation. Give them one minute or two to share, after time is up, say "Walk" and students walk around the classroom again. Repeat the activity until you see that most students have shared their information. Give students a couple of minutes to answer the activity.

Answers: a. first / institute b. health / safety c. important / kitchen d. rules / basic e. health / safety / work

Connecting you

Focus student's attention to the Connecting You box. Read the question out loud. Ask students to think about a situation where they have been in a risky situation and how they avoided it.

Achievements

- Integrate affirmative, negative, interrogative and imperative sentences in a presentation.
- Write about safety rules in a common place.
- Ask and answer questions about safety



4. There are other common places, in addition to the kitchen, where you can experience personal risky situations. Discuss in pairs possible dangers in common places (bedroom, parks, markets, etc.) and ways to prevent a risky situation. Have students discuss in pairs or small groups places at home or school where there is danger. You can give an example: *In my case, in the teacher's room, I can get burned with my coffee if I am careless taking the cup.* Monitor as students are on task. Invite to share their ideas for those who you found interesting while monitoring.



5. From the discussion in Activity 4, use expressions from page 79 or 81 to write safety rules for the place you talked about. Look at the example: No jumping and diving in the pool. Remind students of your example of getting burned by being careless with your coffee cup. Write on the board: *In the teacher's room: Be careful with your coffee. It can be very hot!* Reinforce this example with the one in the book. Allow students to write their safety rules.

Answers: Students' own answers

There are different types of sentences. Those that are affirmative (*It is important to be punctual to class*), negative, which have a negative auxiliary (*I don't drive to work*), interrogative, used for questions (*Do you live near here?*) and imperatives (*Be respectful to your classmates*). There are also declarative sentences which are also made up of a subject and a predicate. (*I run, We eat, there is a table*).

Language Connection



6. Present your safety rules in a mini poster and present it in small groups. Explain in your words why they are important to be followed. Give students time to illustrate the safety rules they wrote. Group students in teams. Allow them to explain their safety rules. Encourage them to ask questions to know more. Let students be creative. Monitor so the activity is done with respect.

There are other common places, in addition to the kitchen, where you can experience personal risky situations. Discuss in pairs possible dangers in common places (bedroom, parks, markets, etc.) and ways to prevent a risky situation

From the discussion in Activity 4 use expressions from page 79 or 81 to write safety rules for the place you talked about, for example:

- Don't push. Put on a hard hat.
- No stopping any time... Carry your documents with you...

When we explain something, we use affirmative sentences, whether in negative form or interrogative or imperative form. In pairs, try to remember examples of these types of sentences. Then go to the Language Connection section on page 126 to check your answers. Include these sentences in Activity 5.

Present your safety rules in a mini poster and present it in small groups. Explain in your words why they are important to be followed, for example: *No jumping and diving in the pool.* When listening to other classmates, ask them questions to know more.

Types of sentences
Sentences can be classified as affirmative, negative (use a auxiliary in negative as don't, can't, won't), interrogative (it is a question) or imperative (to give orders). Look at the example below.
It is a declarative sentence (affirmative). It is not safe to run in a public place or on the street. It is an imperative (to give orders). Do you live near here? It is an interrogative sentence.

In some countries, there are very strict instructions to follow when you are in a public place or on the street. If people don't obey them, they get fined or arrested. What happens in your country when someone doesn't follow the rules?

Culture Connection



In some countries there are very strict instructions to follow when you are in a public place or on the street. If people don't obey them, they get fined or arrested. What happens in your country when someone doesn't follow the rules?



BPA #3 Project the Big Picture Activity #3
– Arrange students into groups. Ask them to write a set of rules and regulations to ride the roller coaster.

Hands on!



Have students focus on the content of the poster paying attention to the accurate use of the language as this is a written document. Make sure students see the examples in the Reader's Book and on page 81. Monitor to offer help in case students do not notice important mistakes which impede clarity of the ideas.

Looking ahead



Tell students that in Step 4 they are going to write and make their illustrated report. They need to have their instructions proofread and 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 like 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 four.

Hands on!

Assign places in the room, or designated area for students to showcase their posters. Have students prepare a short presentation about their illustrated report. Allow students to visit the others' reports. Monitor to make sure students are on task.

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 answer the questions from the self-evaluation. Repeat the process until all students have had a chance to speak.

3

Check the content of your report. Have your partner check it too.

For each step, explain all the steps in detail. Make sure you know the steps and the order. For each step, write down the steps in detail. Make sure you know the steps and the order.



With the help of your teacher, decide on the topic you want to write about. Write down the topic and the steps you are going to take to make your illustrated report. Are you going to make a poster, a presentation, or a video? Are you going to invite other students to see your work? Are you going to have a presentation or a video? Are you going to have a presentation or a video?



Now you can illustrate the report. Prepare a short presentation or a video explaining why it is important to follow these steps. After everyone has listened to the presentation, take time to visit the illustrated reports of other teams and ask questions about the content.



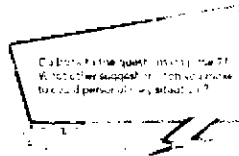
In Step 4 you are going to make your illustrated report. Don't forget to make your list of instructions and in the materials you are going to use to make it.

4

Check the content of your report. Have your partner check it too.

For each step, explain all the steps in detail. Make sure you know the steps and the order. For each step, write down the steps in detail. Make sure you know the steps and the order.

Let's work in teams writing the content of the illustrated report. You can review examples on your Reader's Book on pages 81-89 or page 91 in your Student's Book. On this step you need to make sure that the content in clear and has no grammar or vocabulary mistakes. Just like a friend, please check the unit to make sure. Once you have finished, think of a different message and make of you will use to present it. You can do it on a poster.



- Remember to use the following steps:
- 1. Write down the topic and the steps you are going to take to make your illustrated report.
 - 2. Write down the steps in detail.
 - 3. Write down the steps in detail.
 - 4. Write down the steps in detail.
 - 5. Write down the steps in detail.
 - 6. Write down the steps in detail.
 - 7. Write down the steps in detail.
 - 8. Write down the steps in detail.
 - 9. Write down the steps in detail.
 - 10. Write down the steps in detail.

Product 7 Illustrated report to avoid personal risky situations

Step 3

Plan

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 or see if they want to hang their illustrated reports in the school yard for the whole school to see.

Reader's Connection



Before students begin working on their Reader's Connection page write the word *natural disaster* on the board. Use the Think-Pair-Share technique so students can think about any information that comes to mind about natural disasters. Pair up with a partner, and share their thoughts on natural disasters.



1. Write under the picture three characteristics that define each disaster. Focus students' attention on the pictures.

Ask students to think of three adjectives to describe each picture, then ask them to write sentences using those three adjectives.

Give students a couple of minutes to answer the activity. As a bonus, you can ask students to say three characteristics to define other natural disasters like drought, flood, avalanche, volcanic eruptions, etc.

Answers: Students' own answers



2. Write three dos and don'ts on what to do during a fire and an earthquake. Tell students to imagine they are on the beach and suddenly there is an enormous wave coming their way. Ask them: What should you do? What shouldn't you do? Give students a couple of minutes to think about their answers and write them in their notebook.

Give students a couple of minutes to answer the activity in their book.

Give students' a couple of minutes to answer the activity in their book.

Answers: Students' own answers



3. Work in groups. Answer the questions. 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 or press conference.

Answers: Students' own answers

Reader's Connection

57

After reading the text "Avoiding risky situations" in your Reader's Book, write under the picture three characteristics that define each disaster.



Fire



Earthquake

Write three *dos* and *don'ts* on what to do during a fire and an earthquake.

Fire		Earthquake	
Do's	Don't's	Do's	Don't's

Work in groups. Take turns to answer these questions.

Do you have an evacuation plan at home or at school? How do you feel about an earthquake at home?

What do you and your family do to prevent fires at home?

Do you think having a first aid kit at home or at school is important? Why or why not?

Evaluation

Read the phrases below. Express hope to avoid a personal risky situation using phrases such as: *It is important (not) to, I advise you (not) to, I ask you (not) to*, in imperative form.

Bring pointy objects.
Leave belongings unattended.
Wait for an adult to pick you up.
Keep your school supplies in your bag.
Throw things at classmates.

React to the following problems some classmates will tell you. Explain in your words the rules. For example:

"I don't like seat belts. I don't wear one."

"I don't like carrying money in my hand."

"I don't like having breakfast."

"I don't like talking to people I don't know."

"I like to play video games with people I don't know."

Say the sentences using imperatives. For example:

We must be careful when we come to school.

We must lock our doors.

Let's eat slowly and don't eat fast food.

It's important to respect the rules of the school.

It's important to respect the rules.

2. React to the following problems some classmates will tell you. Explain in your words the rules. Have students give advice using the expressions used in class. The answers may vary, but they have to make sense to the context.

Possible answers:

1. "I don't use the seat belt when I'm in a car". Always fasten your seatbelt because if there is a sudden stop you can get hurt.
2. "I always carry my money in my hand". I advise you to use a coin purse because in your hand the coins can fall.
3. "I don't like having breakfast". I ask you to eat well because you need energy for school.
4. "I never say when I feel sick". It's important to visit a doctor when you feel sick because it can be serious.
5. "I talk to people I don't know on the Internet". I advise you not to make friends with strangers online because it is not safe.

3. Say the sentences using imperatives. Have students transform these sentences by using imperatives.

Possible answers:

1. Be careful when you come to school.
2. Lock the doors!
3. Don't eat fast food.
4. Don't play in this area of the school.
5. Respect the rules.



1. Read the phrases below. Express hope to avoid a personal risky situation using phrases such as: *It is important (not) to, I advise you (not) to, I ask you (not) to*, in imperative form.

Have students indicate which of these actions are correct or not by transforming them into formal rules and regulations. As with the upcoming exercises, answers may vary.

Possible answers:

I advise you not to bring pointy objects.

It's important not to leave your belongings unattended.

I ask you to wait for an adult to pick you up.

It's necessary for you to keep your school supplies in your bag.




I ask you not to throw things at your classmates.



Evaluation instrument

Checklist

Use this evaluation during the presentation of the Illustrated reports. Make sure you read this evaluation before the activity starts. Share the results in groups and discuss the results with your partners and the way you could improve.

			
Did I speak English the whole time?			
Did I cooperate while working in teams?			
Did I complete my final product on time?			
Am I able to understand my teacher and classmates when they speak English?			

Social practice of the language:
Narrate a sports event.

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

- Explore narrations of sports events.
- Understand general information and details from narrations of sports events.
- Narrate a fragment of a sports event.

Final product: Narrating a sports event.

Achievements

- Introduce the unit's topic.
- Activate prior knowledge to develop unit's introduction.

Ask students if they like sports. Let students brainstorm sports' vocabulary and write it on the board. After, ask them about sports events. If any has attended a sports event, ask that student to share the experience with the class. If students have difficulties answering give them some clues.

To introduce the unit's topic: tell students to get in small groups and select a sport they like the most. Write down some sentences to describe it during a match or game. After a couple of minutes, one of the students will stand up and read the sentences to describe the sport event without mentioning its name, the rest of the class will have to guess which one is it. To close the introduction, ask a student to read the first and second questions on the cover page. Trigger a discussion with the whole group and elicit from some students their answers.



Social practice of the language.

After finishing this unit, you will be able to



U8 BPA#1. Project the Big Picture # 1 with the football player in the field.

Ask students to mention some famous sports event in your community, city or state. Ask students if they like playing that sport.



In this unit, students will read the text "Sports events", pages 103-111 of their Reader's Book. In this reading, different styles of sports narrations are presented.



Activity 2

Have students listen to the audio again and write the answers. Check answers as a group. To round up this part, students can read in pairs the narration. Monitor as students are on task so you can check their pronunciation.

Answers: a) school athletics competition b) March 28th c) Fairview Community School d) Dary, Lourdes, Marceia, Maggie and Heirna.



Remind students that it is not necessary to understand every single word. Try to ignore those words that they think are less important anyway. Tell them to focus on key words and facts. Intonation and stress of the speakers can help them to understand what they hear.

Activity 3

Have students describe the clothes that the kids in the image are wearing. Allow students to be as detailed as possible. Have some students describe each of the competitors so their other classmates point them with their finger. For this suggestion allow students to focus on meaning and communication more than on form and accuracy.



There are different ways to share emotions. In this section you can see a few of them; however you can express them through onomatopoeias (Wow! Ah! Aargh!) or complete sentences: *That's awesome!* / *Very good!* / *That's awful.* These expressions are usually said with the corresponding emotion. Students need these expressions to communicate feelings in any given situation.

Language Connection



Work in pairs: Read the title of the text and look at the picture. Then, discuss with your partner what you think the narration you are going to listen to is about. Listen and check your inferences.

School Athletics Competition - Final

At the end of the year, the school has a competition. This year, the school decided to have a school athletics competition. The competition was held on March 28th. The school decided to have a school athletics competition. The competition was held on March 28th. The school decided to have a school athletics competition. The competition was held on March 28th.



The school decided to have a school athletics competition. The competition was held on March 28th. The school decided to have a school athletics competition. The competition was held on March 28th. The school decided to have a school athletics competition. The competition was held on March 28th.

Work in pairs: Listen to the narration again. Then, answer the questions below. Give reasons for your answers.

- What is the competition?
- When is the competition held?
- Where is the competition held?
- Who is the winner?

Work in pairs: Working in pairs, explain that the kids in the picture are competitors in an event. Take notes and describe them. Follow the example.

Example: The girl is wearing a blue shirt and a white skirt. She is wearing a blue and white striped shirt and a white skirt.

Achievements

- Infer from title.
- Listen for specific information.
- Listen for gist.

Get connected!

Begin the lesson by asking students the most popular sports in their country to activate schemata. Tell student to think about their favourite sport and to describe it to the class.



Activity 1

Ask students to look at the text and the picture. Remind students that it is important to guess what they think they will be listening to so they can learn to understand better. Have students close their books. Have students say if they guessed correctly or what they could listen to. Play audio two or three times in case the group finds it difficult.

Answers: Students' own answers.

Achievements

- Identify expressions connected to sports.
- Identify changes in intonation, rhythm, volume, and tone in narrations.



Activity 4

Have students listen to the audio two or more times as they read along. Ask students to say how the person changes their voice during the competition. Have students role play in pairs the conversation. Have a few students narrate the conversation.



Activity 5

Ask students to answer the questions individually. Tell them to share answers in pairs. Have a plenary session and ask students what kind of sports they like to practice and what sports they like to see. Ask them if they have ever narrated one. Have all students participate actively.

Answers: a) Maggie Bringas b) to inform people about the course of the race c) Look at that! This is so exciting! What a surprise! d) Answers may vary.

Have students think of different expressions they use to express emotions: negative and positive. Have students turn to page 126 for further examples. You can encourage them to find more phrases in a book, dictionary or some educational websites.

Language Connection



Activity 6

Have students analyze the narration. The narrator mainly uses the present continuous and some expressions to share emotion. Have students list them and keep this work individually in their portfolios.

Portfolio Connection



Activity 7

Encourage students to read the text in their Reader's Book on pages 103-111. Assign some times for students to read the first two narrations, for example, and identify the expressions they could use in their final product. Assign some time so students develop fluency when reading. Remind them to focus on the main idea to understand it. Then ask them to find the expressions.

Work in pairs. Listen to the second part of the narration. Pay attention to the sports announcer's intonation, rhythm, volume and tone of voice. After you listen to the whole narration, discuss with your partner. How different is the first part from the second part?

Listen to the audio and read the short story on page 103. Maggie Bringas is talking to her friend, Helen, about the race she is training for. Helen is surprised to hear that.

Listen to the audio again. How is Maggie's voice different when she is talking to Helen? How is her voice different when she is talking to Maggie Bringas? How is her voice different when she is talking to Helen? How is her voice different when she is talking to Maggie Bringas?



Go to the Language Connection section on page 126 to know other expressions to raise emotions.

Work in groups. Listen to the narration again. Take turns discussing the following questions:

- When was the event?
- What was the purpose of the event?
- What did the sports announcer do to make the event more exciting?
- What other words and expressions did you use to describe the event?

Go to the Language Connection section on page 126 to know other expressions to raise emotions.

Work with your team. Go back to the narration. Discuss with your partners: what expressions do the sports announcer use to narrate the event? Discuss with your classmates what words and expression from this lesson you could use in your final product. Make a list of those expressions and keep it in your portfolio.

Work in groups of three. Go to the text 'Sports events' in your Reader's Book, pages 103-111. Take turns to talk about the sports that are narrated. Then, read the first two narrations. Identify words and expressions that you could use in your final product.



U8 BPA#2. Woman playing tennis. Project the Big Picture Activity #2.

Ask students to say if they know how to play tennis or if they would like to. Have

students say what other sports they practice and what the rules for these sports are.

Narrating a sports event

STEP

1

Looking ahead



Tell students to start collecting information. Ask them to look for narrations. Suggest students to consult the Reader's to get some ideas. Remind students to share their findings with the class.

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. 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 analyse and understand each and every learning objective. Tell students to be proud. The main goal of the self-evaluation is to highlight their accomplishments.

1. What sport did you choose to narrate?
2. How many members will be in your team?
3. How long will your narration be?
4. How many days will you spend to collect information?
5. How many days will you spend to write your narration?



Work in small groups. Now you should be looking for the following ideas:
What sports event will you narrate?
How long will your narration be?
Who are you going to consider as the narrators?
Who will narrate the event?
Work with your group. Take turns to talk about the sports you like. Write a list and choose one. All the members of your team should agree on the sports you will narrate. Talk about the special features of the sport you like.



In Step 2 you are going to do the final draft of your narration. If you have the opportunity, look at some narrations even closer to the sport you chose in the step 1. You can also check pages 97, 93, 96, 97 in this unit and pages 11, 12, 13 from your Reader's Book.

1. What sport did you choose to narrate?
2. How many members will be in your team?
3. How long will your narration be?
4. How many days will you spend to collect information?
5. How many days will you spend to write your narration?

Product 8 Narrating a sports event Step 1

Planning



Guide students to make the decision on the type of material they will use to make their final product. Let students brainstorm and tell them to think about the material they will need for their final product and how many members will be in each team.

Hands on!



Divide the class in small groups. Ask students to vote and choose a sport to be narrated. Write the questions on the board to support students when looking for the information. Give groups a couple of minutes to brainstorm their ideas and write them on a piece of paper. After each group has finished with their ideas, ask them to share them with the rest of the class. Ask students to brainstorm where to find sport narrations. Make sure every group knows how long their narration will be. For extra information remind students to consult their Reader's Book.

Achievements

- Predict content of a narration.
- Identify main ideas and supporting details.



Activity 1

Have students predict the content of the audio. Tell them to discuss in pairs what they think the narration will be about. Encourage students to tell you if they know how to narrate a soccer match in English. Play the audio and compare the class predictions.



Activity 2

Have students listen to the narration again. Ask them to identify the phrases used to raise emotions. Fish for answers from the group to write them on the board. Have students keep these phrases in their portfolios so they can use them later for the final project.

Possible answers: There's the kick-off! Wow! Nice shot! Super fast! Impressive! Goal! This is a tense soccer match.



Activity 3

Ask students to compare the phrases they have collected so far. Ask students if these expressions can be used for different sports.

Possible answers: These narrations are similar in general sense as they share emotions to make people enjoy the event, and they also inform how the event is progressing.

Connecting you

Ask students if they like soccer and how popular it is in their community. If you didn't know much about the sport and your students do, you can ask them to teach you the basics of that sport in English by giving a short presentation about the sport or sports they know well.



If you notice that your students have problems with the main idea tell them that the main idea is the point of the paragraph. It is the most important thought about the topic. To figure out the main idea, they should make this question: What is being said about the person, thing, or idea? (the topic)

Work in pairs. Read the title of the text. Look at the picture and discuss with your partner what you think the narration is going to be about. Listen and check your inferences.

Work with a partner. Listen to the narrator again. Discuss with your partner what phrases the sports announcer uses to raise emotions.

There's the kick-off! Wow! Nice shot! Super fast! Impressive! Goal! This is a tense soccer match.



Work in pairs. Read the title of the text. Look at the picture and discuss with your partner what you think the narration is going to be about. Listen and check your inferences.

Work with a partner. Listen to the narrator again. Discuss with your partner what phrases the sports announcer uses to raise emotions.

Work in groups of three. Analyze the expressions that the sports announcer uses to introduce the event. Discuss with your classmates: How similar/different are these expressions to the ones in the narration at page 90? What kind of information is given in the first part of the narration?

Work in groups of three. Analyze the expressions that the sports announcer uses to introduce the event. Discuss with your classmates: How similar/different are these expressions to the ones in the narration at page 90? What kind of information is given in the first part of the narration?

24

Work in pairs. Listen to the second part of the narration. Then, take turns to discuss with your partner: What happened first? What happened after that? What happened at the end?

The narrator says: “The ball is in the air. He is sending the ball forward to . . . The ball lands on . . . He is in the penalty area. This is so thrilling! What an exciting match!”



Describe the action. Use the words and phrases you have just learned. The narrator says: “The ball is in the air. He is sending the ball forward to . . . The ball lands on . . . He is in the penalty area. This is so thrilling! What an exciting match!”

Read the text in the Reader’s Book. Find the narration. Write down the text.

Work in pairs. Listen to the whole narration and visualize what you are listening to. After that, discuss with your classmate: How different is the sports announcer’s intonation, rhythm, volume and tone of voice to . . . let’s say, a friend of yours talking about a movie?

Intonation
rhythm
volume

Work in groups of three. Analyze the whole narration of the soccer match. Discuss with your partners what the main idea is (the topic) of the narration. Then, find in the narration details to support the main idea; information related to the topic of the narration. Compare your conclusions with another team.

topic

In your notebook, write a list of words and expressions that you can use in your narration of a brief fragment of a sports event: for example, *Nice shot! He is sending the ball forward to . . . The ball lands on . . . He is in the penalty area. This is so thrilling! What an exciting match!* Keep your work in your portfolio. You can also check the text “Sports events” in your Reader’s Book, pages 103–111, to find more examples.

Achievements

- Paraphrase key ideas.
- Identify narration details.



Activity 4

Have students think of the possible score of the match. Ask students who they think is going to win. Play the audio two times with books closed. Have students discuss in pairs what happened in the match. After some students have given the right sequence of events, play the audio and ask students to read along.

Answers: First Cypress School was winning for one goal. Then, they had a penalty. After that, Lozano scored a goal. The match ended in a tie.



Activity 5

Play the two soccer narration audios again. Have students close their eyes to imagine the match. This part is optional, though. Fish for answers from the class about how intonation is different. Make sure students review the Student’s Tip section.

Intonation

Intonation can be rising as in questions. *Are you excited about the match?*, or falling, as in any other sentences, *My name’s John.* Rhythm usually falls in content words such as nouns, adjectives, verbs, adverbs and negatives. This makes English have a certain cadence. Volume can be high or low. Tone is how you say things. You can say a phrase such as “Good morning” to convey many feelings: happiness, worry, sadness or excitement.

Activity 6

Have students identify the main idea and details of the narration of the soccer match. You can help them with guiding questions: What sport and which event is the narrator describing? (Main idea). Who are the players? Who scored goals? What was the final score? These are key details for people to be informed. Have students compare their answers. Allow different results when students explain their choices.



Activity 7

Ask students to add the new expressions learned in their portfolios. If you keep track of the phrases, you can practice rhythm, intonation and volume of the phrases and expressions. First, you must model them, then you can allow students to practice in pairs.

Portfolio Connection



U8 BPA#3. Person taking a picture of a baseball match.

Project the Big Picture activity. Have students say what sport it is (it is a baseball game). Ask them what they prefer: Watching a sports event live or at home? What are some advantages and disadvantages?

Product 8 Narrating a sports event 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



Guide students to make the decision of the first draft, make clear when the delivery date will be. Remind students to define how long the narration is going to be.

Hands on!



Ask students to work in groups. Tell them to share the information found about the narration they chose. Ask them to listen and analyse the information. Remind students to watch some videos. Suggest starting writing their final draft of the narrations and if they need to check the previous models checked.

Looking ahead



Ask students to focus on grammar, spelling, punctuation, vocabulary and if possible have a peer-assessment.

Lesson 2 Self-Evaluation

Have students look at the statements and check them individually to think about their learning achievements, progress and performance during Lesson 2. Divide the class in pairs and have them compare their answers. Ask each pair to make a list of things they want to learn in Lesson 3.



Always guide your students through their self-evaluation. Help them analyze and understand each and every learning objective.

STEP

Narrating a sports event

2

Work in the first group and develop a plan for the final product. Think about the length of the narration. Think about the length of the content. Think about the length of the delivery. Think about the length of the delivery.

Plan your work!

In this step you should decide on the following aspects to start with your final product:
How long should the narration be?
When will you have to deliver the first draft of your narration?



Now work with your group. Find out what you should share with your classmates: the list of words and expressions that you could use during the narration of the brief fragment of a sports event. Take time to listen to your classmates and analyze the information that you have been collecting in lessons 1 and 2. Select useful information for you to create a fragment of a sports event. Your final product should be original and narrate. However, you can take notes to use them while you are narrating the event, but you are not supposed to read the whole event.

Looking ahead!

In Step 3 you should edit the notes you wrote and that you will use during your narration. That means that you are going to read your sentences. Check that the spelling and punctuation are fine and correct any mistakes.



Lesson 2 Self-Evaluation

Check all the statements and mark them as:

Agree

Great

Excellent

Very good

I have expressed my ideas clearly and correctly.

Agree

I have used the language correctly.

Agree

I have used the language correctly.

Agree

I have used the language correctly.

Agree

Lesson 3

Work in pairs. Look at the picture, read the title and answer: Where are the kids? What are they doing? What do you think the narration is about? Listen and check if your inferences were right.

Montview School Basketball Competition Final

about how exciting and surprising the game was. We were in the Montview Gym on Friday, June 5th. It was a really exciting match between the Shepherds and the Brown Bears who were about to play in the final basketball competition.

At the start of the match, the Shepherds were the first to get the ball. The surprise happened when the Brown Bears stole the ball and scored. I was so happy. And then, shepherds scored a basket. I loved the Shepherds. It was awesome. They had a really great strategy.

The game was for the Brown Bears. They were really good. I remember when the basket was made. The ball went into the hoop. I was so happy. The Brown Bears had a really good strategy. They were really good. I loved the Shepherds. It was awesome. They had a really great strategy.

And then, shepherds scored the first two points. The Brown Bears scored the Shepherds. The Shepherds were really good. I was so happy. The Brown Bears had a really good strategy. They were really good. I loved the Shepherds. It was awesome. They had a really great strategy.



Work in pairs. Listen to the narration and take turns to answer the following questions:

- 1) What is the narration about?
- 2) Where is the game taking place?
- 3) What are the teams playing?
- 4) What are the game announcers' intentions? (What are the announcers' feelings?)
- 5) What expressions did the sport announcer use to express emotion?
- 6) What are the words chosen to do that?

Get the language! Complete section 3.1 of the My English notebook and listen to the audio.

Language Connection



Intensifiers are adverbs used to strengthen the meaning of other expressions, for example: *So great! Very exciting! Really difficult!*

These words show us emotions people may feel about something they loved or witnessed.

Achievements

- Infer from key words.
- Identify words and expressions used to share emotions with others.

42: 1-14



Activity 1

Have students predict the content of the audio. Tell them to discuss in pairs what the narration will be about. Encourage students to tell you if they know how to play basketball and what rules the game has. Play the audio with books closed and compare the class' predictions.



Activity 2

With books closed again, have students listen to the audio two times if necessary. Have students compare answers in pairs before volunteering to give the answers. Check answers with the class.

Answers: a) it's a basketball game. b) at Montview school. c) on Friday, June 5th. d) Answers may vary. e) very, really, quite, magnificent! Believe me! Amazing. f) They are intensifiers. These words help intensify the idea.

Achievements

- Identify information from a text.
- Identify words and expressions to describe emotions.

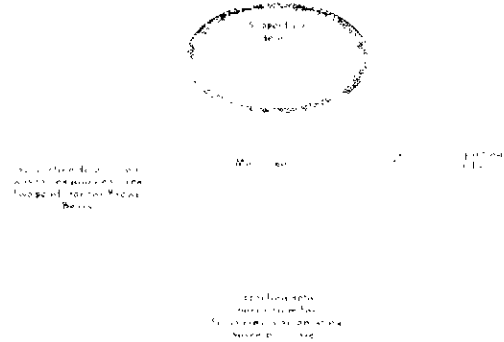


Activity 3

Have students work in groups to discuss how to complete the chart. Remind students that the main idea is the principal focus of the narration (a final basketball match), and that the supporting details inform about what happens during the event. Monitor as students are on task. Have a few groups explain how they filled out their charts. Give feedback if necessary.

Answer: main idea: the narration is about a final basketball match between the Shepherds and the Brown Bears.
Supporting details: 1) Ibarra scored the first two points to the Shepherds, 2) the match took place on Friday 5th at Montivieja School.

Work in groups. Go back to the narration. Take it into details. What information should you use to complete the following chart? Then, complete the chart. Look at the example.



Work in groups. Choose any sports event. Write some notes to narrate a brief fragment of that event. Keep your notes in your portfolio. Take turns to narrate a fragment of the event. Begin your narration with a greeting, then explain what is happening, as well as when and where is that happening. Use body language and different intonation, rhythm and volume while narrating the event. Share your work with your class.

Activity 4

Ask students to think of a sports event they have attended. Have them add ideas to narrate it. Write in the board that obligatory contents are: the place of the event, when it is happening, a greeting to the audience, expressions from the unit and a clear pronunciation. Allow students to share their narration to the group. Use the Evaluation instrument on page T129 so students can assess their performance and improve it for the final product.

Portfolio Connection



Write a short narrative about a sports event you attended. Use the information from the chart to help you. Share your work with your class.

Lesson 3 Self-Evaluation

Have students look at the statements and check them individually to think about their learning achievements, progress and performance during Lesson 3.

Hands on!



Set groups of three or four. Ask to edit the first draft of their narration. Remind them to include words and expressions to express emotions for the narration they chose to work with. Feedback students' texts on grammar, spelling, vocabulary, and punctuation. Ask students to exchange with another group for peer assessment. Remark to take into account the comments made by the other group.

Looking ahead



Have students bring any visual support if that helps them convey the message better. This is an option prop, though. Have students rehearse the sporting event with their team. Monitor as students are on task to support students who do not feel confident about such task.

Step 4

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

Hands on!



Encourage students to present it in the most natural way. Remind students to include visual material. Present the narration to the class.

Final self-evaluation

For this self-evaluation give students some minutes to read and reflect on their answers. After, elicit some answers randomly.

Product 8 Narrating a sports event

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 how 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. Ask them if they would like to invite other teachers or students to the presentation of their final product. Ask students to decide how long the narration will be.

Reader's Connection



Activity 1

After reading the text "Sports events" in your Reader's Book, complete the following information. Compare your work with other classmates. Ask students to complete the chart with the information read on the text sports events. Give them some minutes to complete the chart. Ask students to get in groups of three. Students share their information. Elicit some answers and write them on the board so everybody gets the same information.



Activity 2

Work in pairs. Take turns to answer these questions. Ask students to work in pairs. Suggest writing down some notes on their notebooks. After that, ask them to answer the questions. Give students a couple of minutes to answer the activity on their book.

Answers: Students' own answers

1. ...



Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

Reader's Connection

After reading the text "Sports events" in your Reader's Book, complete the following information. Compare your work with other classmates.

Sports event

Main idea

Supporting details

2. Work in pairs. Take turns to answer these questions.

1. What sports event did you find more interesting? Why?
2. What sports event's performance did you mention in the text? Why?
3. What information did you get about the game? How did you feel about the match?

Evaluation



Work in pairs. Take turns to talk about your favorite sports events. Choose one of them. Then write a brief narration of the sports event you chose. Include as many words and expressions that you learned in this unit as possible. Then read your narration out loud. Ask yourself: Does it sound natural?

Work with your partner. Identify the main idea and supporting details of your narration. Take turns to discuss: What is the narration about? What important details did we include? Is anything missing in our narration? Then, complete the chart with that information.

Main idea

Supporting details

Now you and your classmate will present your narration to your class. Take turns to narrate a brief fragment of the sports event you chose. Do not forget to use body language and prosodic features like rhythm, tone, and pause.



Activity 1

Have students think of a sports event they know well. Allow them to write a draft on their notebooks and edit it there. Once they have a final version, tell them to write it on the board. Make students to be careful with the elements of the narration (title, expressions, a greeting, where and when it happens, and other supporting details).



Activity 2

Have students read their narration and identify the main idea and supporting details. You can also ask students to exchange narrations with a classmate so they can identify these parts in a document they are not familiarized with.



Activity 3

Have students present their narrations in pairs. Students can also present them in small teams by taking turns. Monitor so students keep on task. You can use the self evaluation on page 129 for students to receive feedback.

Collection of evidence template

Use the following template to write down any new information you learned in this unit.

Information I learned in Unit 8

Evaluation instrument

Rubric

Use this rubric to assess two different spoken activities. Write a number from 1 to 4 to evaluate your performance. Discuss the results with your partners and the way you could all improve. The numbers mean the following:

1. I agree. 2. I kind of agree. 3. I kind of disagree 4 I totally disagree

	1	2	3	4
Did my narration include a greeting, expressions from the unit and supporting details?				
Did my spoken narrations had good pronunciation (rhythm and intonation)?				
Did I share emotions in my narrations?				
Did I participate orderly and respectfully?				

Social practice of the language:

Revise and select information to solve a problem of interest.

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

- Pose a problem.
- Choose information to answer questions.
- Record and organize information.

Final product: FAQs about a school problem

- What problems do you face at school?
- Why is it important to know how to solve a problem?

**Achievements**

- To know the unit's objectives.
- To activate previous knowledge to talk about the unit's introduction.

Social practice of the language.

After finishing this unit, you will be able to:



Organize and carry on the *Double Think-Pair-Share* activity. Have pupils work in pairs. Read the first questions. Give students some minutes to discuss the questions. Then, ask them to find another pair to share their conclusion. After they have finished, read the second question, and repeat the procedure. Then, invite some volunteers to sum-up their ideas and share them with their classmates.

Write on the board the problems at school. Help children to create a mind map about this idea. Motivate students to come to the front and write a word or phrase related to problems at school. Then, guide a group discussion about the mind map.



In this unit, you will read the text "A really big trash problem", pages 115-123 of the Reader's Book. The purpose of this text is to provide students with examples of how people talk about problems and their solutions. Have children check it in their Reader's Book as many times as needed.



BPA Project the Big Picture #1 with the girl and the students with gray sweatshirts on. Have students look at the picture. Elicit information about it, for example: What problem can you see in the picture? Is there the same problem in your school? If not, what would you do to solve a problem like this one in your school?



Work in pairs. Talk to your partner about what you think the topic of the text is. Express your personal opinion about this problem.

The problem of bullying at school



As a teacher, I have a number of problems to solve with my class. I get the best student to solve these problems, I always prefer to let them solve them without my help. I always prefer to let them solve them without my help. I always prefer to let them solve them without my help.

to find out how to solve these problems, I always prefer to let them solve them without my help.

What is bullying?

Bullying is an abusive verbal and physical attack. It is a repeated and intentional act of aggression that causes harm or discomfort to the victim.

Bullying can affect children's self-esteem, making it difficult for them to concentrate in school. It can also lead to physical and emotional problems. It is a serious problem that needs to be addressed.



Work in pairs. Read the text and answer the questions.

1. What is bullying?
2. Which are the different forms of bullying?
3. What are the effects of bullying?
4. Why is bullying a problem at school?
5. How can we solve the problem in your school?

What do you know about bullying? Write a paragraph about it. Use the words in the box.

Use the Language Connection section on page 126 to find out more about it.

Achievements

- Talk about problems that need to be solved at school.

Get connected!

Make a drawing of a boy with a worried face. Tell students they have to find out what happens with the little boy. Encourage them to offer as many ideas as possible. Write useful words on the board, such as: school, scared, worried, intimidation, problems, sadness. Guide a discussion about problems that children may face at school.

Activity 2

Work in pairs. Read the text and answer the questions. Now, ask children to go back to the text. Have children identify unknown words and expression. Help them to use different strategies to get the meaning of those words and expression. After that, give them enough time to answer the questions. Read each question and elicit the answers from the group.

Answers: Students' own answers.

Connecting you

Invite two volunteers to read the questions aloud. Organize and carry on the *Inside-Outside Circle* activity. Arrange the chairs in two circles facing each other. Read the first question. Give pupils two minutes to discuss the questions with a partner. Then, ask the students in the inside circle to rotate one or two chairs to the right or left. Have them discuss the same question with a different classmate. Then, ask them to rotate again. 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.

Articles are part of a larger group called determiners. These words are used to modify nouns (*house*) or noun phrases (*house in the corner*). We use *a* and *an* to talk about undetermined single items (*a dog, an apple in the bag*). We use *the* for determined items in singular or plural. That means we know what we are referencing or we have mentioned it before (*The dog I saw, the students are there*).

Language Connection



Activity *

Work in pairs. Talk to your partner about what you think the topic of the text is. Express your personal opinion about this problem. Have children work in pairs. Read the title aloud, and guide them to identify the topic. Then give them some minutes to discuss the questions. Read the text aloud, and let children check their inferences.

Answers: Students' own answers

Achievements

- Talk about problems that need to be solved at school.
- Write questions about a problem at school.



Activity 3

Have students read the text. Ask them to identify which of the problems caused by bullying are physical or emotional. Have students work in pairs and discuss which one is the most serious in their opinion. Hold a plenary session to know students' viewpoint. Reinforce the fact that bullying is not correct or normal as this is a form of violence.

Answer: Physical: sleeping problems, stomach disorders, headaches, feeling weak.

Emotional: low self-esteem, stress, depression, low concentration or confidence, feeling guilty.

Activity 4

Guide a group discussion about the concept of bullying. If you have enough time, help children to create a mind map about this topic. Then, divide the group in small teams. Motivate them to discuss the disadvantages of bullying. Invite some volunteers to share their ideas with the class. After that, ask children to talk about different problems at school, and make a list of them. Besides, help children to write questions about the problems they are talking about; for example: *Why is it a problem? Is it important to solve it? Why? How can it be solved?* Check the activity as a group.

Answers: Students' own answers.



Activity 5

Exchange your work with other classmates. Check your classmates' information. Then work together. Take turns discussing the problems at school. Did you talk about the same problems? Why? Motivate students to exchange their work with another group. Have them compare and value each other's work. Give them some times to discuss the questions. Invite some volunteers to share their work with the class.



Activity 6

Work in groups of three. Go to the text "A really big trash problem" in your Reader's Book, pages 115-123. Take turns to discuss with your classmates: What's the text about? Is the problem presented in the text a problem in your school? Then, in your notebook write some questions about the problem. Exchange your questions with another team. Take turns to answer your classmates' questions.

- Work in pairs. Read the following text and take turns to answer these questions: What kind of text is it? What is it about? What are the effects of bullying? Do you think bullying is something bad? Why?

Effects of bullying

Bullying can affect children's lives throughout the whole school life. It is not only because of bullying that children have a bad self-esteem, but also because of bullying that children have a bad concentration about going to school. These are negative effects of bullying on children. They can feel sad and nervous. It can affect their school performance. It can affect their physical health. It can affect their emotional health. It can affect their social life. It can affect their self-esteem. It can affect their concentration. It can affect their school performance. It can affect their physical health. It can affect their emotional health. It can affect their social life.



Work in groups. Take turns discussing the disadvantages of bullying. Then think about different problems that you may face at school. Make a list of the most important problems. Follow the examples.

Problems at school

Why is it a problem?

- Exchange your work with other classmates. Check your classmates' information. Then work together. Take turns discussing the problems at school. Did you talk about the same problems? Why?

- Work in groups of three. Go to the text "A really big trash problem" in your Reader's Book pages 115-123. Take turns to discuss with your classmates: What's the text about? Is the problem presented in the text a problem in your school? Then, in your notebook write some questions about the problem. Exchange your questions with another team. Take turns to answer your classmates' questions.

Exchange your work with other classmates. Check your classmates' information. Then work together. Take turns discussing the problems at school. Did you talk about the same problems? Why? Motivate students to exchange their work with another group. Have them compare and value each other's work. Give them some times to discuss the questions. Invite some volunteers to share their work with the class.

Guide a group discussion about the concepts in this section. Help children realize that different communities may face different problems. This has to be with the context, and also with cultural perceptions.

Culture Connection



Guide children to role-play a situation related to bullying. Help them create a dialogue and present it to the class. Have children discuss about the problem they identify in the role-play.

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STEP

1

Looking ahead



Tell students that in Step 2 they will write the first draft of their FAQs. Tell students that they can also check other examples in magazines, and online, if they have access to Internet. Ask them to search for information about the topic they chose, and bring it to work with it next session.

If you have access to Internet, search for information about how to solve the problem you choose. This is an example: <https://www.stopbullying.gov/kids/what-you-can-do/index.html>



Tell children that they can also look for topics related to problems at school online, if they have access to internet.

Lesson 1 Self-Evaluation

Have 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 on their leaning 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.

1. What is the problem you have chosen to solve?
2. Why is it a problem?
3. How can you solve it?
4. What are the steps you will take to solve it?
5. How will you know if you have solved it?
6. How will you know if you have solved it?
7. How will you know if you have solved it?



What is the problem you have chosen to solve?
Why is it a problem?
How can you solve it?
What are the steps you will take to solve it?
How will you know if you have solved it?
How will you know if you have solved it?
How will you know if you have solved it?



1. What is the problem you have chosen to solve?
2. Why is it a problem?
3. How can you solve it?
4. What are the steps you will take to solve it?
5. How will you know if you have solved it?
6. How will you know if you have solved it?
7. How will you know if you have solved it?



Product 9 FAQs about a problem at school Step 1

Planning



Help students decide if they need any material to create their product. Tell students that they can create their work on their notebook, or on a bigger format, such as using 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!



Have children work with their teams. Guide them to think about the purpose and intended audience of their FAQs. Ask them to choose words and expressions, in Lesson 1, as well as in their Reader's Book, they think are useful for creating their product. Encourage them to make a list, and share it with other team. Then, ask them to choose a topic for their final product; for example: bullying, lack of water, insects that can transmit diseases, garbage, etcetera. Encourage them to take turns talking about the characteristics of this problem and why it is important to solve it. Guide them to write questions that help you carry their your research.

Achievements

- Define aspects related to a problem at school.
- Formulate questions about aspects of a problem at school. Choose information from key words.
- Record information using graphic organizer.



Activity 1

Have students work on pre-reading strategies. Ask students to look at the pictures and describe them. Read aloud the subtitles. Encourage students to write one question they would like to have answered after reading the text. Allow students to read the text. In case they didn't find the answer to their question, you can propose a resource available depending on their context: library, museum, website, etc.



Reading aloud help children to improve their pronunciation, and to identify rhythm and intonation. Thus, it's important that they listen to a model before reading by themselves. Model the reading aloud of text whenever you have the opportunity to do it.



Activity 2

Read the text and write the questions for the answers on the right column. Compare your work with other classmates. Elicit wh-question words, write them on the board. Guide a discussion about them: *What kind of information do we need to answer a question starting with this wh-word?* After that, have students work in pairs. Motivate them to read the information in the right column, and write questions to each answer. Elicit the answers from the group.

Answers: What actions do physical bullying include? Who do you should talk with if someone hurts you? What is verbal bullying? How does gesture bullying make feel some kids?



Motivate children to search for more information about the problem analyzed in this unit. Guide them to record in a graphic organizer the information they found.



Work in pairs. Read and analyze the text. Then, take turns to answer: **What resources, such as headings, subheadings, sections and pictures, does the text include? Why is it important to include these elements in a text like this? Then, read the text and discuss with your partner what it is about.**

The most common forms of bullying are:

Physical bullying

It consists in displaying or using a weapon, hitting, pushing, or some other physical explanation. It is the most common type of bullying. It can be done by one or several people and can be directed against a single person or a group of people, and can be directed against physical belongings.



It is often done by someone and it is often in a situation of unequal strength. But it can also be done by a group of people or by other adults around us.

Verbal bullying

This verbal bullying is when someone uses language to put people down. This can include, making fun of someone, calling names, or other things that make someone feel bad. It can be done by one or several people and it is often done by other adults around us.



Gestural bullying

This is a verbal form of bullying. It is when someone uses gestures to put people down. This can include, making fun of someone, or other things that make someone feel bad. It can be done by one or several people and it is often done by other adults around us.

Read the text and write the questions for the answers on the right column. Compare your work with other classmates.

Question	Answer
	and, was it done with a weapon, or if not, how often? Finally, ask them to read it.
	What do your parents, teachers and other adults around you?
	How do you feel about it? Do you want to talk to them about it?
	How do you feel about it?

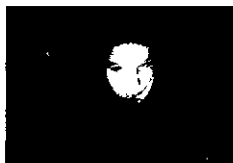
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Work in groups. Think about other kinds of bullying. Are they present in your school? What do you do to avoid them? Read the second part of the text. Did you know about these kinds of bullying?

There are many different kinds of bullying. Some are physical, some are verbal, and some are psychological. Physical bullying involves hitting, kicking, or pushing someone. Verbal bullying involves teasing, name-calling, or spreading rumors. Psychological bullying involves making someone feel isolated or embarrassed. Some people are bullied because they are different in some way, such as their appearance, abilities, or background. Other people are bullied because they are popular or have a lot of friends. Bullying can happen in many different places, including schools, workplaces, and online. It is important to know what to do if you are being bullied or if you see someone else being bullied.

The first part of the text talks about physical bullying. It describes how someone might be hit, kicked, or pushed. It also mentions that some people are bullied because they are different in some way, such as their appearance, abilities, or background. The second part of the text talks about verbal and psychological bullying. It describes how someone might be teased, name-called, or spread rumors. It also mentions that some people are bullied because they are popular or have a lot of friends.

There are many different kinds of bullying. Some are physical, some are verbal, and some are psychological. Physical bullying involves hitting, kicking, or pushing someone. Verbal bullying involves teasing, name-calling, or spreading rumors. Psychological bullying involves making someone feel isolated or embarrassed. Some people are bullied because they are different in some way, such as their appearance, abilities, or background. Other people are bullied because they are popular or have a lot of friends. Bullying can happen in many different places, including schools, workplaces, and online. It is important to know what to do if you are being bullied or if you see someone else being bullied.



Work with a partner. Read the text again. Identify and analyze how determiners (a/an/the) are used in the text. Then, take turns to answer: What do we use "a" for? What do we use "an" for? What do we use "the" for?

Work in groups of three. Identify the most important information from the previous text. Then, in your notebook, write questions about the most important aspects regarding the problem presented. You can follow the example in Activity 2.

In your notebook, write a list of questions about a problem in your school. Keep a copy of your work in your portfolio. Share your work with other classmates and take some time to answer the questions they write.

Achievements

- Define aspects related to a problem at school.
- Formulate questions about aspects of a problem at school.
- Recognize and analyze the structure of a text.
- Choose information from key words.
- Check the use of determiners.



Activity 3

Have students work in teams of 3 or 4 students. Allow them to discuss the types of bullying they face at school and how they can fight it. You can allow students to share their thoughts in the form of a visual organizer, a poster or a role-play. This can also be done after reading the text to complement their discussion.

Answers: Students' own answers.

Activity 4

Work with a partner. Read the text again. Identify and analyze how determiners (a/an/the) are used in the text. Then, take turns to answer: What do we use "a" for? What do we use "an" for? What do we use "the" for? Ask children to work in pairs. Encourage them to identify the articles and remember how they are used. Have students find examples in the readings on pages 105 and 106. Have them write them on the board as phrases, for instance: a friendly manner, a classmate.

Possible answers:

- talk about singular nouns before a consonant sound.
- talk about singular nouns before a vowel sound.
- talk about nouns we already know or have talked about. The is used in singular and plural.

Activity 5

Give some minutes for students to analyze the structure of the text and to discuss the questions. Guide a group discussing the structure of the texts that talk about problems. You can also use the text A really big trash problem from their Reader's Book.

Answers: they usually have a title, subtitles, pertinent content in the paragraphs, and supporting images.

Activity 6

Have children work in small teams. Encourage them to talk about problems at school, and write a list of questions about this problem. Have them compare their list with another team. Motivate them to keep a photocopy of their work in their portfolio.

Portfolio Connection



BPA Project the Big Pictures #1 (the girl looking at the boys with the gray sweatshirts on) and #2 (the boy tripping and falling).

Allow students to say what is happening, how the students attacked may feel, and how they can help before and after the incident.

Product 9 FAQs about a problem at school 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, the number of questions that they will include in their FAQs. Discuss with the class when they have to deliver their first draft.

Hands on!



Have pupils work with their team. Have them share the information they found about the topic they chose for their FAQs. Encourage them to read the identify main ideas and useful details to write their final work. Guide children to analyze the information; identify key words and choose information that can be useful to solve a the problem they chose. Help them to use graphic organizes (mind maps, charts, tables, etc.) to record information they will use to write their FAQs. Finally, ask children to write the first draft of their FAQs.

Remind students that they have to focus on questions that are frequently asked about the problem at school they want to solve. Tell children that they have to answer the questions. Motivate them to keep a photocopy of their work in their portfolio.

Portfolio Connection



Looking ahead



Tell students that in Step 3 they will edit their FAQs. 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.

If students have access to internet, guide them to search for examples of FAQs online. For example: <https://bullyingnoway.gov.au/WhatsBullying/Documents/faqs.pdf> Guide them to check the their work follows the format and structure of a FAQs section.

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 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

2

The diagram shows a process flow for Step 2. It starts with 'Identify the problem' (1 finger up icon), leading to 'Plan' (2 fingers up icon), then 'Write the first draft' (3 fingers up icon), then 'Edit' (4 fingers up icon), and finally 'Final product' (5 fingers up icon). There are handwritten notes and arrows connecting these steps. For example, 'Plan' includes 'Choose the number of questions' and 'Identify key words'. 'Write the first draft' includes 'Use graphic organizers'. 'Edit' includes 'Check the format and structure'. 'Final product' includes 'Keep a photocopy of their work in their portfolio'.



Activity 2

Have students look at the text again. Ask students to look at the words in the box. Have them match the letters with the corresponding name. If the exercise is too easy for students, encourage them to find the same parts in different readings from the unit.



Search for text about different problems at school. Help children to analyze the topic, purpose and intended audience of those text. Then, guide a group discussion about the importance of being informed about what to do in case of having to face a problem at school

Activity 3

Allow students to find the answer to the exercise. Remind them that they need to write the same idea with their own words. Have students share their answers. Allow students to add their own possible solutions to the problems in this exercise. Have a plenary so students can express their own ideas.

Possible answers: 1. You should be with people. 2. Try to hide it. 3. Try to report it. 4. Students' own answers.



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Work in pairs. Look at the pictures and read the title. Take turns discussing: What kind of text is it? What can you learn from it? Read and discuss your ideas.

Here you will find some tips to avoid being bullied or to stop it

The title is a suggestion to help you understand the text. The text is a list of tips to help you avoid being bullied or to stop it. It is a list of tips to help you avoid being bullied or to stop it. It is a list of tips to help you avoid being bullied or to stop it.



Be confident. If you are confident, you are less likely to be bullied. Be confident. If you are confident, you are less likely to be bullied. Be confident. If you are confident, you are less likely to be bullied.



Work in small groups. Go back to the text and take turns to answer the questions. What is the text about? What resources are used in the text to organize the information?

Work in pairs. Analyze the text in Activity 1 and complete the chart. Then work with another pair. Use hints to use questions with the information in your chart, for example: What should you do if someone hurts you?

- 1. What is the text about?
- 2. What resources are used in the text to organize the information?
- 3. What should you do if someone hurts you?

Achievements

- Analyze the textual structure.
- Revise punctuation marks.



Activity 1

Have students work in pairs to answer the questions. Monitor as students are on task. Have a few volunteers share their ideas. Remind students that it is important to try to predict the content of an audio or text so they can understand it better.

Answers: Students' own answers.



Help students to analyze the punctuation marks used in this text, as well as in other texts about school problems. Besides, guide a discussion about the different graphic and textual resources used in these texts: bullet points, numbers, illustrations, etcetera.

Achievements

- Analyze the textual structure.
- Organize information according to its relevance and pertinence. Paraphrase information.
- Check spelling. Revise punctuation marks.



Activity 4

Go back to the complete text. Identify punctuation marks. Then, take turns discussing: how are commas and periods used in the text? Share your ideas with your class. Encourage children to identify punctuation marks in the text. Have them discuss the questions with their classmates. Elicit the answers from the class. Make sure students understand when and how are commas and periods used in written texts.

Answers: Students' own answers



Activity 5

Go back to the complete text. Then, answer the questions below: Ask some volunteers to read the questions aloud. After that, give students enough time to answer the questions. Read each question and elicit the answers from the class.

Answers: Students' own answers

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.



Activity 6

Work in groups of three. Go to the text "A really big trash problem" in your Reader's Book, pages 115-123. Take turns discussing with your classmates: What actions does the text present to solve the trash problem? Then, in your notebook write some questions about what we can do to solve that problem. Exchange your questions with another team. Take turns to answer your classmates' questions. What do you do to organize information you search for? Do you usually use graphic organizers? Why? Discuss your answers with a partner.

Activity 7

Encourage students to read carefully the instruction and to do the activities. Guide them to organize information according to its relevance and pertinence; as well as to paraphrase information. Give some examples. Then, help children to check spelling and punctuation marks in their note. Motivate them to keep a photocopy of their work in their portfolio.

Portfolio
Connection



Activity 4

Go back to Activity 1. Identify punctuation marks. Then take turns discussing: How are commas and periods used in the text?

Work in pairs. Go back to the text in Activity 1 and answer the questions below. After that, write two more questions related to the text. Exchange the questions you wrote with another team. Take turns to answer your classmates' questions.

Write a paragraph describing another effort.

1. How can a combi be part of a school's plan?

2. How do you see the school's role in solving the problem?

3. How can the school help with the problem?

Answer: This is an effort to solve the problem. The school is the main effort to solve the problem. The school is the main effort to solve the problem. The school is the main effort to solve the problem.

Work in groups of three. Go to the text "A really big trash problem" in your Reader's Book pages 115-123. Take turns discussing with your classmates: What actions does the text present to solve the trash problem? Then, in your notebook write some questions about what we can do to solve that problem. Exchange your questions with another team. Take turns to answer your classmates' questions.

Work in groups. Choose a problem at school. Search for information about this problem. Write some notes that can help you to solve the problem. Organize your ideas according to the relevance and pertinence of the information. Finally, edit your notes and check spelling and punctuation marks. Keep your work in your portfolio. It will help you in the development of your final product.

Activity 5

1. How can a combi be part of a school's plan?

2. How do you see the school's role in solving the problem?

3. How can the school help with the problem?

4. How can the school help with the problem?

5. How can the school help with the problem?

Connecting you

Write each question of this section on the board. Ask children to come to the front and write ideas about the questions.



BPA Project the Big Pictures #1 (the girl looking at the boys with the gray sweatshirts on), #2 (the boy tripping and falling) and #3 (girls gossiping about another girl).

Ask students to describe and write sentences about how to protect oneself in each of these situations.

FAQs about a school problem

no

STEP 3

Work with your group. Now you should write the first draft of your FAQs. Make sure you include important information about the problem and that you answer the question correctly. After you have finished, edit your draft. Make sure the spelling of the words is correct and that you use punctuation marks accordingly. Then exchange your draft with another group and let them edit the work. Pay attention to the comments they make about your work and write some notes.

STEP 4

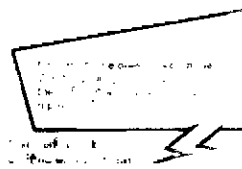
Work with your group. Now you should write the final version of your FAQs. Check that you use the format you need. If you want to write your FAQs in a big format for example on a short paper, bring it to school the day you will be working on Step 4.

STEP 3

In this step you will write the first draft of your FAQs. Make sure you include important information about the problem and that you answer the question correctly. After you have finished, edit your draft. Make sure the spelling of the words is correct and that you use punctuation marks accordingly. Then exchange your draft with another group and let them edit the work. Pay attention to the comments they make about your work and write some notes.

STEP 4

Work with your group. Now you should write the final version of your FAQs. Check that you use the format you need. If you want to write your FAQs in a big format for example on a short paper, bring it to school the day you will be working on Step 4.



STEP 4

In this step you will write the final version of your FAQs. Check that you use the format you need. If you want to write your FAQs in a big format for example on a short paper, bring it to school the day you will be working on Step 4.

Looking ahead



Let students know that in Step 4 they will write the final draft of their FAQs, 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 FAQs. Invite them to present and explain their work to their classmates, teachers, and family members. Display students' work within the classroom and school. Motivate children to use them as references in the future.

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 your help.

Finally, use the evaluation instrument on page 143. Get enough photocopies so that you can keep track of each of your students' performance and progress. You can use this format to give feedback to students.

Product 9 FAQs about a problem at school 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 FAQs. Ask them to discuss about who is going to help them edit their work, and if they are going to invite other kids 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 questions and answers follows spelling, and punctuation conventions. Motivate students to exchange their work with another team. Ask them to help their classmate 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

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Activity 1

After reading the text *A really big trash problem* in your Reader's Book, write some FAQs about that topic. Answer the questions and share your work with your classmates. Ask students to read the complete text *Trash Problem at School!* in their Reader's Book. They can do it by themselves, or in pairs. After that, have them identify, in the texts, main ideas and supporting details about the problem mentioned. Then, motivate children 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 FAQs with their classmates.

Answers: Students' own answers



Activity 2

Work in pairs. Answer the following questions: Have children work in pairs. Give them some minutes to discuss the questions. Then, have them work with another pair of students, and share their ideas with them. Guide a group discussing 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 Activity Book.

Answers: Students' own answers



The Reader's Book provides some examples of the topic, or types of texts that students need to read and analyze during the school year. However, there are many other resources about school problems and how to solve them online. If you have access to internet, search for texts suitable for students. Guide them to analyze those texts, and to find tips to solve different problems at school.

Reader's Connection

After reading the text *A really big trash problem* in your Reader's Book, pages 114-123 discuss with your classmates. Write FAQs and try to write about that topic. Write and answer the questions and share your work with your classmates.

FAQs

Answers

Work in pairs. Answer the following questions:

1. What is the main problem in the text?
2. How do you think the problem can be solved?
3. What are the main ideas and supporting details about the problem mentioned?
4. How do you think the problem can be solved?

Evaluation

Work in pairs. Talk about the problems that you have to face at school. Discuss why it is important to solve them. Then, choose a problem that you have to solve and write it out at least 100 words about that problem. Do not forget to include the main idea and information about it.

Work with your partner. Now share your work with your class. Take turns reading it. All you that you write.

In your notebook, write some more Q&A about the problem you choose. Share your work with your class.

Activity 1

Have students discuss some common problems they have at school. They can also talk about their homes or neighborhoods. Give students time to write their ideas and edit if necessary. Remind students to check grammar, vocabulary and punctuation practiced in the class.

Answers: Students' own answers

This book presents formative assessment options. That is why, students are expected to write their own productions. Help students to 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. Besides, being a formative assessment, this gives students the opportunity to work individually, and/or in teams.

Activity 2

Have students search for information in different sources so they can come up with a suitable solution. Motivate them to create a mind map to organize their ideas or a visual organizer (with the main problem in the center and branches showing possible solutions). Monitor while students are working.

Answers: Students' own answers

This activity may not be done during a session, since students should search for information about a problem at school. 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 children that giving and receiving feedback can help them to improve their work and performance.

Activity 3

Allow students to write their text on their notebooks. Have them work in small teams to read. Be sure that they give positive feedback to their classmates. Allow students to redo their work in case it needs improvement.

Collection

of evidence template



Use the following template to write questions about the school problem that you chose. Compare your work with another group.

Problem: _____

Questions about this problem:

A series of 20 horizontal lines for writing, each starting with a small vertical tick mark on the left side.

Evaluation instrument

Unit 9

Rubric

Use the following rubric to assess your students' final project. Cut out the part below for students to reflect on their performance and keep this paper in their portfolio.

	Exceeds	Meets	Does Not Meet
Main idea and supporting details.	The FAQs includes the main idea and some supporting detail that may give a clue about how to solve a problem.	The FAQs includes the main idea, but only one supporting detail. It may not be enough to help the reader to know how to solve a problem	The FAQs includes the main idea; however, it does not include supporting details.
Organization of information in the FAQs.	Most of the words, phrases and sentences in the FAQs are well organized.	It is hard to understand the FAQs because of its organization. The sentences are not clear.	The FAQs lacks of organization.
Use of words and expressions to explain how to solve a problem.	The FAQs include some words and expressions about how to solve a problem.	The FAQs include few words and expressions about how to solve a problem. They may not be enough to convey the message.	The FAQs do not include words or expressions about how to solve a problem.
Mechanics	There are many spelling and grammatical mistakes in the FAQs.	There are few spelling or grammatical mistakes in the FAQs.	The FAQs cannot be understood because of the spelling and grammatical mistakes.

Write here one action you can take to improve your work next time, for example: I will use more phrases and vocabulary from the unit we are working on.

Social practice of the language:

Read historical chronicles to compare Mexican cultural aspects with other countries.

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

- Explore short historical chronicles.
- Read short historical chronicles.
- Express similarities and differences of Mexican cultural aspects with other countries.
- Compare Mexican cultural aspects with other countries.

Final product: Comic**Achievements**

- Introduce the unit's topic.
- Activate prior knowledge.

To introduce the unit, use the collage of pictures from the front cover. Ask students what objects or people they see in the collage. Ask them the following questions: *Do any of the objects/people in the pictures have to do with history? Which of the pictures depicted belong to Mexico? To which country do the other pictures belong to?*

Also talk to students about the unit's social practice and learning outcomes.



Musical Chairs. Organize a row of chairs in the center of the classroom.

Play music so students can dance around the chairs. When the music stops, each student has to take a chair, the student left standing has to say two facts about our country's traditions, folklore, cuisine, culture and history.. Continue with the game until all students have participated.

- Why is it important to know where we come from?
- Do the actions that have happened in our country's past influence our present?



Social practice of the language

After finishing this unit, you will be able to:



In this unit, students will read the text "Our roots", pages 127-137 of their Reader's Book. With this text, students will understand the importance of knowing the origins of their country.

Work in pairs. Look at the picture and answer the questions below. What do you think the conversation and the unit's topic will be about?



- a. What is the subject?
- b. What are they talking about?
- c. What do you think the teacher's name is?
- d. Are you going to learn about Mexico and other countries?

Listen to the conversation. Complete the sentences with the missing words. When you finish, check your answers from Activity 1 with a partner. Were your answers correct? Why or why not?

- a. I am going to learn about Mexico and _____.
- b. _____ from other countries.
- c. The _____ is interesting.
- d. _____ talk about _____.
- e. _____ Stacy _____.
- f. _____ to _____.
- g. _____.
- h. _____.
- i. _____.

Work in groups. Listen to the conversation again and discuss the following questions. When you finish, share your answers with the rest of the class.

- a. Do you think history is boring?
- b. Do you think it's important to learn about history?
- c. Do you prefer to learn about history by going to a museum? Why or why not?
- d. Do you think museums are fun to visit?

Achievements

- Activate prior knowledge to identify a topic.
- Make connections with personal experiences.
- Write different questions and answers about the text.

Glossary

Ask students if they have ever been to a museum. No matter which type of museum they've been to ask them general questions about them:
Which type of exhibits did you see? Which ones did you find more interesting? Were you at the museum on a school trip or with family? Do you think you can learn new and interesting things in a museum? Why or why not?

Talk to students about how they can learn many things they learn in school at a museum and the types of museums there are (focus on history museums, since the unit is about history). Ask them if they have been to a history museum and the name.

Activity 1

Work in pairs. Look at the picture and answer the questions below. What do you think the conversation and the unit's topic will be about? Organize the class in pairs. Give each pair a couple of minutes to brainstorm some ideas about the questions and share them. Ask each pair to share the conclusion they came to about the picture.

Answers: Students' own answers

Activity 2

Listen to the conversation. Complete the sentences with the missing words. When you finish, check your answers from Activity 1 with a partner. Were your answers correct? Why or why not? Play the conversation once, after it's done, ask students some comprehension questions about it: *What is the teacher's name? What is she talking about? What do you think about going to museums, do you think it's a learning experience or is it boring?* Give students a couple of minutes to answer the activity and compare their answers.

Answers: a. history/culture b. museums/history
 c. important/come from d. past/present e. class/interesting

Connecting you

Give students a couple of minutes to share their experiences of going to a history museum and what they learned.

If you have internet access, do some previous research about what each museum exhibits and then show students pictures of famous museums from around the world.

Connection



Activity 3

Work in groups. Listen to the conversation again and discuss the following questions. When you finish, share your answers with the rest of the class. Give students a couple of minutes to discuss the questions in the activity. Ask them to give their personal opinion about Luke and Stacy's thoughts on history.

Answers: a) Luke thinks that history is important because that's how we can know where we come from. b) Stacy thinks history is boring because it is about things that already happened. c) & d) Student's own answers

Go online and look for a video about Mexico's National Museum of Anthropology.

Connection



Achievements

- Employ several ways of expressing similarities and differences.
- Evaluate the function and purpose of graphic and textual components.
- Write different questions and answers about texts.

Activity 4

Read and listen to the text from the museum exhibit about the end of slavery in Mexico and the United States. Discuss with a partner any facts you find interesting from the text. Ask students to gather in groups to make a T-chart and write the basic information for each of the countries. Ask them to write the country, the name of the leader of the movement, what happened, the date it happened and the reason. Each group should share their results with the rest of the class.

Answers: Students' own answers



Help students clarify any new words and expressions they find in the text. You can make a list of new words on a large sheet of paper and hang it up on a classroom wall for reference.

Activity 5

Work in pairs. Listen and read the text again. Look for the similarities and differences in each historical event. Think about dates, events, and reasons. Write your answers in the Venn diagram. Compare your work and discuss your answers with another pair. Draw the Venn diagram on the board with its titles. Give each pair of students a large sheet of paper so they can draw the diagram on it. Each pair should write the similarities and differences between the end of slavery in Mexico and in the USA. When students finish, ask them to hang their diagrams on the classroom wall.

Answers: End of slavery in Mexico: First proclaim. december 6, 1810; Second proclaim, January 29, 1813. End of slavery in the USA: first proclamation in 1865. Both (similarities): the final decree in Mexico and the final amendment in USA declaring all slaves should be free were signed some years later.

Activity 6

Work in groups. Write five questions about the information from the text. Use the five wh- words. When you finish, see what questions other groups came up with. Using the questions from all the groups in class, make a large poster with them and hang it up on a classroom wall for further use. Arrange the class in groups. Write the five Wh-question words on the board: *who, what, when, where* and *why*. Give groups a couple of minutes to write their questions and answers. When they finish, ask students to look for another group of students to compare their questions with (if there is a question that someone rarely asked, make it stand out by writing it on the board). Draw on the board five columns (one column for each of the wh- question words). Ask a student from each group to come to the board and write the question in the column where it belongs. When the finish, ask a group of students to only write the most relevant questions on a large sheet of paper as a poster. This material can later be used for further reference.

Answers: Students' own answers

Read and listen to the text from the museum exhibit about the end of slavery in Mexico and the United States. Discuss with a partner any facts you find interesting from the text.

The end of slavery

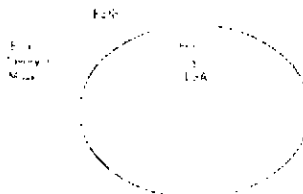


For centuries, the Spanish ruled over the Mexican people. The people were frustrated of being under the Spanish rule. In 1810, Miguel Hidalgo proclaimed the abolition of slavery in Mexico on December 6, 1810. Later, with Jose Maria Morelos, he won the independence of the Indian people and signed the Spanish Law of 1813 on January 29, 1813. The United States also signed the Emancipation Proclamation on September 22, 1862. The Civil War in 1865 ended slavery in the United States.



Before the Civil War, slavery was common in the United States, especially in the South. In 1862, President Lincoln issued the Emancipation Proclamation that declared that all slaves should be free. The final amendment to the Civil War in 1865 ended slavery in the United States.

Work in pairs. Listen and read the text again. Look for the similarities and differences in each historical event. Think about dates, events, and reasons. Write your answers in the Venn diagram. Compare your work and discuss your answers with another pair.



Work in groups. Write five questions about the information from the text. Use the five wh- words. When you finish, see what questions other groups came up with. Using the questions from all the groups in class, make a large poster with them and hang it up on a classroom wall for further use.



Ask students to describe what they see in the picture. Then, ask them the following questions: To what culture do these hieroglyphs belong to? What do you think they mean? Do you think they tell a story? Have you ever seen Egyptian hieroglyphs?

10

Comic



What is the main topic of this comic?
 What is the main idea of the comic?
 What is the main message of the comic?
 What is the main purpose of the comic?
 What is the main goal of the comic?
 What is the main theme of the comic?
 What is the main focus of the comic?



What is the main problem in the comic?
 How is the problem solved?
 What is the main character in the comic?
 What is the main setting of the comic?
 What is the main conflict in the comic?
 What is the main resolution in the comic?

STEP

1

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

What is the main idea of the comic?
 What is the main message of the comic?
 What is the main purpose of the comic?
 What is the main goal of the comic?
 What is the main theme of the comic?
 What is the main focus of the comic?

Hands on!



Divide the class into small groups. Write the Hands On questions on the board. Give groups a couple of minutes to brainstorm their answers and write them on a piece of paper. Help students with the answers if they don't have a clue about each of the questions. Be prepared with answers for all three. Ask students how they want to make their comic: in groups, in pairs or individually. Whichever decision they take, make sure they get organized properly.

Looking ahead



Tell students that in Step 2 they have to prepare a rough draft of their comic. So, they have to be ready with the topic.

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. 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.

Peer assessment is an excellent way of getting students to understand each other's learning experiences in the classroom. Try to use peer assessment as much as possible during your class.



Product 10 Comic

Step 1

Planning



Explain to students that the final product for this unit is a comic. They will have to write and draw a comic about a historical event from their country. Help them decide what type of material they are going to use, (they can make their comic on paper or if you have Internet access, they can use a webpage to make it.), which historical event or person it's going to be about (the main idea is to make it about their country, but if you see that one student is interested and motivated in doing it about another country, permit it.), and last, who the comic is going to be directed to (other classmates, parents or teachers).

Activity 1

Work in pairs. Listen to and read the text. When you finish, talk about what information you found more interesting about these two extraordinary women. Do you think they were ahead of their time? Why or why not? Show students pictures of Margaret Thatcher, Eleanor Roosevelt, Indira Gandhi, Diana, Princess of Wales, Malala Yousafzai. Ask students if they know who the women in the pictures are. If they don't, give them a brief description of each one (name, country of birth). Tell students that these women are famous because they contributed in some manner to their countries, some in politics, others in the arts, others in human rights and social issues. Now, ask students to look at the pictures of Frida Kahlo and Eva Peron. Ask them what differences they see between the two women. (They'll probably focus on their hair dos and clothes.) Tell them that even though both women look different, they were very much the same. Give pairs a couple of minutes to listen to, read the text and discuss what they found interesting in it. Now, ask the class if they think Eva and Frida were ahead of their time (both women were young during the 1940s, an era were women were not allowed to do most of the things they accomplished).

Answers: Students' own answers.

Activity 2

Read the sentences about the text **Extraordinary Women**. Circle True or False. Let students work on this activity by themselves. They have to read the sentences and circle if the statements are true or false. Give them a couple of minutes to answer. Discuss each answer as a group. Ask students to write in their notebooks the false statements true.

Answers: a. False b. True c. False d. False
e. False f. True

Activity 3

Work in groups. Read the text again. In your notebook, write down five key words for each paragraph. Close your book. Try to paraphrase your own version of what you just read, using just those five words as a guide. When you finish, look back at the paragraphs and check it against your own version. Explain to students the concept of paraphrasing (expressing the meaning of someone else's writing using different words or a rewording of something written or spoken by someone else). Give students some examples of paraphrasing before working on the activity. Explain to them that a key word is a word or concept of great significance in a text and helps tell what a text or paragraph is about. Give groups a couple of minutes to look for the five key words in each paragraph, close their books and rephrase the paragraphs using the key words only. Now let them open their books again to compare what they said to what is in the text. Ask them how they felt paraphrasing and if it was easy using the key words. Tell them that when the time comes to make their comic, they will have to paraphrase a lot of information so it can fit in the comic.

Answers: Students' own answers.

Work in pairs. Listen to and read the text. When you finish, talk about what information you found more interesting about these two extraordinary women. Do you think they were ahead of their time? Why or why not?

Extraordinary women



Frida Kahlo



Eva Duarte de Peron

Read the sentences about the text "Extraordinary women". Circle True or False.

- a. Frida Kahlo was born in Coahuila, Mexico in 1907. True False
- b. Her mother had a difficult time understanding her. True False
- c. Frida was born in the Republic of Peru. True False
- d. Eva Peron was the first lady of Mexico. True False
- e. She was against the women's voting. True False
- f. She helped to create the lives of the women of the Eva Peron Foundation. True False

Work in groups. Read the text again. In your notebook, write down five key words for each paragraph. Close your book. Try to paraphrase your own version of what you just read, using just those five words as a guide. When you finish, look back at the paragraphs and check it against your own version.

Paraphrasing is a tool we use to transmit the same idea using different words.

This is used to confirm information, to change the register from formal to informal, or just because you do not remember the exact words. Have students review the Language Connection section on page 126. You can motivate students to paraphrase by reading a text from the Reader's Book and saying it to a partner.

Connection





Read the sentences below. These are paraphrased from the lives of Frida Kahlo and Eva Perón. Read the text carefully to find if the sentences are true or false. Identify where the answer is in the texts.

1. Frida Kahlo and Mercedes painted. True 5 F
2. Frida Kahlo used to ride to work with a to paint. True 7 F
3. Frida Kahlo rode out Mercedes paint. True 0 F
4. Eva Perón was born more than 200 years ago. True 0 F
5. She became president before she got married. True 0 F
6. She tried to help people who were not poor. True 5 F

5. Make a list of words and expressions from the text that you don't know. Share your list with other classmates.

Work in pairs. Talk about the activities that Eva and Frida did in the past and compare them to the activities some women do today. Look at the example.

Work in groups. Use the following T-chart to write the activities Frida Kahlo and Eva Perón became known for. Make a comparison with each of them. What makes them different? What makes them alike?



Activity 5

Work in pairs. Talk about the activities that Eva and Frida did in the past and compare them to the activities some women do today.

Give students a couple of minutes to compare Eva and Frida's actions to today's women actions. Talk to them about the importance of how women's role in society has changed over the years, especially in Mexico.

Answers: Many years ago

...women didn't have the right to vote. Nowadays they do.

...women's rights weren't respected. Nowadays they are.

...women didn't get involved in politics. Nowadays they do.

Activity 6

Work in groups. Use the following T-chart to write the activities Frida Kahlo and Eva Perón became known for. Make a comparison with each of them. What makes them different? What makes them alike? Arrange the class in groups. Play the audio so students can read the text *Extraordinary Women* again.

Answers: Students' own answers.

If you have access to the Internet, let students look for bios (webpage or video) on Frida Kahlo and Eva Perón. If you don't have Internet access, provide students with printed bios about both women.

Connection



On a piece of paper, ask students to write three sentences to describe what they can see in the cave painting. Ask them to explain their reasons why they think this cave painting can tell a story, just like a comic, but without using any words.



Activity 4

Have students notice how the sentences are paraphrased. Remind students that they need to focus on the meaning of the idea. Allow students to work in pairs if the exercise is too difficult. Check answers as a group.

Answers: 1 T. 2 T. 3 F. 4 T. 5 F. 6 T.

Ask students to make a list of words and expressions that are new to them. If you have Internet access, give them a couple of minutes to look for their meaning.

Connection



Connecting you

Encourage students to read the text on page 128 from the Reader's Book or any other text from the same book. Encourage students to focus on the message. Once they are ready, have students work in pairs retelling what the text is about. Monitor as students are on task. The objective is to use their own words and give the right message.

Product 10 Comic

Step 2

Have students check the steps they have followed so far 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. Are they going to make and write the comic by themselves, in pairs or in groups? If you have Internet access and computers in the classroom at hand, help students pick out a free website where they can make their comic online. (Pixton.com is a good free website to use, students can register using their Facebook or Google accounts.) If they are going to make a physical comic, tell them which materials they are going to need (paper, ruler, pencil, eraser, colored pencils).

Hands on!

Once students have decided how they are going to make their comic (alone, in pairs or in groups), give them time to make their rough layout. Show them a printed layout you have at hand or draw the layout on the board.

Explain to students how each square represents a scene in the comic and that the dialogues go in speech bubbles.

Looking ahead

Explain to students that in Step 3 they are going to write the sentences they will use in their comic. It is important that they know what they are going to write about.

STEP

Comic

2

- 1. Ask the students to complete Step 1.
- 2. Ask the students to plan their comic.
- 3. Ask the students to make their comic.
- 4. Ask the students to share their comic.

1. Ask the students to plan their comic. Write the story of the comic in a notebook. Draw a rough layout of the comic. Decide how many scenes you are going to have. Decide how many pages you are going to make. Decide how many lines you are going to use for each scene. Decide how many lines you are going to use for each page. Decide how many lines you are going to use for each page.

2. Ask the students to make their comic. Draw a rough layout of the comic. Decide how many scenes you are going to have. Decide how many pages you are going to make. Decide how many lines you are going to use for each scene. Decide how many lines you are going to use for each page. Decide how many lines you are going to use for each page.

3. Ask the students to share their comic. Show your comic to your classmates. Ask them to give you feedback. Ask them to tell you what they liked and what they didn't like. Ask them to tell you what they thought was funny and what they thought was boring. Ask them to tell you what they thought was good and what they thought was bad.

Lesson 2 - Self-Evaluation



Lesson 2 Self-Evaluation

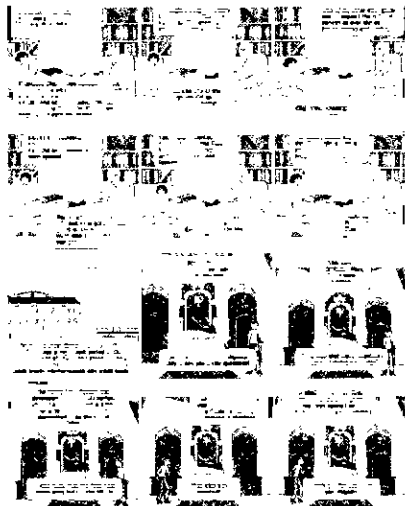
Have students look at the statements and check them individually in order to reflect on their learning achievements, progress and performance. Divide the class in pairs and have them compare their answers. Monitor the activity and ask students to give solutions to some of the problems their classmates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

1. I liked learning about the comic.

Ask students to write in a single sentence what they liked learning the most about in Lesson 2 and in another sentence what they liked the least. Ask them to share their reasons why with the class.

Comic

Work in pairs. Read the following comics about two historical periods, one in Mexico and one in the United Kingdom. When you finish reading, talk to your partner about what you found more interesting in each comic.



Read the comics. Find the information to answer the following questions. Compare the answers in pairs.

1. What was the name of the ruler of Mexico in the Porfiriato?
2. How long was the reign of Queen Victoria?
3. Which country was the most powerful in the world?
4. Which country was the most powerful in the world? Which country wanted the country to look like France?

Work in pairs. In your notebook, write sentences about some of the historical and cultural aspects from the Porfiriato and Victorian era. Look at the examples:

Achievements

- Read to practice pronunciation.
- Write sentences about significant historical and cultural aspects.
- Paraphrase aspects to turn them into a comic.



Activity 1

Work in pairs. Read the following comics about two historical periods, one in Mexico and one in the United Kingdom. When you finish reading, talk to your partner about what you found more interesting in each comic. With books closed, show students a picture of Porfirio Díaz and one of Queen Victoria. Ask students if they know who they are and what they have in common (if they don't have a clue, tell them both were dictators and governed their country for a long time). Tell students to work in pairs and read both comics to find out more about Porfirio Díaz and Queen Victoria. After they finish, give them a couple of minutes to discuss the information from both comics. Tell pairs to make a mind map about Porfirio Díaz and a mind map about Queen Victoria. These mind maps should contain the most important information from the comics.

Activity 2

Encourage students to think what they know about Porfirio Díaz and Queen Victoria before reading the comic. Encourage students to take roles reading aloud what the characters say. Have students read the text and find the answers. Check the answers with the group.

Answers:

1. On society, culture and economy in the Porfiriato.
2. 64 years.
3. Porfirio Díaz
4. Queen Victoria
5. Porfirio Díaz



This type of activities is a perfect opportunity for students to reinforce their reading comprehension skills. If you can, write some questions on the board for the students to answer.

Activity 3

Work in pairs. In your notebook, write sentences about some of the historical and cultural aspects from the Porfiriato and Victorian era. Draw two columns on the board. Write Porfiriato on top of one column and Victorian era on the other one. After students have worked in pairs writing their sentences, have a contest to see which pair comes up with more sentences about each era. Check that students write the sentences in the present perfect tense.

Answers: Students' own answers.



To make the activity more interesting, give students a minute or two to write their sentences on the board. If they don't finish on time, they will have to write two more sentences.



Activity 4

Work in pairs. Talk about the events and inventions that happened during the Porfiriato and the Victorian era. Use the adjectives in the word bank to talk about them. Look at the example. Sit students in a circle on the floor. Ask a student to walk around the outside of the circle touching the other students on the head and saying "My mother told me to pick you." (One word per student.) The student that gets picked has to talk about what he/she remembers from the Porfiriato and Victorian era. When the student finishes, he/she goes around the circle saying the same sentence and choosing another classmate. Repeat strategy until all students have had a chance to participate.

Give pairs a couple of minutes to read the adjectives in the word bank to see if they have any questions about them. Ask pairs to talk about the inventions that occurred during both eras using the adjectives.



As a bonus activity, ask students to interview each other in groups to practice their speaking abilities.



Activity 5

Work in pairs. Read the comics again. Paraphrase three events from each comic and write them on the lines. Write any of the paragraphs from the comics on the board and ask a volunteer to paraphrase it. Give pairs a couple of minutes to paraphrase three events from each era. When they finish, ask each pair to check their answers with another pair and give each other positive feedback on how they can improve their work.



Activity 6

Work in pairs. Analyze the parts of the comic and discuss about them. Guide students through the parts of the comic. Name each part and asks students what they think each part is for. Tell them that they can paraphrase what is written in numbers 1 through 5. Have them read each of the definitions as they point to the corresponding place in the comic. Remind students that they need to use this knowledge when designing their comic for the final product.

Work in pairs. Talk about the events and inventions that happened during the Porfiriato and the Victorian era. Use the adjectives in the word bank to talk about them. Look at the example.

Example: My mother told me to pick you. My mother told me to pick you. My mother told me to pick you. My mother told me to pick you. My mother told me to pick you.

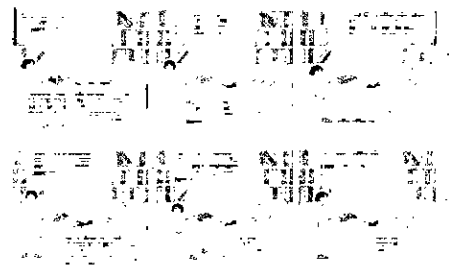
Work in pairs. Read the comics again. Paraphrase three events from each comic and write them on the lines.

Porfiriato

Victorian era

Work in pairs. Analyze the parts of the comic and discuss about them.

1. The comic should have a title. 2. The comic should have a background. 3. The comic should have a plot. 4. The comic should have a setting. 5. The comic should have a conflict. 6. The comic should have a resolution. 7. The comic should have a moral.



Number each part with a question about what part of the comic it is. Share the questions with your partner. Interview each other to help the other.

Organize the students in groups to make the poster. They should label it "What should a comic contain?" They can decorate their posters in any way they please.

Connection

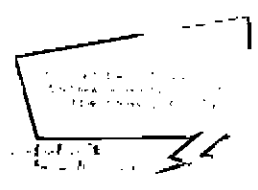


Project the Big Picture Activity #3 -

Arrange class in small groups. Ask them to talk about the action happening in the picture. Then, ask them the following question: Can you make a whole comic from just one picture? Why or why not? Give students a couple of minutes to come up with an answer with their reasons.

3

4



Product 10 Comic

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 on Friday to make it, since on Fridays, students are tired and can relax by making their product. Help them decide if they want to invite students or teachers from other classes to their product presentation. Inviting their parents would be an excellent idea.

Hands on!



Let students work in pairs or groups (depending on how they chose to work) and give them a couple of sheets of paper to write the rough draft of the sentences they are going to use in their comic.

When they finish writing, ask them to exchange their sentences with another pair or group. Remind them to proofread their classmates work and give constructive criticism. Recommend students to read their sentences out loud to check pronunciation and intonation.

Looking ahead



Ask students to write on a piece of paper, in a few words, how they feel about moving on to Step 4 and what expectations they have with their finished product. Remind them to have their dialogues proofread and ready and to have the material they're going to use ready, too.



Do you think making a class comic book is a good idea? Later on, encourage your students to make a full comic using everyone's ideas!

Hands on!

Make sure to make enough time in class so students can work on the final product. Follow these steps:

1. Give students 10 minutes to work on their comic's layout.
2. When students finish their layout, ask them to exchange their layout for peer assessment.
3. Before making their comic, make sure students have edited their sentences/dialogues and their pictures or images are ready.
4. Give students another 15 minutes to write and make their comic. If there is any time left in class, have a presentation of their work.

Self-reflection

Have students look at the statements and check them individually in order to reflect on their learning progress and performance throughout lesson 3. Divide the class in pairs and have them compare their answers. When they finish, ask students to work on a KWL chart for Lesson 3.

Reader's Connection



Activity 1

The text "Our Roots" describes the history of indigenous tribes in Mexico and America. It describes the type of food they ate, the clothes they wore, and the houses they lived in. Now, write the same information about yourself. When you finish, talk to a partner about how different things are today compared to those days. Ask students to talk about the lives of indigenous tribes in Mexico and America. What can they remember about it?

Ask them to write the food they regularly eat, the clothes they wear and a description of the house they live in to compare it with those of the indigenous tribes of the past. Do they notice any similarities and differences in them? If there is any time left, they can write their answers in a Venn diagram.

Answers: Students' own answers



Activity 2

Work in groups. Make a drawing of the items that the Aztecs used and you can still see people using today or food that they ate that is still eaten today. Give students a couple of minutes to answer the activity. Hang up a large sheet of paper on the wall, ask two students from each group to draw two of their items and explain why they drew them. The object of the activity is to make a class collage of items.

Answers: Students' own answers



Activity 3

Work in pairs. Answer the following questions:

Give students a couple of minutes to discuss their answers.

Ask them to present their answers to the class or you can ask them to prepare a small presentation for the class.

Answers: Students' own answers

Reader's Connection

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1. The text "Our Roots" describes the history of indigenous tribes in Mexico and America. It describes the type of food they ate, the clothes they wore, and the houses they lived in. Now, write the same information about yourself. When you finish, talk to a partner about how different things are today compared to those days.

Food that today.

Clothes they wore today.

Houses they live in today.



2. Work in groups. Make a drawing of the items that the Aztecs used and you can still see people using today or food that they ate that is still eaten today.

3. Work in pairs. Answer the following questions:

- a. Do you think it's important to know your country's history? Why or why not?
- b. Why do the events that happened in the past have a direct influence in the present? Why do you think countries like conquer each other?

Evaluation



1. Match the part of the comic to its description.

- | | |
|----------------------------|----------------------------|
| a. I was a bit nervous. | 1. I had a very good idea. |
| b. I had a very good idea. | 2. I had a very good idea. |
| c. I had a very good idea. | 3. I had a very good idea. |
| d. I had a very good idea. | 4. I had a very good idea. |
| e. I had a very good idea. | 5. I had a very good idea. |

2. Read the following paragraph. Paraphrase it in the lines below.

At a party, Gabe and his friends were talking about the experiments in science class. They were talking about the experiments in science class. They were talking about the experiments in science class. They were talking about the experiments in science class. They were talking about the experiments in science class. They were talking about the experiments in science class.

3. Use the information from the paragraph above to make a short comic.

Activity 1

Match the part of the comic to its description. Play *Jeopardy* with the parts of the comics. Draw a grid on the board with six squares and write the parts in each square. Place a sheet of paper on top of each square with any number of points that you wish.

Organize the students to play in groups. Each group gets to pick a square and say the definition. If they get it right, they get the points, if they get it wrong, they lose a turn.

When the game finishes, give students a couple of minutes to answer the activity.

Answers: 1 - c, 2 - e, 3 - b, 4 - a, 5 - d

Activity 2

Read the following paragraph. Paraphrase it in the lines below. Write the following sentences on the board: The Mexican Revolution was on November 20th, 1910. / The USA Declaration of Independence was signed in on July 4th, 1776. Ask students to work in pairs to paraphrase both sentences and then read them out loud.

Give students a couple of minutes to work on the activity. When they finish, let them check their paraphrasing with another pair.

Answers: Students' own answers

Activity 3

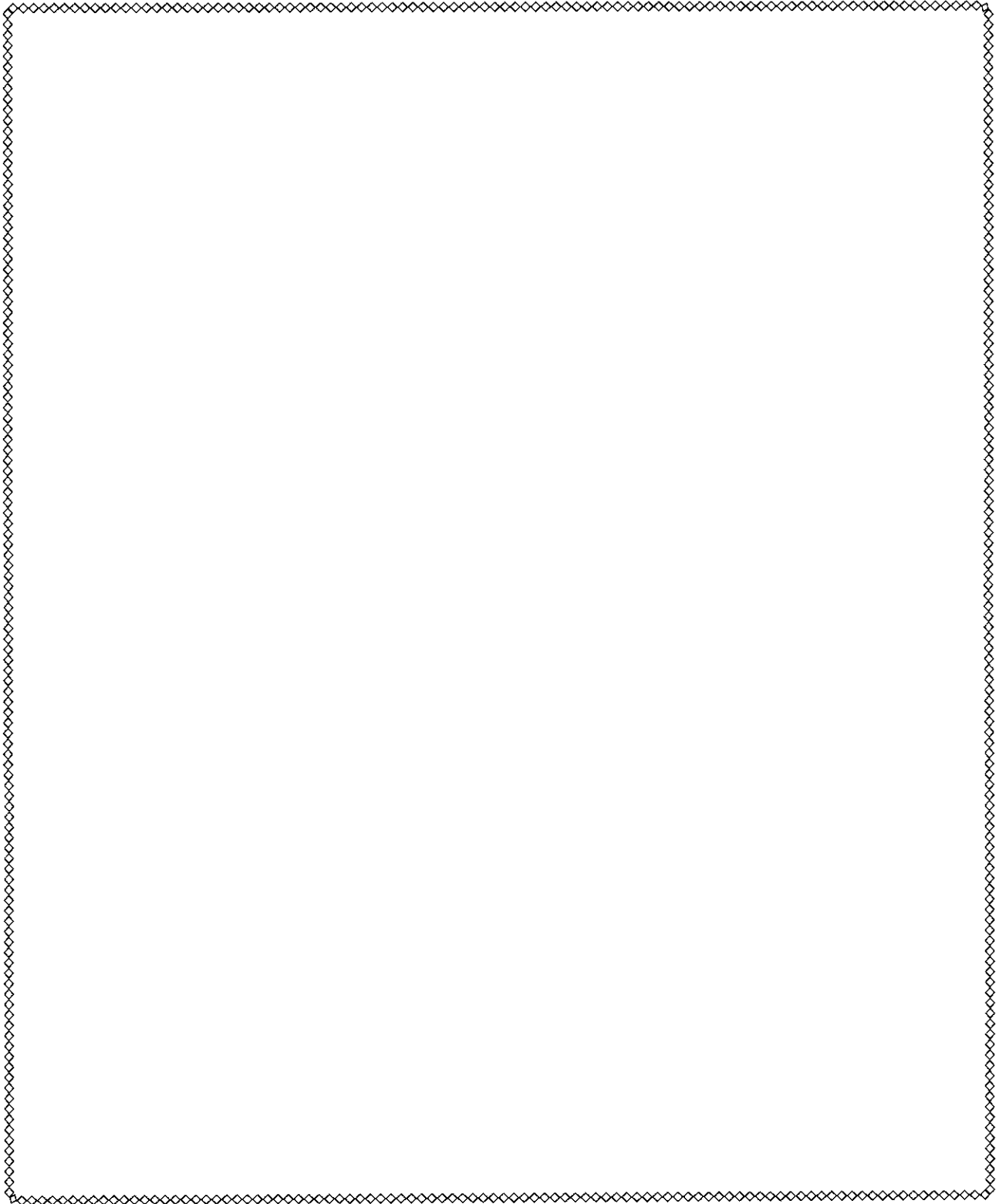
Use the information from the paragraph above to make a short comic. Students have to make a comic using the information from the paragraph on Activity 2.

Answers: Students' own answers

Collection

of evidence template

Work in pairs. Read some recent news or look for information in a book about a historical event you find interesting (like the Mexican Revolution) or a famous character (like Napoleon Bonaparte). Use the space below to create your own comic.



Evaluation instrument

Self and peer evaluation rubric

Use this rubric to assess your participation on the day of the presentation of the final product. Put a tick (✓) in the square that reflects how you worked.

	Always	Sometimes	A Little
Involvement and enthusiasm in class			
Work is done clean and on time			
Speaking and understanding English			
Participation in group work			
Respect to classmates and their product			

From the results in the self-evaluation, check those areas marked with *Sometimes* and *A Little*. Write a short paragraph saying how you can improve in the future with some concrete actions, for example:

I think I will speak in English in class because I can understand it.

Teacher's Resource U1



Play this game with your classmates.



Bye!	Hi! Can
------	---------

Was it?	Great!
---------	--------

\$50 change	Thank
-------------	-------

please!	This navy
---------	-----------

I'll take it	Will you pay in cash
--------------	----------------------

You!	so
------	----

are over there	How
----------------	-----

\$300	Ok!
-------	-----

do you need?	Blue,
--------------	-------

dollars	Ok!
---------	-----

Good day!	Thank
-----------	-------

try it on?	Yes! The changing rooms
------------	-------------------------

That's 250	Here is
------------	---------

a sweater	What colour
-----------	-------------

is it?	\$250
--------	-------

You for your shopping	Have a
-----------------------	--------

my size!	Can I
----------	-------

please!	Ok!
---------	-----

I help you?	Yes. I need
-------------	-------------

I'll take it!	How much
---------------	----------

you!	Thank
------	-------

blue is medium	Perfect! It's
----------------	---------------

or by credit card?	cash
--------------------	------

do you!	Good
---------	------

 Fill in the poster information and write a fantastic tale in your notebook!

WANTED

Villain's name: _____

Reward

Clues found at
the scene of the
crime

Last seen

Fingerprints

THE CRIME

Teacher's Resource U3

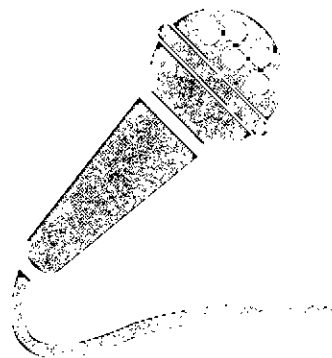


Work in pairs. One of you is going to be the interviewer and the other the interviewee. Role-play a dialogue.

- David Smith
- Doctor
- 20 years of experience
- Discover a new vaccine
- Create a helping association
- Write a book

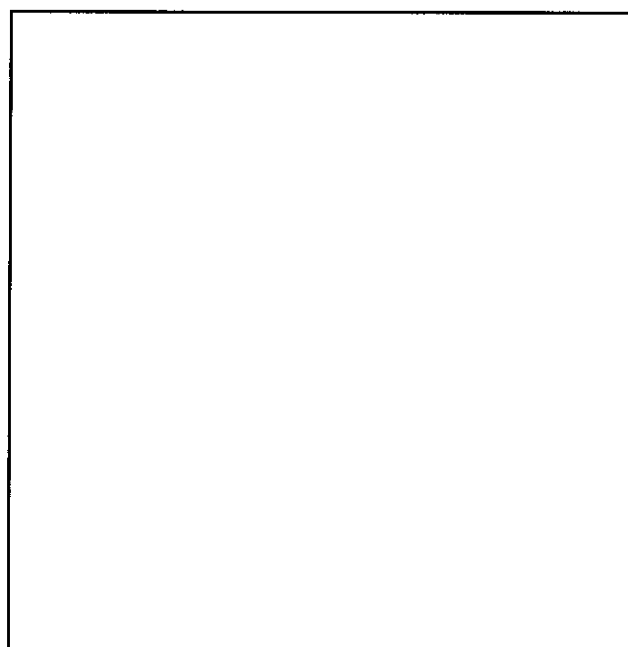
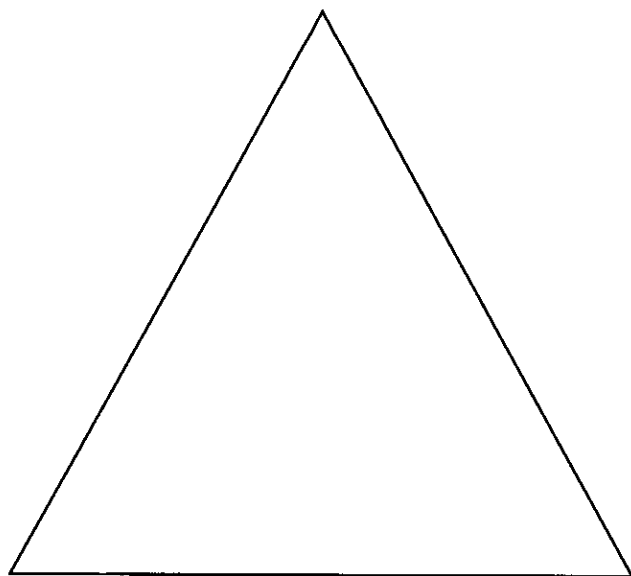
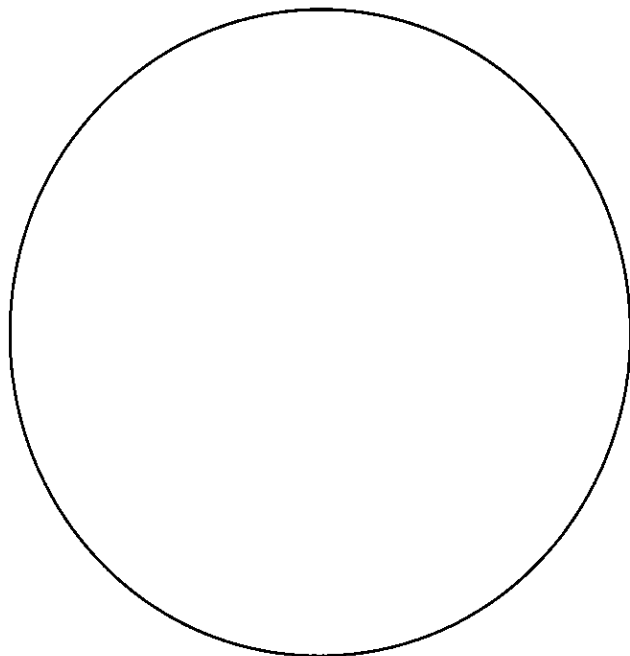
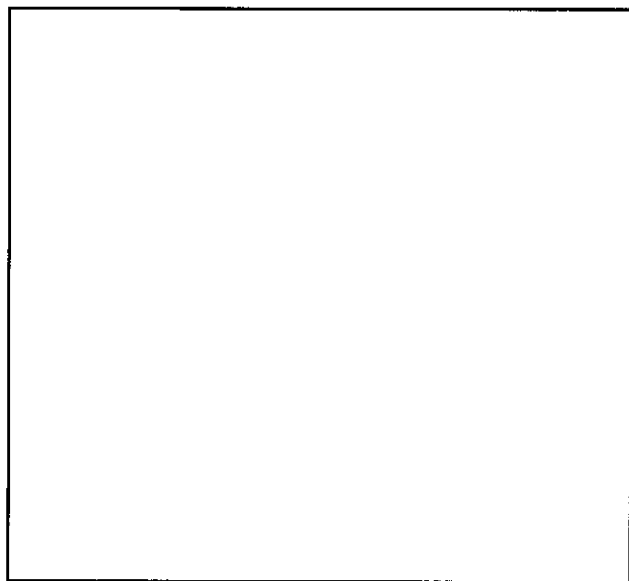


- Name?
- Job?
- How long/ be a doctor?
- Biggest discovery
- Important achievements
- Future plans





Use these templates to make your own warning and prohibition signs for your school or your classroom.



Teacher's Resource U5



Play in groups. One of your classmates will tape a card in your forehead. You cannot see what the card say, okay? Guess the profession based on the clues your other partners give you.



Musician	Doctor	Astronaut
Physician	Farmer	Mason
Pilot	Nurse	Engineer
Teacher	Vet	Photographer
Librarian	Chef	Journalist



Play this memory game in groups of four.



Halloween

An annual holiday celebrated each year on October 31, It originated with the ancient Celtic festival of Samhain

Day of the dead

Celebrated in Mexico between October 31st and November 2nd. Mexicans remember and honour their deceased loved ones

Hanukkah

Is the Jewish eight-day, wintertime "festival of lights," celebrated with a nightly menorah lighting, special prayers and fried foods

Christmas

An annual festival commemorating the birth of Jesus Christ, on December 25 as a religious and cultural celebration among billions of people

Cheese-rolling

Double Gloucester cheese is sent rolling down the hill, and competitors then start racing down the hill after it

Sweet sixteen

The main purpose of the party is to celebrate the person becoming "older"

St. Patrick's

Religious celebration held on 17 March, the foremost patron saint of Ireland

St. Valentine's

Celebration of romance and romantic love, celebrated annually on February 14

Holi

A Hindu spring festival, originating from India. Celebrated as a thanksgiving for a good harvest

Chinese new year

Celebrates the beginning of a new year on the traditional Chinese calendar

Teacher's Resource U7



Draw a risky situation you have been in and write a short paragraph on how you avoided it.



Move around the classroom and ask these questions to find out who has done these activities. Write the name on the lines.

Find someone who...?

1. Has attended a soccer match.

2. Plays rugby.

3. Goes to the stadium.

4. Practices a sport.

5. Likes tennis.

6. Goes swimming.

7. Watches basketball on TV.

8. Plays volleyball.

9. Goes running.

10. Has a soccer jersey.

Teacher's Resource U9



Use this graphic organizer to help you plan the writing of your FAQs.

Purpose of the FAQs

Facts related to the topic

Problem

Intended audience

Questions about the problem



Design three bills for your country's currency. What cultural and natural aspects would you include in them?

Scripts

Unit 1 Let's exchange suggestions to buy or sell a product!

Track 2

Sales clerk: Good afternoon, Madam. Welcome to Jenny's Fashion. My name is Brenda. How can I help you?

Mrs. Brown: Hi Brenda! Thank you very much. We're looking for a nice sweater.

Sales clerk: Mmm. We have different models and sizes. What about this black sweater?

Aline: I'm not sure. What do you think, Mom?

Mrs. Brown: It's too formal. I don't think it will really suit you. How about that one?

Aline: The yellow one?

Mrs. Brown: Yes. It looks very cool.

Sales clerk: Let me show it to you. What's your size?

Aline: Small.

Sales clerk: Here you are.

Aline: Thank you!

Mrs. Brown: It's beautiful. Why don't you try it on?

Aline: Hmm... I think the size is fine. I'll take it.

Sales clerk: Perfect! Do you want to see anything else?

Aline: Yes, please. I'm looking for a dress.

Sales clerk: Very good! We have long and short dresses. Which one would you like?

Aline: I think a short one would be perfect. It's for a party in the beach.

Sales clerk: Oh, I see. What about this one? It is a charming flowery cotton dress. And it is your size.

Mrs. Brown: Wow! It's lovely!

Aline: Yes! I'll try it on!

Sales clerk: Great! Let me take you to the dressing rooms.

Track 3

Sales clerk: Good afternoon, guys. Welcome to Pol's bookstore. How can I help you?

Harry: Hey! How you doing? We're looking for some science fiction books.

Sales clerk: Are you looking for a specific title?

Harry: That one, Starship Troopers, by Robert Anson Heinlein. How much is it?

Sales clerk: It's 15 dollars.

Harry: Oops... It's quite expensive.

Sales clerk: Why don't you take a look at that shelf? There are lots of books on sale, starting from only three dollars.

Camille: Three dollars! Wow! What a bargain! Come on, Harry! Let's see what we can find.

Sales clerk: And, if you buy three books, you get one for free.

Harry: Hey Camille, why don't we buy the three books together? I pay two and you pay one.

Camille: But, who is going to keep the free book?

Harry: We can share it.

Camille: Okay, deal!

Sales clerk: What about I, Robot? It's one of our best sellers.

Harry: Sounds good. What's the price?

Sales clerk: Five dollars.

Harry: Very good! I'll take it.

Camille: And, I'll buy this one, Found.

Harry: Who's the author?

Camille: Margaret Peterson Haddix. She has written more than 30 books for children and teenagers.

Harry: Oh, I see. Hey! What about this one?

Camille: The Martian Chronicles? Are you serious?

Harry: Okay I'll take this one by Isaac Asimov, The Bicentennial Man and Other Stories.

Camille: Excellent choice!

Sales clerk: Anything else?

Harry: That will be all, thank you.

Sales clerk: All right. Your total is 14 dollars.

Harry: Here you are.

Sales clerk: Thank you. Come back soon!

Camille: Of course we will. See you!

Unit 2 Let's read Fantastic tales!

Track 4

The Boy in the Forest

Long time ago there was a boy who lived in a vast forest. His house was up in a tree. His name was Rauru. His mother and father passed away when he was a child, so he only had a fairy that took care of him. Her name was Saria and wherever Rauru went, Saria followed.

Once he was in the forest picking berries he heard a noise. It sounded like music. He followed the sound and went into a cave with strange engravings inside. There was a funny looking elf playing a magical flute. The elf said, "Hey there, stranger." He had a very strange mask on.

Rauru asked, "Who are you?" The elf said, "My name is Tingle. Would you like to try my mask on? So, Rauru put on Tingle's mask and as soon as he put it on, he couldn't take it off. He started feeling funny and he felt the need to dance. Tingle let out an evil laugh and said, "This mask makes people want to dance until they can't dance no more."

Tingle played his flute and Rauru danced and danced. He told Tingle, "Please Tingle, I can't dance no more, let me go." Tingle didn't want to let him go. You see, Tingle didn't have any friends. This was the only way he could have visitors in his cave. Rauru told him, "If you let me go I will be your friend!" Tingle smiled and stopped playing the flute. "Do you promise?" asked Tingle. "Yes, I promise!", said Rauru.

From that day on, Rauru, Saria and Tingle became best friends.

Unit 3 Let's analyze and discuss an interview!

Track 5

Sandy Taylor (Interviewer): Hello, Tanmay! Welcome to our show!

Tanmay: Thank you for inviting me, Sandy.

Sandy Taylor: It's my pleasure. Tell us, Tanmay, what do you do?

Tanmay: Well, I call myself a software and cognitive developer because I love developing with cognitive computing and artificial intelligence. I'm an author, I've written a book and I'm working on another one.

Sandy Taylor: Wow. Do you go to school?

Tanmay: Well, I'm home-schooled. I'm in grade 8 going to grade 9 now.

Sandy Taylor: And you have this YouTube channel where you teach people, right? What is it about? Who is your target audience?

Tanmay: Yes, it is called Tanmay Teaches. It has over 144 videos and 22,000 subscribers. I love to teach about computing, programming, math, and science.

Sandy Taylor: Great! What do you think about home-schooling?

Tanmay: I believe home-schooling has a lot of advantages and it's great for kids who want to get into specific subjects.

Sandy Taylor: What about school life? Do you miss the school social life?

Tanmay: Oh, well, I was in regular school until grade six. So, I still have my friends from school.

Sandy Taylor: Tanmay, thank you very much for being here. You are a complete inspiration.

Track 6

James Grant (Interviewer): Good evening everyone. Today, I'm pleased to have Charlie in our studio. Hello, Charlie! Thank you for this interview.

Charlie: Hello, James. It is my pleasure.

James Grant: Tell us, Charlie. What's the meaning of HELP?

Charlie: HELP means Hope Encouragement Love Peace. HELP is an association that helps orphan kids.

James Grant: How did you come up with this idea?

Charlie: HELP was born in 2008, after my brother volunteered at an orphanage in Jordan. During his stay in that country, he realized that many orphan kids didn't have shoes, clothes, or enough blankets. I was eleven at that time and I got so impressed and moved that I decided to send some fleece blankets.

Scripts

James Grant: Did you buy those blankets?

Charlie: Actually, I made one of them from a kit and I invited my friends to make others. Soon, we had made 50 blankets, and we sent them to the orphanage.

James Grant: Amazing! Do you think you helped those kids?

Charlie: I'm sure we did. The orphanage sent back a photo of a kid with one of the gifts. When I saw it, I said: "Oh my gosh, I made that blanket and now it's helping someone!"

James Grant: I believe it was rewarding.

Charlie: Pretty much! A few months later, with the help of my family and friends, I could raise some money too. That's how HELP was born.

James Grant: Wonderful job, Charlie. I think this is one of the kindest initiatives you can do. I'm glad to meet a person like you. Congratulations!

Charlie: Thank you. Oh! By the way, we are planning to open HELP chapters all around the USA.

James Grant: Wonderful news!

Unit 4 Let's understand and express warnings and prohibitions!

Track 7

Company Guide: Good morning students. My name is Walter Lawson. Welcome to your tour of the McKenzie Aluminum Company. We are glad that you're interested in the manufacturing of aluminum. As we go through the tour, you must be careful and read the warning signs on the walls. It's for your own safety. Everyone, do you see that sign up there? It means that you must wear a hard hat before entering the factory. Is everyone ready to go?

Boy 1: Excuse me, Mr. Lawson. What does the sign with the flame mean?

Walter Lawson: That sign means that there is flammable material near you and you must be careful. If you walk this way, you can see where the aluminum is being melted in big vats.

Girl1: Mr. Lawson, what does that sign with the man and the lightning bolt mean?

Walter Lawson: That sign means that you mustn't touch the machinery because you will get

electrocuted. Hey, be careful, get away from there. Can't you see the sign?

Boy 2: No, I'm sorry. What does the sign with the hand between the gears mean?

Walter Lawson: It means that you must keep your hands out of the machinery. If you step this way we will see the main water heater that...

Track 8

Mr. McGregor: Good morning everyone. Today is Safety Day at school. Together we need to make a list of warnings and prohibitions to follow in and outside the classroom. Let's see, what are some warnings for inside the classroom?

Jenny: You mustn't run inside the classroom.

Mr. McGregor: Thank you, Jenny! Anyone else?

Mike: If there is an earthquake, you must exit the classroom slowly.

Mr. McGregor: Excellent rule, Mike! Now, let's think about some rules for outside the classroom. Any ideas?

Mary: Entry to the gardener's shed is prohibited.

Mr. McGregor: That's right, Mary. The gardener's shed has sharp tools inside. Another prohibition?

Jerry: You are not allowed to leave the school by yourself.

Mr. McGregor: Very good, Jerry! You must leave the school only with your parents. It's safer!

Mr. McGregor: Okay, guys. We'll finish our list after recess.

Unit 6 Let's compare traditions based on pictures!

Track 9

Cheese-Chasing in Gloucestershire, England

These pictures were taken at the Cheese Chasing competition at Gloucestershire, England. This competition has become one of the most famous traditions in England. Here we can see many people running down a hill trying to catch a wheel of cheese.

In the first picture, we can see some men running and falling while chasing the cheese. They have to chase a 3.5 to 4 kilograms wheel of double Gloucester cheese that rolls down a hill at speeds as high as 110 km per hour. There is a guy wearing a yellow and black t-shirt and blue jeans, it seems that

he is going to catch the wheel of cheese. The wheel of cheese is white and it has two stripes, one red and one blue.

In the second picture, we can see people wearing costumes in this competition. One is a dinosaur, and the other one is a trooper. They are falling down trying to chase the wheel of cheese. The person in the dinosaur costume seems to be in trouble. Undoubtedly, many people enjoy participating or observing this celebration; however, others say that it can be dangerous. Some people get injured while running down the hill. So, don't try to do it by yourself.

Track 10

Sweet 16! An American tradition

For families in the United States, celebrating the 16th birthday of their children with a party has become a tradition. This party is called Sweet 16. It is similar to the Mexican "XV Años". However, in the United States, this celebration can be for a girl or a boy; whereas in Mexico it is only for girls.

In the picture we can see a girl celebrating her Sweet 16. She's wearing a pink dress and a tiara. There is a cake with 16 candles. The cake is pink and green. There are many guests; some of them are smiling while others are singing the "Happy Birthday" song. The guests and the party girl seem to be enjoying the party.

Track 11

The spring equinox in Teotihuacan: A Mexican tradition

For many years, celebrating the spring equinox in Teotihuacan has been a tradition that many Mexican people follow. Thousands of people go to Teotihuacan all dressed in white, and gather at the Sun Pyramid. This celebration takes place around the 21st of March, every year. The visitors climb the 360 steps to the top of the Pyramid to soak up energy for the year.

Look! In the first picture we can see many people gathering at Teotihuacan. Most of them are wearing white clothes. Some people are already climbing the pyramid. It seems that first people gather at the bottom of the pyramids and then climb up to the top of the pyramid to get energy.

In the second picture, we can see some people playing traditional instruments. It seems that some of them are also singing traditional songs. The first woman seems very concentrated. The second woman seems to be looking at something else.

While in the first picture most people are dressed in white clothes, in the second picture they are wearing orange clothes. It seems to be a nice Mexican tradition.

Unit 7 Let's write instructions to avoid personal risky situations!

Track 12

Tim: Hey, Barbara! What are you doing?

Barbara: Hi, Tim. I'm reading on the FAA website some safety measures to take while traveling by air. I'm going to a water park in Florida next week.

Tim: That's awesome. Has the Federal Aviation Administration made any updates?

Barbara: I don't think so.

Tim: What are their instructions?

Barbara: The first instruction they give while at the airport is "We ask you not to leave your luggage unattended." This is a basic requirement at the airport.

Tim: What else do they instruct?

Barbara: The second instruction is "Don't carry cash with you." They advise to use a credit or debit card instead. This is to avoid losing money or getting mugged.

Tim: Does the FAA give any instructions while being on board at the plane?

Barbara: Yes, it does. It says "We advise you to pay attention to the flight safety instructions." And there are many more, like "It is important to carry your passport and social security number for identification."

Tim: I know, it's very important to know them. You can avoid a personal risky situation by following them.

Track 13

Instructor: Alright everyone. Welcome to your first day at the Hyde Park Culinary Institute. Before we begin our class, here are some pamphlets with the basic safety rules inside our kitchen. Now, these rules are established for health and safety reasons. Open your pamphlets! Who can help me read them?

Girl 1: I will! The first one says, "Handle knives and other sharp equipment with care."

Instructor: Thank you! Who can help me with the next rule?

Boy 1: I can! "When using a knife, always cut away from yourself or downwards on a chopping board to avoid cutting yourself."

Instructor: Thank you. It's extremely important to avoid cutting yourselves in the kitchen. Now, what is the next rule?

Scripts

Girl 2: It says, "Use oven mitts when taking hot dishes from the oven and pots or pans from the stove."

Instructor: That's right! You shouldn't touch hot objects without mitts. Now these three rules cover your physical safety. Which rules apply for health reasons?

Boy 2: "Always wash your hands before and after handling food" and "Wash fruit and vegetables before use."

Instructor: Yes, handling food is risky. Don't cook anything that isn't washed properly. What is the last rule on the list?

Girl 1: "Wash kitchen and eating utensils after use in hot soapy water."

Instructor: Good! Now that you know which health and safety rules to follow, let's get to work!

Unit 8 *Life in the Community*

Track 14

Sportsannouncer: Good morning, ladies and gentlemen! Welcome to Fairview Community School. Thank you for being with us on this beautiful Saturday morning of March 28th. One of our very special events for today is the final of the girls' 100 competition. Let's meet the competitors.

Dany Smith is in lane 1, Lourdes Cortés is in lane 2, Marcela Lewis is in lane 3, Maggie Bringas is in lane 4, and Helena Villa is in lane 5.

They are students from 5th and 6th grade. It will definitely be an exciting final! The girls are getting ready. They seem nervous, but they also seem very excited. I'm sure all of them want to win. And... here we go! Ready, set, go!

Track 15

Lourdes Cortés gets a good start. She is going first. But Marcela Lewis is getting closer. Maggie Bringas is coming in 3rd place and onto her shoulders is coming Dany Smith. Helena Villa is in 5th place.

Look at that! Maggie Bringas is chasing Lourdes Cortés; she is now in 2nd place. This is so exciting! The girls are running as fast as they can. Maggie Bringas looks invincible. She is passing Lourdes Cortés and now she is coming in 1st place!

And... She is the winner!!! Oh... What a surprise! Maggie was in 3rd place at the beginning of the competition but she passed the fastest competitors in the last second! She absolutely deserves the medal!

Track 16

Sportsannouncer: Ladies and gentlemen, welcome to the Inter Schools Soccer Competition! We are here today, Saturday April 4th, on this sunny afternoon to see the match between the Meadows School and Cypress School teams. These are the semifinals. The winning team will play the final match next week against the team of Breton School.

And... there is the kickoff! Rodríguez, from Meadows School, is placing the ball. He sends it forward quickly to Márquez. Wow! Nice shot! Oh, no! Offside! I think he was aiming for Alonso, but he missed the shot.

Free kick to the Cypress School team. Alfaro has the ball. He sends it to Cuevas. He is heading towards the goal. He is running super-fast! He is aiming the goal! The defenders couldn't stop him. Impressive! It's like he was flying. He is going to shot! And...

Goooooal! Goal for the Cypress School team. This is a tense soccer match! All players seem quite worried. Both teams want to win this match and play the final.

Track 17

The goalkeeper from Meadows School has the ball. He immediately sends it forward to Duarte. But the ball lands on the feet of Robledo. Robledo has the ball; he is heading to Meadows School's goal. He passes the ball to Lozano who is in the penalty area.

Oh, no! That was a foul on Lozano. And the referee awards a penalty kick. This is so thrilling! Lozano can tie the game! He looks nervous! The goalkeeper from Cypress School is staring at the ball. Lozano is ready to take the penalty kick. The referee blows the whistle.

Goooooal!!!! Goal for the Meadows School team. The match is tied! What an exciting match!

Track 18

Good morning, ladies and gentlemen! Welcome to the Montview School! We are here today, Friday June 5th, on this cloudy afternoon to see the match between the Shepherds and the Brown Bears, who are just about to play the final of the basketball competition.

And... the match is about to start. Tip off! Flores wins the first position for the Shepherds. He passes the ball to Ibarra. What a nice pass! And Ibarra shoots and scores a basket for the Shepherds. It was awesome! He is really an amazing basketball player!

The ball is now for the Brown Bears. Estrada takes the ball. He tries a shot from the distance but he misses. The ball is with the Shepherds. Flores is heading to the Brown Bears' basket. Estrada steals the ball. He turns with the ball very fast and passes it to Luna. Incredible! Luna is being fouled and will go to the line for two shots. That push was quite awful!

And... he scores the first two points for the Brown Bears. Romo, from the Shepherds, has the ball. He runs and dodges the defense. And... dunks! Magnificent! Two more points for the Shepherds! We have a big game today! This game is very exciting. The kids are playing with all their hearts. Believe me!

Unit 10 Let's read historical chronicles to compare Mexican cultural aspects with other countries!

Track 19

Mrs. Dayton: Good morning everyone!
Group: Good morning, Mrs. Dayton!

Mrs. Dayton: Today we're going to learn about Mexico's history and cultural aspects from other countries. What do you guys think?

Luke: I'm ready, Mrs. Dayton. I love museums and learning about history.

Stacy: I don't like history. I think it's a boring subject.

Mrs. Dayton: Why do you think that Stacy?

Stacy: Because history is about things that have already happened. What's the point?

Luke: What's the point? It's important to know where we come from, Stacy.

Mrs. Dayton: That's right, Luke. You need to know your past to understand your present.

Stacy: I see. The museum and history class are starting to sound interesting.

Mrs. Dayton: I'm glad, Stacy! Now, everyone, if you look over here, we have a picture of...

Track 20

The end of slavery

For hundreds of years, Spain governed over the Mexican people. The people were getting tired of being under the Spanish crown's dominion. Miguel Hidalgo proclaimed the abolition of slavery in

Mexico on December 6, 1810. Later, when José María Morelos assumed command of the Independence he repeated Miguel Hidalgo's decree on January 29, 1813. In 1829 President Vicente Guerrero signed a decree abolishing slavery in Mexico.

Before the Civil War, slavery was common in the United States, especially in the South. In 1863, President Lincoln issued the Emancipation Proclamation that declared that all slaves should be free but it wasn't until the end of the Civil War, in 1865, that the amendment was passed.

Track 21

Extraordinary women

Frida Kahlo

Frida Kahlo was a Mexican painter and political activist. She was born on July the 6th, 1907 in Coyoacan, Mexico. She began painting after suffering an accident that left her partially disabled. Her self-portraits became famous for reflecting her personal suffering and Mexico's social and political context. She exhibited her paintings in Chicago, Paris, and Mexico. In 1929, she married Diego Rivera, another famous painter. Later on, Frida became involved in politics. She died on July the 13, 1954.

Eva Duarte de Peron

Eva María Duarte was born on May the 7th, 1919, in Junín, Argentina. She was an actress before she became first lady of Argentina. She married Juan Peron in 1945. Eva used her position as first lady to fight for women's suffrage and improve the lives of the poor. She was president of the Peronist Feminist Party and of the Eva Peron Foundation. She died on July the 26th, 1952.

Scripts

Reader's Book

Track 22

Text 2 - Aladdin and the Magic Lamp

Once upon a time, in a very faraway kingdom in the Arabian Desert, there lived a very poor tailor who had a son named Aladdin. Aladdin had a pet named Abu, it was a monkey. They liked to play all day in the market. Although Aladdin's family was poor, they had each other. That's what made them feel happy and safe. When Aladdin's father died, he promised his mother to work very hard at his dad's shop to earn money. Aladdin was only sixteen years old.

One day, a mysterious man came into Aladdin's shop. "Good morning, Aladdin. I heard about your dad. I'm so sorry he's dead. I was not in town when it happened. I offer my condolences for your loss," said the old man. "Who are you? I haven't seen you before," said Aladdin. "I'm your father's brother. I'm your uncle. I've been living in the countryside for many years," the man explained. "Oh, dear uncle! My father told me about you. I'm so happy to finally meet you!" said Aladdin. "Listen, Aladdin, I came here because I want to tell you about a hidden treasure. Come with me and I'll show it to you," said the man. "A treasure? Interesting! I'll go with you," said Aladdin.

Aladdin took one of his uncle's camels and together they left for a very long journey. They travelled for long days and long nights along the wide desert. At last, they reached two mountains divided by a narrow valley. "Here we are. We have arrived. Aladdin, please gather some sticks to light a fire," said the old man. When the fire was lit, the man threw some colored powder to the flames and started to cast a spell. Suddenly, Aladdin felt the ground moving under his feet and a flat marble stone came out from it. On top of the stone, there was a beautiful ring. "Wow! How did you do that? What's happening, uncle?" asked Aladdin. He was scared.

"Don't be afraid, Aladdin. Under this stone you will find the most fantastic treasure in the world. And it's all yours. Just do as I say. First, take this ring," said the man. Aladdin took the ring. The stone came up and below it there were some steps to go down. The man told Aladdin to follow the steps and find a lamp that was on a shelf. "You will find a wonderful treasure and a garden with fine fruit trees, but don't touch anything or you will die. The only thing that you can take with you is the lamp," the man warned Aladdin.

Aladdin went down the stairs and found all the things that the man described. Then, he found the lamp. Aladdin returned to the stairs where the magician was eagerly waiting for him.

"Come on, Aladdin. Give me the lamp!" said the man. Aladdin was carrying a sack full of fruit jewels and he asked the man to help him. "If you don't give me the lamp, you'll stay here forever!" the man shouted. "I won't give you anything until I get out safe!" cried Aladdin. The magician exploded in anger and started to yell. Suddenly, the stone door shut closed. Aladdin was trapped inside the cave. He cried for days and the only thing he could do in that scary darkness was rubbing the ring he had on his finger. "I want to go back home, please!" cried Aladdin. In an instant, Aladdin found himself at home.

Aladdin told to his mother all the things that had happened in the cave. The woman was happy to see her son again, but she was curious about the small lamp Aladdin had brought. She rubbed it to make it shine brighter. Suddenly, a big blue figure appeared. He was the Genie of the lamp. "My lady, tell me your wish. I'm your slave since you are holding the lamp," said the Genie. Aladdin and his mother were speechless. They didn't know what to do. Aladdin's mom took a deep breath and asked the Genie for a feast. They were starving since they hadn't eaten anything in days. In a split second, the Genie made appear hundreds of silver trays full of delicious food. They ate everything and Aladdin's mom sold the trays in the market. With the money, she bought many things they needed. Aladdin and his mom were very happy.

One day, Aladdin was in the market with his pet Abu when he heard a herald give an announcement: "Your Royal Highness, princess Badrú'l-Budur, is about to walk through the market with her retinue. No one is allowed to see her, touch her, or talk to her." Aladdin was excited. He had never seen a princess before, so he ignored the order and hid behind a tent to see the young princess. At the moment Aladdin saw the princess' eyes, he fell in love with her. "I shall marry princess Badrú'l-Budur," said Aladdin. When Aladdin went back home, he told his mom that he wanted to marry the princess. The woman got angry and said, "Are you insane? Have you lost your mind?" She knew that the Sultan, the princess' dad, would never let his daughter marry someone like Aladdin. However, Aladdin didn't care about what his mom said. Instead, he asked her to go to the palace and take his proposal to the Sultan. "Take some fruit jewels with you and give them to the Sultan," said Aladdin with excitement.

Aladdin's mom went to the palace and asked the guard to see the Sultan. The Sultan was curious about what the woman had in her bag and let her come in.

"I beg your daughter's hand for my son in marriage. My son is in love with princess Badrú'l-Budur," the woman said.

"Your son will marry my daughter only if he brings forty bowls of jewels," the Sultan replied.

Aladdin knew that the Genie could help him. So he rubbed the lamp and the Genie appeared.

"Tell me your wish my lord," said the Genie. Aladdin asked him to build a beautiful palace and to send to the Sultan the forty bowls he had asked for. When the princess was finally allowed to meet Aladdin, she fell in love with him too. Because of that, the Sultan let the young couple get married.

Aladdin and the princess got married. They went to live to the palace the Genie had built for them. They were living very peacefully until the magician who had pretended to be Aladdin's uncle heard about their new life and got jealous. He went to Aladdin's palace and once more, he used his magic to look like an old merchant. "New lamps for old ones," cried the magician. A maid who worked in the palace gave Aladdin's magic lamp and changed it for a chandelier.

Once the magician had the magic lamp in his hands, he rubbed it and when the Genie appeared, the evil man asked him to take the palace and the princess to a faraway place in the desert. When the Sultan knew that his daughter had disappeared, he asked Aladdin to bring her back. "Don't worry, I'll find Badrú'l-Budur. I promise," said Aladdin.

Aladdin remembered that he still had the magic ring. He rubbed it and said, "I want to be at my palace with my wife." The ring sent Aladdin to the palace that was hidden in the desert. Aladdin snuck inside and found the princess in a dungeon. They both hugged each other.

"We have to find the magic lamp," said Aladdin. They waited until the magician fell asleep.

Aladdin found the lamp and rubbed it. When the Genie appeared, he asked him to take them back home. They never saw the magician again. They lived long and happy lives afterwards, enjoying their good fortune... with the help of the Genie of the lamp, of course.

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

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.

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.

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.

extensive listening/reading (noun) Listening to or reading long pieces of text, such as stories or newspapers. Extensive reading is often reading for pleasure.

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.

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.

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Recommended books

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Slattery, M., & Willis, J. (2001). *English for Primary Teachers. A handbook of activities and classroom language*. Oxford: Oxford University Press.

Torres-Gouzerh, R. (2019) *Intermediate English Grammar*. USA: McGraw-Hill.

Recommended Dictionaries

Collins Cobuild Idioms Dictionary (2006). Glasgow: Harper Collins Publishers.

Oxford Advanced Learner's Dictionary 8th Edition (2010). Oxford: Oxford University Press.

Web reference

Useful websites for further reference

British Council – Learn English Kids
<https://learnenglishkids.britishcouncil.org/en>
(Accessed January 2020)

Free English resources for your classroom
<https://www.amerson.com/english/professional-development/resources.html>
(Accessed January 2020)

Free Primary and Secondary school teaching resources
<https://www.bbc.co.uk/teach>
(Accessed January 2020)

Resources for English teachers
<https://www.cambridgeenglish.org/teaching-english/resources-for-teachers/>
(Accessed January 2020)

Teaching reading in primary school
<https://www.doc.ic.ac.uk/~g/ark/48223/pf0000135162>
(Accessed January 2020)

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