

Sunburst

3

Primary

Teacher's Guide

Mario Herrera

 Pearson

Ciclo 2

Lengua extranjera. Inglés

Teacher's guide

Catalogue Publication Data

Author: Mario Herrera Salazar
Sunburst 3 Primary Teacher's Guide
First published 2019
Pearson Educación de México, S.A. de C.V., 2019
ISBN: 978-607-32-4893-8
Area: ELT
Format: 20.5 x 27 cm Page count: 160

Managing Director: Sergio Fonseca ■ **Innovation & Learning Delivery Director:** Alan David Palau ■ **Regional Content Manager - English:** Andrew Starling ■ **Publisher:** Hened Manzur ■ **Content Development:** Susana Moreno ■ **Content Support:** Engeli Haupt ■ **Art and Design Coordinator:** Juan Manuel Santamaria ■ **Design Process Supervisor:** Salvador Pereira ■ **Layout:** Ma. de Lourdes Madrigal ■ **Cover Design:** Factor02 ■ **Photo Credits:** Shutterstock

First published, 2019
First Reprint, 2020

ISBN PRINT BOOK: 978-607-32-4893-8

D.R. © 2018 por Pearson Educación de México, S.A. de C.V.
Avenida Antonio Dovalí Jaime 70
Torre B, Piso 6, Colonia Zedec Edificio Plaza Santa Fe
Alcaldía Álvaro Obregón, Ciudad de México, C. P. 01210

Cámara Nacional de la Industria Editorial Mexicana Reg. Núm. 1031

1 2 3 4 5 6 7 8 9 0 - 21 21 20 19

www.pearsonenespañol.com

Esta obra se terminó de imprimir en septiembre de 2020
en los talleres de Reproducciones Fotomecánicas, S.A. de C.V.
Durazno 1, Col. Las Peritas, C.P. 16010,
México, Ciudad de México.



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Para alumnos en Educación Básica. PRONI**

La producción de estos materiales fue hecha por encargo de la Secretaría
de Educación Pública para usarse como material didáctico
en escuelas públicas de Educación Básica.

Impreso en México · Printed in Mexico
Distribución gratuita · Prohibida su venta

Dear Teacher,

Welcome to **Sunburst**.

We planned and designed this book to provide you with interesting social situations that will engage your students in learning English as a second language. We selected different contexts within the learning environments that may be attractive, and in which your students will naturally use the language to communicate.

Sunburst aims towards communicative interaction using the language as a cognitive and reflexive tool. At the end of this cycle, your students will be able to express and exchange ideas, talk about themselves and their emotions, give information about others, build up knowledge, organize their thoughts, and reflect on the new language.

Here you will find suggestions on how to work each of the activities provided in 10 units. Reading skills will also be developed with activities designed for the Reader.

You will also find opportunities to develop research abilities and cooperative work with your students which will enhance *critical thinking* skills and, very important, they will *learn to learn, learn to know, and learn to do*.

Thank you in advance for your enthusiasm and commitment. We really hope that you and your students will enjoy **Sunburst**.

Sincerely,
The Authors



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Introduction to the Course

The Learning Experience

Nowadays the learning process should be focused on the development of skills and abilities in students that may help them solve problems creatively and respond to daily situations applying what they know.

Objectives are no longer isolated but integrated and lead students to accomplish this goal. Students should be able to develop the ability to adapt and continue learning by themselves throughout their lives (*learning to learn*). Students should also be conscious that they are part of a community and they should contribute with these skills, always guided by democratic values.

Our role is to provide them with a learning environment in which they may be able to have significant experiences that can help them develop the skills they need.

Specifically, in a second language acquisition process, they should have opportunities to communicate and interact in real-life situations. For that purpose, **Sunburst** series has focused on building an appropriate context for their age interests, choosing relevant materials; this gives students the chance to perform social practices, interacting among themselves and with their teacher, who will act as a guide to reach specific achievements. Activities are designed to help them through this process, practicing the four language abilities (reading, writing, listening, and speaking) to express ideas, organize their thoughts, develop critical thinking, and participate in cultural interactions in different learning environments:

- Family and community environment
- Recreational and literary environment
- Academic and educational environment

Each lesson offers a wide range of guided and semi-guided activities that model what students have to do to finally prepare the *product* of the unit, which reflects their accomplishment according to the social practice of the language. The role of the teacher is to facilitate and support students, making them feel confident.

Collaborative learning is a key element so it is very important to build a respectful atmosphere where your students can commit to work together towards achieving common goals. *Collaborative learning* helps you and your students identify strengths and the areas of opportunity for each.

Organization

Sunburst is organized into 10 units. We suggest that each of them should be covered in 12 sessions. Each unit is divided into 4 lessons (see the suggested table below.) Each lesson is planned to cover two 50-minute classes.

Each lesson will guide students to develop the skills they need to acquire the language. Also, at the end of every lesson, students will self-evaluate to find out which their achievements and areas of opportunity are.

At the end of the four lessons, the book provides guidelines for the product and activities that guide them to perform peer evaluation and self-assessment. After Lesson 4, the book provides instructions for the product presentation and a Review.

Suggested lesson schedule for teaching a unit

	Session 1	Session 2	Session 3
Week 1			
Week 2	Lesson 2	Lesson 3	Lesson 3
Week 3			
Week 4	Product Preparation	Product Presentation	Review



Introduction to the Course

Features

Unit Overview

At the beginning of each unit, you will find a *Unit Overview* with useful information for the teacher: the social practices of the language, the environment, and the expected achievements. It also suggests what resources you need and the language that is covered in the unit.

Finally, it contains references to the Reader story and the Evaluation Tool you can use in each unit.

Unit Question

Each Unit Opener includes a question that arises students' interest and curiosity toward the theme of the unit. You will return to this question at the end of the unit, as a part of the self-evaluation process. Always try to make your students reflect upon the way their answers to this question had changed after working on the activities of the unit.

Lesson Questions

Each lesson will start with a question that is focused on the skills and abilities that students will develop while working on the activities of each specific lesson. You will ask this question at the beginning of the lesson; at this moment, you may accept inferences, opinions, answers expressed through body language and gestures, or even Spanish in case it involves vocabulary. Leave the answer opened until the end of the lesson when you will have the opportunity to ask the question again; this time, your students will surely surprise you with the expected answer.

6 What Do You Want To Know About...?

Unit Overview


- Academic and Educational Environment
- Communicative Activity
- Social Practices of the Language
- Achievements
- Audio
- Vocabulary
- Learning to Learn
- Learning to Know
- Learning to Do

Reader "Teasing Color"

Product

Evaluation tool

Worksheet





Introduction to the Course

Features

Developing your class

You might find the following suggestions useful while developing the lesson in the classroom:

- Rhyming words: Clap each time words rhyme and encourage students to do the same every time they hear them.
- If your students are restless, make four groups and name each group with a similar word, for example, *bat, rat, cat, hat*. Make sure each group recognizes their name. Say each word slowly. When the group with that name listens to the word, they stand up. If they listen to the word again, they sit down. Say the words faster and faster each time. You can play this game for 3 minutes, more or less. It will help with discrimination of sounds.
- Pronunciation and repeating activities: When students need to repeat a word or expression to practice how it is pronounced, have them say it in different voices, for example, whispering, or in a loud voice, "singing"; in a "tiger's" voice, etcetera.

Appendix

You will also find in some of the activities an Appendix icon which includes a page number. Every time you find it, check with your students the information provided on the corresponding page in the Activity Book. This information may refer to Language aspects (Learning to Know), to the development of Skills (Learning to Do) or to the development of self-directed Learning skills (Learning to Learn). In this Teacher's Guide we suggest how to approach it in each specific case: Sometimes students will infer the information and the Appendix will only reinforce their knowledge; in other cases, it will provide structures or expressions for them to use in the development of their social practices, or finally, it will give them tips or suggestions on how to perform a task.

Time to Shine!

This activity will give students the opportunity to reflect upon the way they learn by contributing with extra information related to the theme of the unit. It is also important to mention that the knowledge is continually recycled, so as you start to advance, you will find activities that were developed previously. There are suggestions so students can transform these Time to Shine! activities into significant experiences that will allow them to be more responsible for their learning process.

Evaluation Tool

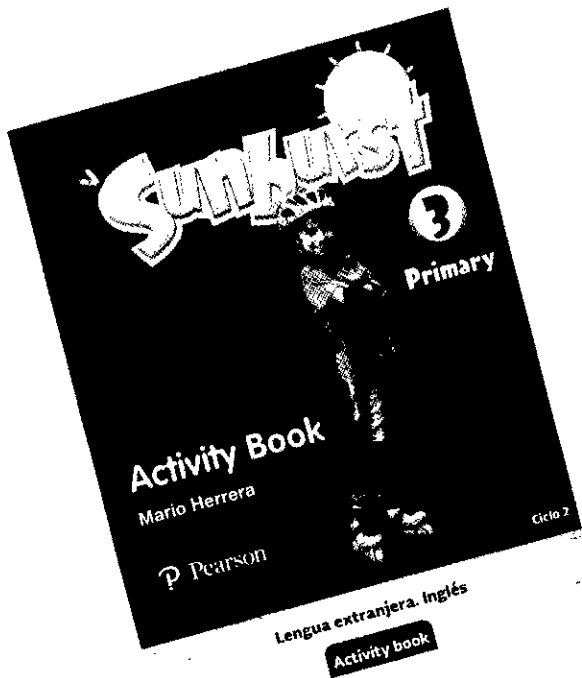
At the end of each unit, there is an evaluation tool, which may help you evaluate your students individually. This tool has been adapted to cover the achievements that your students should reach, so we hope the tool we designed makes evaluation a lot easier for you.

Reader

In the second session of each lesson you will find the Reader box which includes a question that sets a goal to develop your students' reading strategies. In order to answer that question, they should read the pages indicated for homework. These questions are formulated in a way that will help students exercise a broad variety of skills such as predicting, inferring, sequencing, etc., for which you will find suggestions in this Teacher's Guide.



Course Components



- On-line references to encourage students to go beyond their books, using technology;
- Critical thinking and practice problem solving abilities;
- Cross-curricular activities;
- Cooperation activities which promote different ways of interaction;
- Language structures that will be familiar to students in real-life situations;
- Reflection on students' learning process;
- Pair or work-group activities;
- A step-by-step process to elaborate the product, result of the skills developed in each of the lessons;
- Reader icon that links the activity to the text;
- A self-evaluation box easy to use;
- Time to Shine! activities;
- Appendix divided in: Learning to Learn, Learning to Know, and Learning to Do sections;
- A Glossary that can be used to practice the new vocabulary and play word-games.
- A list of irregular verbs

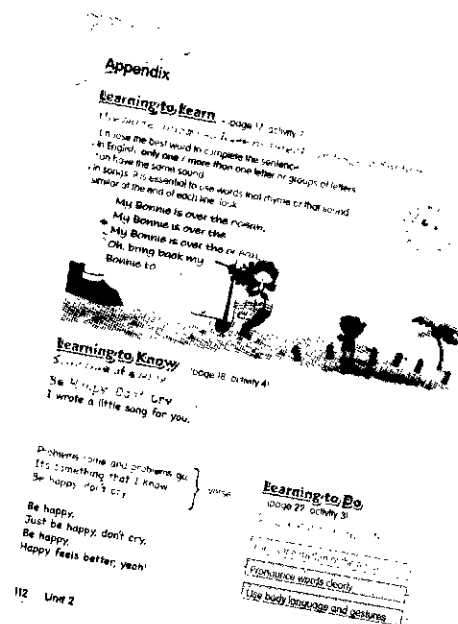
Activity Book

The activities in each lesson follow a sequence that goes from controlled activities to semi-controlled ones and free practice. This is to promote a gradual development of students' skills.

The book has 10 units, with 4 lessons each, to be divided into two sessions, plus the product development and a review.

Every unit includes:

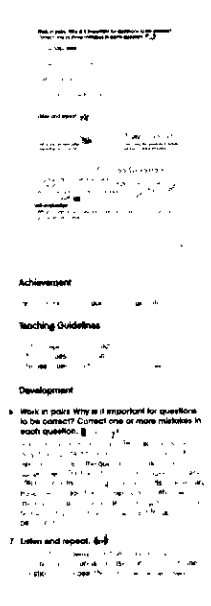
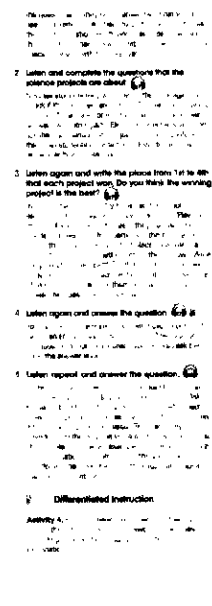
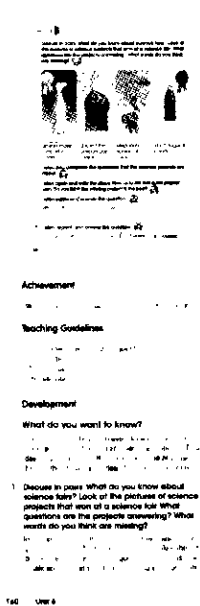
- A Unit Opener which includes the environment, the social practice of the language, the expected achievements, and the product;
- Activities that foster the practice of the four skills;





Course Components

Lesson 3



Teacher's Guide

A comprehensive guide that contains plenty of suggestions and information to successfully guide students through their learning process, such as:

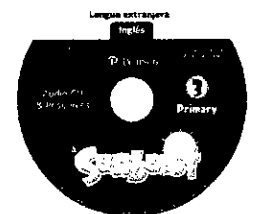
- Daily plans with a step-by-step description on how to guide students to perform each of the activities included in their books;
- Answer key provided in a reproduction of the Activity Book and at the end of the Guide;
- Instructions on how to handle the Unit Question and Lesson Questions;
- Suggestions per lesson and per unit on how to work with the Reader;
- An evaluation tool per unit that corresponds to the aspects to be assessed;
- An introduction of the program which explains the methodology to be used and how the components are linked to create appropriate environments to perform the social practices of the language;
- A scope and sequence section which gives an overall view of each of the units;
- A pronunciation guide to help the teacher with the phonetics of the English language (included in the audio CD);

- A list of useful expressions in the classroom to make teacher and students more comfortable with the language (included in the audio CD);
- Audioscripts of the audios used in the books;
- Ten photo-copiable worksheets to sum up the contents of each unit.

CD

It includes authentic material recorded with different pronunciations for the listening and reading activities to help students:

- improve pronunciation;
- practice listening skills and language abilities.
- Track list for a quick reference.



It also includes PDF files with:

- 60 flashcards with the vocabulary used;
- 10 appendix pages from the Activity Book;
- 10 evaluation tools;
- 10 worksheets, one per unit, that may help you expand your work.



Course Components

Reader

It includes 10 texts (both fact and fiction) that will expand on the Activity Book's topics and real-life situations so students get further practice. Specifically, the texts:

- Promote reading through appropriate material for students' age and interests;
- Present models to review social practices of the language;
- Practice critical thinking and problem-solving skills;
- Develop reading skills;
- Stimulate creativity and imagination;
- Provide new vocabulary words;
- Foster research skills.

After each text, you will find some activities through which students can develop and somehow test their reading skills.

Nowadays, technology is another skill to be mastered in society and, therefore, to be addressed in the classroom.

In order to help students with their tech development in English, this section introduces an Information and Communication Technology (ICT) box with a link to a text, video, activity, or other multimedia or interactive materials that will help students not only develop their ICT skills and practice English, but also reflect upon the unit's topic or a related topic.

Day 3

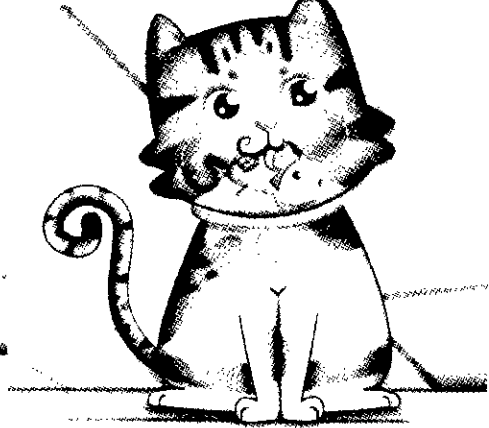
I **need** a cat. I don't like any other. I want to read a novel. I was reading 'New Year's Eve' about Mrs. Pumphrey when I did. I read 'New Year's Eve' stories to think about. I have to write the cat stories and make a cat for my cat.



need is to be in a situation in which you want or require something

Day 4

The cat didn't have a name. I have decided to call her Captain Mole. She eats more all day. I think she is getting bigger. I wish I liked her as much as she likes me. I tell her she needs to eat less and run more, but she doesn't listen to a ...





Course Components

Differentiated Instruction Strategies

- **Bubble Map:** It organizes describing attributes of something; great for visual students.
- **Choral Response:** It is an excellent way of overall assessing without singling students out.
- **First of Five:** It helps shy students start participating.
- **Flow Map:** It shows sequencing, orders, time lines, cycles, and relationships between stages and sub-stages of events.
- **Four Corners:** It helps shy or struggling students give an opinion and kinesthetic students to relax.
- **Gather Background Information:** It helps you include all your students in a way in which they feel you care about them.
- **Group Based on Goals:** It differentiates tasks by giving different objectives to students depending on their interests, abilities, or knowledge.
- **Individual Respond Card:** It helps shy or struggling students participate without the fear of being heard.
- **Individualized Feedback:** It helps struggling students develop a task with more support and guidance.
- **Jigsaw:** It is a fast, effective way to cover new information; it decreases student workload and encourages collaboration.
- **Mini Lesson:** It offers a quick reminder of a theme that has already been taught before to students who need it.
- **Open-ended Questions/Statements:** It lets every student, regardless of their ability, to approach the theme.
- **Speedometer:** It allows struggling students to use a kinesthetic response to show whether they accomplished a goal.
- **Stimulate Student Senses:** It is a great way to stimulate students' response and engage them with a theme.
- **Task Card:** It differentiates goals depending on students' interests and abilities.
- **Think-Pair-Share:** It is a great way to use peer tutoring; always try to form pairs in which both may contribute in a different way to attain the achievement.
- **Three-minute Pause:** It exercises students' summarizing.

Pronunciation Guide

Consonants

p	pen	/pen/
b	bad	/bæd/
t	tea	/ti:/
d	did	/dɪd/
k	cat	/kæt/
g	get	/get/
tʃ	chain	/tʃeɪn/
dʒ	jam	/dʒæm/
f	fall	/fɔ:l/
v	van	/væn/
θ	thin	/θɪn/
ð	this	/ðɪs/
s	see	/si:/
z	zoo	/zu:/
ʃ	shoe	/ʃu:/
ʒ	vision	/'vɪʒn/
h	hat	/hæt/
m	man	/mæn/
n	now	/naʊ/
ŋ	sing	/sɪŋ/
l	leg	/leg/
r	red	/red/
j	yes	/jes/
w	wet	/wet/

Vocals and diphthongs

i:	see	/si:/
i	happy	/'hæpi/
ɪ	sit	/sɪt/
e	ten	/ten/
æ	cat	/kæt/
ɑ:	father	/'fɑ:ðə(r)/
ɑ	got	/gɒt/ (British English)
ɔ:	saw	/sɔ:/
ʊ	put	/pʊt/
u	actual	/'æktʃʊəl/
u:	too	/tu:/
ʌ	cup	/kʌp/
ɜ:	fur	/fɜ:(r)/
ə	about	/ə'baʊt/
eɪ	say	/seɪ/
əʊ	go	/gəʊ/ (British English)
oʊ	go	/goʊ/ (American English)
aɪ	my	/maɪ/
ɔɪ	boy	/bɔɪ/
aʊ	now	/naʊ/
ɪə	near	/nɪə(r)/ (British English)
eə	hair	/heə(r)/ (British English)
ʊə	pure	/pjʊə(r)/ (British English)



Useful Expressions in the Classroom



These expressions are for you. Practice them before class to gain more confidence.

Classroom Language for the Teacher

Act out.
Mime.
Ask questions.
Check the spelling.
Check the punctuation.
Check your partner's work.
Check your work.
Clap.
Come to the board.
Come to the front.
Complete the sentences.
Copy this.
Count.
Describe.
Do this exercise as homework.
Follow the instructions.
Help your partner.
How are you today?
Identify.
Line up.
Listen carefully.
Look at the flashcards.
Look at the pictures.
Look at the board.
Look.
Name.
Open your books.
Pay attention.
Play.
Point.
Show.
Read aloud.
Read.
Remember to do your homework.
Remember to pay attention.
Remember to show respect.
Repeat the words.
Repeat.
Review your work.
Settle.

Calm down.
Sing.
Sit down.
Stand up.
Take out your homework.
Take out your pencils.
Take out your notebook.
Take turns.
Talk.
Think of...
Work in pairs.
Work in trios.
Work in groups of four.
Work on your own.
Write in your notebook.
Write on the board.
Write some sentences.

Classroom Language for the Student

Can I borrow a pencil?
Can I borrow an eraser?
Can I have a piece of paper?
Can you repeat that?
Excuse me.
Good morning.
Good afternoon.
Hello / Hi
How do you say?
How do you spell?
I don't understand.
May I go to the bathroom?
Please
Speak slowly. .
Thank you.



Scope and Sequence

Unit 1
What Do You Hope Will Happen?
Family and Community Environment

Communicative Activities
Exchanges associated with specific purposes
Social Practice of the Language
To exchange expectations within a dialogue

Achievements

1. Listen to expressions linked to expectations.
2. Understand the content of dialogues.
3. Participate in oral exchanges.

Teaching Guidelines

1. Understand purpose and receiver. Identify speakers and turn taking. Examine structure in dialogues: beginning, development, closing.
2. Predict general meaning. Interpret non-verbal language. Contrast expectations with expectations in own culture. Compare acoustic characteristics. Analyze phrases to share expectations. Compare features of pronunciation. Analyze features of pronunciation.
3. Use expressions to state expectations. Pay attention to non-verbal language (visual contact, body position). Use non-verbal language to express expectations. Control acoustic characteristics, like voice volume and intonation.

Unit 2
What Can You Sing in English?
Recreational and Literary Environment

Communicative Activities
Literary expression
Social Practice of the Language
To sing songs

Achievements

1. Listen to song lyrics.
2. Identify parts in song writing.
3. Participate singing songs.

Teaching Guidelines

1. Compare the topic, purpose, audience. Follow the rhythm of a song. Classify words that rhyme. Repeat and use rhyme to recognize sounds. Identify words already known. Follow changes in intonation.
2. Identify textual components in songs. Ask about the meaning of new words. Answer questions according to WH words. Write words that contain double consonants, different to mother tongue. Establish relations between letters and pronunciation. Identify and say specific phonemes. Read line by line to aid understanding. Practice using capital and lowercase letters.
3. Relate a song to personal expressions or emotions through sentences. Rehearse a song individually and in teams. Use body language and intonation when singing. Sing a song.

Scope and Sequence

Unit 3
What Can I Explain to Make?
Academic and Educational Environment

Communicative Activities
Interpretation and follow-up of instructions
Social Practice of the Language
To give and follow instructions to make an object

Achievements

1. Explore instructions to make an object.
2. Understand illustrated instructions.
3. Participate writing instructions.

Teaching Guidelines

1. Activate previous knowledge to recognize topic, purpose, audience. Associate instructions with illustrations. Examine graphic distribution. Ask for meaning of words. Analyze instructions: materials, sequence and pictures. Compare sentences. Contrast sounds that are different in SS mother tongue. Recognize connectors and what information they offer.
2. Connections with personal experiences. Predict instructions through pictures. Stress in words. Compare letter patterns. Compare cardinals and ordinals. Analyze how to write instructions. Recognize and read instructions.
3. Plan how to write instructions. Determine sequence of instructions. Differentiate instructions from materials. Write ordinal and cardinal numbers. Complete instructions. Rewrite instructions. Correct use of capital letters.

Unit 4
What Ad Do You Want to Write?
Family and Community Environment

Communicative Activities
Communication exchanges associated with the media
Social Practice of the Language
To interpret messages in ads and notices in public spaces

Achievements

1. Explore ads in public spaces.
2. Understand messages of advertisements and notices
3. Write sentences for an ad or message.

Teaching Guidelines

1. Activate previous knowledge to anticipate subject. Compare purpose and receiver through pictures and text. Link pictures to message. Contrast of graphic resources. Establish similarities and differences with ads in mother tongue.
2. Ask questions about ads. Ask for meaning of words. Organize information in ads. Relate ideas in messages: action and result. Contrast beginning and ending of words. Examine capital letters and admiration marks. Associate familiar letters with regular sounds.
3. Plan writing. Use knowledge of letters to represent words. Define words and expressions to write texts. Put words in order to write a sentence. Examine where capital letters are used.



Scope and Sequence

Unit 5

What Story Can You Tell?

Recreational and Literary Environment

Communicative Activities

Recreational expression

Social Practice of the Language

To listen to stories to put the sequence in order

Achievements

1. Explore illustrated sequences in a fable.
2. Listen to a fable in an illustrated sequence.
3. Order illustrated sequences in a fable.

Teaching Guidelines

1. Compare subject, purpose and receiver. Examine illustrated events in a sequence. Suggest titles for each sequence. Analyze characteristics of objects, characters, settings. Compare actions represented in pictures.
2. Listen several times to a fable. Compare words and expressions in own repertoire or similar in mother tongue. Contrast ways of starting and ending. Classify characters, actions and settings. Associate characters, actions and settings with pictures in a sequence. Link characters to the fable moral. Evaluate the moral part of the fable.
3. Analyze and discuss an illustrated sequence in a fable. Ask for the meaning of expressions and words in English. Write sentences to describe images. Suggest morals to evaluate a fable. Practice in teams how to tell a fable. Keep rhythm in oral language. Suggest body language, intonation and repetition. Tell a fable in teams, using pictures.

Unit 6

What Do You Want to Know About?

Academic and Educational Environment

Communicative Activities

Search and select information

Social Practice of the Language

To recognize and ask questions to search for information about a specific topic

Achievements

1. Explore illustrations about topics.
2. Listen to and understand questions.
3. Participate in writing questions to get information.
4. Make questions to get information.

Teaching Guidelines

1. Link previous knowledge to illustrations. Discover purpose through images. Compare similarities and differences in images. Classify images according to the topic.
2. Examine question words. Ask for the meaning of words and expressions. Analyze words that form questions in the present. Compare auxiliaries in questions. Associate images with questions. Examine use and position of question mark. Differentiate sentences (interrogative, imperative, etc.) Understand questions.
3. Analyze word order in questions. Use question words. Complete questions. Notice intonation in questions. Check spelling and punctuation.
4. Complete questions with question words. Ask questions following a model. Repeat questions to practice pronunciation. Dictate questions to gather information.



Scope and Sequence

Unit 7

What Do You Need?

Family and Community Environment

Communicative Activities

Exchanges associated with information about oneself and others

Social Practice of the Language

To understand and share expressions to get what one needs

Achievements

1. Listen to dialogues that express needs.
2. Understand and express wishes and needs.
3. Exchange expressions to get what one needs.
4. Write a message to get what one needs.

Teaching Guidelines

1. Analyze speakers and turn taking. Examine non-verbal language. Understand purpose and receiver. Define dialogue structure. Contrast consonants.
2. Clarify meaning of words. Classify expressions used to start and finish interactions. Contrast expressions of wish/ need. Examine words that are used to refer to others. Analyze ways of expressing wishes and needs. Establish the use of connectors to link ideas. Compare vowel sounds. Contrast use of non-verbal language and sound features.
3. Decide between need and wish. Define expressions to start a dialogue. Determine words to refer to speaker. Articulate sentences to express needs and wishes. Use strategies to understand better. Use language with the correct volume.
4. Explore messages to plan how to write messages. Write messages after models. Read messages to verify clarity.

Unit 8

How Do You Want To Read The Story?

Recreational and Literary Environment

Communicative Activities

Understanding oneself and others

Social Practice of the Language

To read short stories to share interpretations of cultural expressions

Achievements

1. Explore brief stories.
2. Interpret contents of a story.
3. Records a story.

Teaching Guidelines

1. Activate previous knowledge. Predict contents through title and graphic and textual components. Compare topic, purpose and receiver. Point to words and expressions in oneself repertoire. Compare actions in stories to establish structure. Classify story elements: narrator, principal character, settings. Ask for and suggest meanings through context. Identify words that describe characteristics. Differentiate characters and actions.
2. Relate stories to personal experiences. Answer questions about characteristics and actions (past and present). Notice the importance of pronouns when reading. Compare similarities and differences in stories. Differentiate ways of expressing between narrator and characters. Make sound effects for an audio story.
3. Decide what different characters and sound effects will be used in an audio story. Practice reading an audio story. Suggest and decide changes in intonation. Keep rhythm when saying sentences. Record an audio story.



Scope and Sequence

Unit 9
What Do You Know About Musical Instruments?
Academic and Educational Environment

Communicative Activities
Handling of information
Social Practice of the Language
To locate and include information in a graphic

Achievements

1. Explore illustrated information about musical instruments.
2. Read and understand information through reading the information.
3. Participate and write sentences that describe the information in a graphic.

Teaching Guidelines

1. Anticipate topic and activate previous knowledge. Recognize topic, purpose and intended audience. Anticipate information about musical instruments. Organize groups of musical instruments according to similarities and differences.
2. Identify words and expressions. Compare words that are similar in mother tongue. Find information through questions and answers. Re-read info-graphics for better understanding. Use demonstratives and adverbs to say names and characteristics of musical instruments. Say characteristics of musical instruments to practice pronunciation and intonation.
3. Suggest criteria to classify musical instruments (strings, percussion, origin, music, etc.). Suggest a design for the info-graphic. Write names and brief descriptions based on a model. Review capitals and lowercase letters and period.

Unit 10
What Do You Celebrate?
Family and Community Environment

Communicative Activities
Exchanges associated with the environment
Social Practice of the Language
To describe activities in a celebration or party

Achievements

1. Listen to brief descriptions of activities in a celebration with images.
2. Understand descriptions of activities.
3. Describe activities through images.

Teaching Guidelines

1. Anticipate topic through specific words. Classify actions. Understand purpose and audience. Relate activities to images. Recognize letters by name or common sounds.
2. Compare actions and objects by their name. Analyze how to describe characteristics of actions and objects. Clarify meaning of new words. Examine letters by name and sound. Contrast acoustic characteristics. Spell words aloud. Point to objects and activities when listening to one of their characteristics.
3. Complete descriptions of activities and objects. Use expressions to describe activities and objects with visual aids. Experiment with other ways of describing. Evaluate the effect in the intended audience. Adjust pronunciation of specific sounds in words.

1

What Do You Hope Will Happen?

Unit Overview

🎯 Family and Community Environment

🎯 Communicative Activity

Exchanges associated with specific purposes

🎯 Social Practice of the Language

To exchange expectations within a dialogue

🎯 Achievements

- Listen to expressions linked to expectations.
- Understand the content of dialogues.
- Participate in oral exchanges.

🎯 Audio

Tracks 2-5

🎯 Vocabulary

- birthday
- bite
- get
- hope
- message
- puppy
- present

🎯 Learning to Learn

Using sentence stress in English to talk about key words

🎯 Learning to Know

Words to express expectations

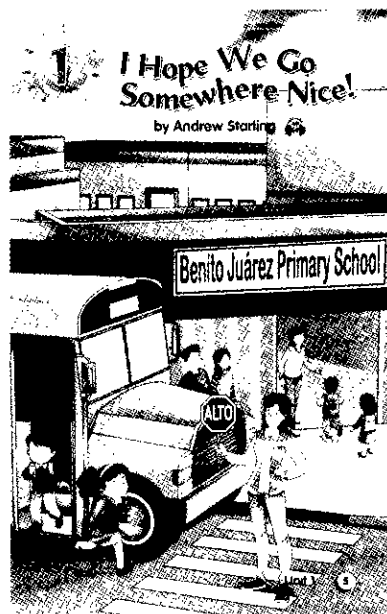
🎯 Learning to Do

Voice your expectations and respond to others' expectations.

🎯 Reader

"I Hope We Go Somewhere Nice!"

pp. 5-18, Track 54



🎯 Product

Mobile

🎯 Evaluation tool

Observation Guide

Photocopy the Observation Guide provided at the end of the unit and use it to evaluate each student individually throughout each lesson.

🎯 Worksheet

As an extra activity, you can use the Worksheet on p. T114.

Lesson 1

1 What Do You Hope Will Happen?

1 Work in pairs. Look at the picture and answer the questions.

- Who is in the picture?
A mother and her son.
- What is the woman doing?
Answering a boy's question.
- How does the boy feel?
Happy.
- How do you know?
He is laughing.

Social Practice of the Language
To exchange expectations within a dialogue
Achievements:
• Listen to expressions linked in expectations
• Understand the content of dialogues
• Participate in oral exchanges
Product: Mobile



2 Listen to a mom and her son on an important day. Decide together who says or does each phrase or action; the mom or the boy.

- John: Mom says, "Happy birthday!"
John: Mom wants to see the present.
John: Mom loves the present.
John: Mom says, "Thank you."

3 Listen again. How does the mom or boy react in each situation? Take turns to react to the things they say on the left.

- | | |
|-------------------------------|-----------------|
| Good morning! | You're welcome! |
| Can I please have my present? | I love it! |
| Do you like it? | Hi! |
| Thank you! | Here you go. |

4 Lesson 1

Achievement

Explore dialogues that voice expectations.

Teaching Guidelines

- Predict general meaning.
- Interpret nonverbal language.
- Understand purpose and receiver.
- Identify turn taking.

Development

What do you hope will happen?

Write on the board: *What do you hope will happen?*
Show that you are excited and provide an example of a prediction. Then elicit some answers from the group. At this point, you may allow some Spanish words to let them feel confident expressing themselves, but always echo back the English words or phrases and encourage them to adopt them.

1. Work in pairs. Look at the picture and answer the questions.

To predict general meaning and interpret nonverbal language, ask students to work in pairs and look at the picture. Read each question out loud and have students answer the questions in pairs. Elicit the answers and write them on the board.

2. Listen to a mom and her son on an important day. Decide together who says or does each phrase or action; the mom or the boy.

Ask students to work in pairs. Before playing the recording, read the sentences out loud. Ask students to predict what the key words in the sentences mean. Have them go to the Glossary on page 106 to check the meaning of some words. Elicit some examples and help them if necessary.

Have students look at the picture in Activity 1 and the phrases in Activity 2. Tell them to talk about who they think says each phrase. Play the recording and ask them to listen to see if their predictions are correct. Have them circle the person who says each phrase. Play the track again if necessary. To identify turn taking, ask students to raise their left hand if John speaks or their right hand if Mom speaks. Invite some volunteers to read the sentences to check answers as a class.

3. Listen again. How does the mom or boy respond in each situation? Take turns responding to the things they say on the left.

To have students identify more examples of taking turns, explain that there are four pairs of phrases we use together. Do the first one together as a class by saying *Good morning!* and eliciting a response from the class. Have students work in pairs to decide on the correct response for each phrase. Tell them to take turns saying the phrases and responses.

Next, ask students to think of different situations for the phrases and responses and write them down. Call on volunteers to share their ideas with the class.

Differentiated Instruction

Activity 1: Some students can be asked to write only key words, while other write full sentences. Underline the key words in the sentences on the board.

- 4 What do you want to get for your next birthday?
Draw the present.

Answers may vary

- 5 In pairs, share your drawings.
Say if you would like to have the
same present.

Reader
Where do Claudia and Miguel
hope they are going? (pp. 5-9)

Mobile

- Decide together what phrases you can use to greet someone and talk about a present you received. Write down four phrases that you can use in this situation.
- Write each strip on a piece of paper.

Self-evaluation

- How did you express expectations in this lesson?
- What was the expectation about?



Unit 7

Achievement

Explore dialogues that voice expectations.

Teaching Guideline

Contrast expectations with usual expectations in own culture.

4. What do you want to get for your next birthday?
Draw the present.

Ask students to take a minute to think about what they really want for their birthday. Then let them draw the present in the box. Monitor and ask students about their drawing, providing language they can use in the next stage. Write useful language on the board, especially if several students have chosen the same present to describe. Don't forget to model positive expectations like *Wow, I hope you'll get it!*

5. In pairs, share your drawings. Say if you would like to have the same present.

To provide students with a model to use, share your own drawing and write *I hope I'll get a...* on the board. Divide the class into pairs. Give them some time to show their drawings to each other and encourage them to explain what they hope they'll get using the model on the board to help them. Monitor while they are working to provide help. Write further useful language on the board as it arises.

Discuss the question related to the text from the **Reader**. Ask students where Claudia and Miguel hope they are going (Claudia hopes they will go to a museum and Miguel to a dinosaur museum).

Product: Mobile

In this unit, students will create a mobile with some strips of paper with common expressions and words that they can use in English, so that at the end of the unit they may improvise dialogues using them. In this lesson, students will work in teams to prepare the strips of paper. Organize the class into teams, read the first instructions aloud. Give them time to discuss what words or phrases they can use and write them down. Ask students to each write four of the phrases they came up with on strips of paper. This activity is the first piece of evidence in this unit; ask students to file the list following the procedure you prefer; portfolios can be a physical file or online in digital form. Don't forget to ask students for the strips of paper and keep them safe, as they will be used at the end of the unit.

Note: Students can choose a specific situation for their expectations, such as: *the school year, for weekend activities, for their birthday, for the following year, etc.*

Self-evaluation

Read the questions aloud and have students write their answers. Have them get into pairs or groups of three to share their answers and talk about them. Call on volunteers to share their answers with the class.

What do you hope will happen?

Invite students to answer the question in English using the words they learned during this lesson.

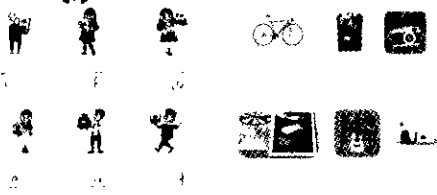
Differentiated Instruction

Activity 4: Guide students to answer the question before they draw the present using the Open-ended Statement Strategy say *I hope that I'll get...* and invite different students to complete the sentence sharing their own expectations. Remember that it is also very important to give students thinking time. Insist on a minute of thinking time before allowing students to share their ideas.

Lesson 2

Lesson 2

Work in pairs. Tell each other which picture you would like as a present. Then listen and decide together what each child expects.



2 How do the children express expectations? Listen again and complete what they say. Then tell each other which children expect something you want.

I really hope / think I'll get an old camera. I love taking pictures.
I hope / think I'll get a puppy!
I hope / think I'll get a backpack. I really like this blue one.
I hope / think my parents will give me a guitar.
I hope / think I'll get a bicycle! All my friends have bikes.
I hope / think I'll get a board game.

3 Go to page 111 for more practice.

4 What were the children talking about? Decide together.

The children are talking about things they do often / expectations & past experiences.

5 Listen again and underline the words that are stressed. Practice saying the sentences.

Achievements

- Listen to expressions linked to expectations.
- Understand the content of dialogues.

Teaching Guidelines

- Analyze phrases used to share expectations.
- Compare features of pronunciation.
- Analyze features of pronunciation.

Development

What things do most children want for their birthday?

Ask students *What things do most children want for their birthday?* Elicit some ideas, and then ask them to turn to page 8 to see if they mentioned any of the same things as the things in the pictures.

1. Work in pairs. Tell each other which picture you would like as a present. Listen and decide together what each child expects.

Before students listen, make sure they know the words in the pictures (bicycle, backpack, camera, game, guitar, puppy / dog). Have them go to the Glossary on page 106 to check the meaning of some words. Write any words that are new on the board. Ask students to work in pairs. Read the instructions

aloud and have them talk about which of the items they would like as presents and why. Next, ask students to speculate who they think wants which present. Play the track and tell students to listen and see if what they imagined is true. Play the track one more time for students to complete the activity together.

Write the numbers of the children on the board with boxes and invite some volunteers to come to the board and write the letters of the presents.

2. How do the children express expectations? Listen again and complete what they say. Then tell each other which children expect something you want.

Read the instructions and have students talk about the phrases in pairs. Have them complete the activity without listening. Then play the track for them to check their answers. Play the track twice if necessary. Check answers with the whole class.

3. Go to page 111 for more practice.

Learning to Know 111

Tell students to go to page 111 in their books for more examples of expectations. Elicit the beginning of the phrases (*I think, I hope, I really hope*). Ask them to take turns saying expectations for their next birthday. Monitor and help if necessary.

4. What were the children talking about? Decide together.

Have students work in pairs to come to a conclusion. After a few minutes ask them to share their conclusion with another pair.

5. Listen again and underline the words that are stressed. Practice saying the sentences.

To analyze features of pronunciation, or sentence stress, ask students to listen again and underline the words that are stressed in Activity 2. To check answers, call on volunteers to read the sentences slowly, overemphasizing the stressed words. Then read the sentences aloud together as a class, emphasizing how the stressed words also follow a certain rhythm. Finally have students take turns reading the sentences aloud in pairs. Monitor and provide help with pronunciation where necessary.

Differentiated Instruction

Activities 2 and 4: You can also ask students to try to remember as many of the sentences as possible and quiz each other for an increasing the level of difficulty. You can also ask students to only practice saying the underlined words.

- 6 Which presents in Activity 1 would you like? Circle them.
 Active: play video
- 7 Complete the sentences so they are true for you.

I hope I get *A birthday party*
 I really like *A birthday party*
 I think I will get *A birthday party*

Time-to-Shine!

Do you think all children want the same things? Read about what other children want and write your own comment.
<https://learnenglishkids.britishcouncil.org/en/your-turn/birthdays>

Reader

Where do Sammy and Jaime hope they are going? (pp. 10-11)



Mobile

- Tell your partner what present you want and what present you expect
- Then write a wish and an expectation on a strip of paper.
- Underline the words that you will say more loudly in each sentence.



Self-evaluation

- Write what you understood about the children's wishes and expectations in this lesson. Share with a classmate

Unit 1 9

Achievements

- Explore dialogues that voice expectations.
- Understand the content in dialogues.

Teaching Guidelines

- Use expressions to state expectations.
- Contrast expectations with usual expectations in own culture.

Development

6. Which presents in Activity 1 would you like? Circle them.

Ask students to look at the things that the children wanted in Activity 1. Ask them to circle the things they want for their birthday. Elicit answers from the class (try to ask each student for one example). When students use one-word answers, encourage them to use expressions to state expectations: *I'd like a puppy. / I want a bike. / I hope I'll get a... / I think I'll get a...*

7. Complete the sentences so they are true for you.

Ask students to work individually and write three things in the box to complete the sentences. Monitor and help students with language they need. Write

new words or phrases on the board. Then ask them to share their answers in pairs. Regroup students to give them more practice if there is time. Elicit some examples from the class and keep adding new language to the board.

Now that students have heard their classmates' ideas, ask them the question in the **Time to Shine! Box**. If you have access to the Internet, go to the webpage and have a class discussion on what they see. If you don't have Internet access, you can assign this for homework. (It can be done in pairs or teams.)



Discuss the question related to the text from the **Reader**. Ask students where Sammy and Jaime hope they are going. (Sammy hopes they will go to theater and Jaime to a farm.)

Product: Mobile



In step 2, students work in their teams to talk about what they want for their birthday and what they expect to receive. Then, ask them to write what they expect on a strip of paper. Monitor as they work to check their phrases. Finally, read the last instruction and have them say what they expect to a team member, and notice which words they stress. Ask them to underline them. This is the second piece of evidence in this unit. Have students give them to you for safe-keeping.

Self-evaluation

Read the instructions aloud and ask students to reflect on it for a moment. Then, have them write what they understood about wishes and expectations in their books. Tell them to find a classmate to share what they learned.

What do you hope will happen?

Invite students to answer the question. This time encourage them to use phrases and full sentences with the expressions from the unit.



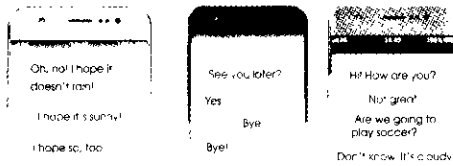
Differentiated Instruction

Activity 6: Use the Individualized Feedback Strategy to help struggling students to write their concerns. You can also ask stronger students to add their own sentence(s).

Lesson 3

Lesson 3

- 1 Read parts of a text conversation. Write numbers 1-3 in each box to put them in order.



- 2 Decide together how to complete the messages below. Look at Activity 1 to help you.

How are you?
 I hope _____ it's not too late. I _____ this message doesn't wake you up.
 Are you going to the park on Saturday?
 I hope _____ so! I _____ I will.
 See you tomorrow.
 Call me!

- 3 Listen and check. Underline the words that are stressed. Then, practice reading the message.

10

Achievements

- Explore dialogues that voice expectations.
- Understand the content in dialogues.

Teaching Guidelines

- Examine dialogue structure.
- Analyze features of pronunciation.

Who do you talk to about what you want or hope?

Ask students the question and elicit some answers.

1. Read parts of a text conversation. Write numbers 1-3 in each box to put them in order.

Tell students that this is a conversation between two friends. To examine dialogue structure, give students enough time to read the messages in silence. Then ask them to put in order the messages to make a dialogue. Ask them to compare answers in small groups. Elicit answers from groups and ask them what clues they used to identify the beginning (Hi, Hello.) and end (Bye!) of the dialogue. Check if there are any expressions or words they're not familiar with and elicit explanations, adding them to the board.

2. Decide together how to complete the messages. Look at Activity 1 to help you.

Ask students to get into pairs with someone they haven't worked with. Tell them to read the messages and decide what words they can use from Activity 1 to complete them. Monitor and offer students clues when they get stuck; ex. *It starts with a... It's a word that means...* Then ask students to compare their answers in pairs. Indicate that there might be more than one possible answer.

3. Listen and check. Underline the words that are stressed. Then practice reading the message.



Play the track for students to listen to the dialogue and check the messages they completed in Activity 1. Invite students to write parts of the text on the board. Then let them listen again and underline stressed words to analyze features of pronunciation. Ask them to practice reading the message out loud in pairs while you monitor and offer suggestions.

Learning to Learn

Ask students to read the explanation. Then ask them to check if it is true in the previous lessons. Tell them to do this by reading only the words that are stressed in a sentence and checking to see if they are the most important words that carry the message of the sentence. You can also ask students to practice reading a sentence with and without stress and ask them what the difference is for the listener. When there is no sentence stress, it is much harder for the listener to identify the important words, so it makes it more difficult to understand. It also sounds very robotic and boring if someone doesn't use sentence stress. You can ask them to talk like robots.



Differentiated Instruction

Activity 3: After playing the track for the first time, use the Thumbs Up Strategy to ask students how easy or difficult it was to identify that there are words sound louder. Ask them to show you thumbs up, thumbs sideways or thumbs down. Provide more help to students who show that it was difficult for them.

4. Work in pairs to come up with an idea for a message to a friend. Then write your own message. Use the messages in Activity 2 to help you.

Answers may vary.

5. Read your message to another pair. Say what you liked about the other pair's message.

Reader
Does the teacher tell them where they are going? Why? (pp. 13-15)

Mobile

- Work in pairs. Think of two examples of how you can express negative expectations (things you don't want to happen).
- Write your examples on a strip of paper. Underline the words that you stress.

Self-evaluation

- Discuss in small groups what you should include in a message that expresses expectations.

Unit 1 11

Achievement

Participate in oral exchanges.

Teaching Guideline

Use expressions to state expectations.

4. **Work in pairs to come up with an idea for a message to a friend. Then write your own message. Use the messages in Activity 2 to help you.**

Ask students to get into pairs and talk about the different parts their message will include. Elicit what they are and write them on the board (opening/greeting, main message/body, ending/closing). Elicit some examples of what they can write in each part. Give students time to work together and write their message. Monitor and offer language or suggestions if necessary. Write any new language on the board.

5. **Read your message to another pair. Say what you liked about their message.**

Have students get together with another pair to share their messages. Ask them to say what they liked about each other's messages. You can regroup students so they share their messages with more classmates.

Discuss the question related to the text from the **Reader**. Ask students whether the teacher tells them where they are going. Encourage them to give reasons for their answers. (No, he doesn't tell them because he wants to surprise them.)

Product: Mobile

In this third step, students will write two phrases to express negative expectations (*I hope I don't... I don't think...*). Have students get into their teams. Explain that they will now think of negative expectations or things they don't want to happen. Elicit some expressions and examples. Tell them to work together to come up with things they don't want to happen. Ask them to write two of their expressions on strips of paper. Monitor while they work to check. Finally, ask them to underline the words that they stress in their sentences. Call on volunteers from each team to share their sentences so you can check the stressed words. This is the third piece of evidence in this unit; collect the strips of paper to keep them safe.

Self-evaluation

Have students get into small groups to discuss what they should include in a message that expresses expectations. After a few minutes call on volunteers to share their ideas with the rest of the class.

What do you hope will happen?

Ask students the question and this time, invite them to use the expressions to communicate expectations that they learned in this lesson.

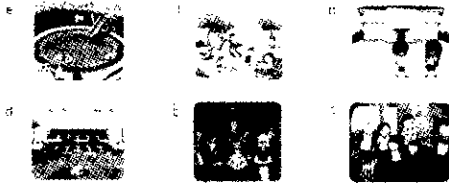
Differentiated Instruction

Activity 5: Fast finishers and stronger pairs can write a reply to another pair's message. You can also ask fast finishers to support pairs who are finding the activity difficult.

Lesson 4

Lesson 4

1 Discuss in small groups what expectations children have in their everyday lives. Then match the pictures with the situations described by the children. Write a letter in each box.



I like Mr. Greene. I hope we don't have a new teacher!
I really like her last movie. I hope this one is good, too.
I hope we find a puppy!
I really hope we win.
I hope the water isn't dirty. I don't think I'll swim.
It's my favorite park. I hope the dogs don't bite.

2 Tell each other when you might have these expectations. Choose what you can say if you feel the same way. Then go to page 111 for more practice.

I don't think I'll swim. Me too.
I hope this one's good, too. Me neither!
I hope we don't have a new teacher. Me too.

3 Listen and imitate the intonation.

12

Achievement

Participate in oral exchanges.

Teaching Guidelines

- Use expressions to state expectations.
- Pay attention to nonverbal language.
- Control some features of pronunciation.

What do you hope will happen today?

Write on the board *What do you hope will happen today?* Give students some thinking time. Then ask students to discuss the answer in pairs. Ask if anyone wants to share their answer. Write examples of good use of language on the board.

1. Discuss in small groups what expectations children have in their everyday lives. Then match the pictures with the situations described by the children. Write a letter in each box.

Have students get into small groups. Read the instructions aloud and elicit some ideas. Give them a few minutes to talk about what expectations children commonly have every day. Ask them to talk about the different places in the pictures and what they can expect from each place. Then have them work together and discuss who they think the situations

belong to and identify a picture for each sentence. Monitor as they work and help if necessary. Check answers with the whole class. As they give answers ask additional questions about the situations, like *Why is it at school? Because teachers work at school. Why is it at the movies? Because...* You can ask students to take turns to read sentences in a different order to use expressions to state expectations and test each other about the places.

2. Tell each other when you might have these expectations. Chose what you can say if you feel the same way.

Students work in pairs. Ask them to read the expectations and decide where they take place and why they would feel like that. Tell them to take turns saying the phrases and agreeing with them. Give them more situations to express expectations or things they don't want to happen, such as; *a test at school, a soccer game, a trip, a party, a visit to a relative's house*. Ask them to share their expectations with the class.

Learning to Do 111

Tell students that using short phrases such as *me too* and *me neither* help them respond to expectations in a conversation. Ask them to go to page 111 in their books and look at the Learning to Do section. Have them work in pairs to write one expectation and something they don't want to happen. Tell them to take turns saying their sentences and saying if they feel the same or not.

3. Listen and imitate the intonation.

To ask students to pay attention to nonverbal language, get them to listen and repeat the intonation without using words. Let them just hum the sound or use the same syllable (e.g. *lalala*) instead. Then ask students to listen again and repeat the sentences and phrases with the same intonation to get them to practice controlling some features of pronunciation.

Differentiated Instruction

Activity 1: Use the Think-Pair-Share Strategy trying to form pairs in which stronger students may provide support to weaker students. Be sure to highlight the contribution of both students. Alternatively, you can group weak students together and try to spend more time providing support.

- 4 Choose three places from Activity 1. Write one expectation for each place.

Place	Expectation
Answer on strips	

- 5 Work in pairs. Say your expectations. Use the expressions *I think...* and *I hope...* If you agree, say *me too* or *me neither*.

Reader
Do the children meet their expectations? How? (pp. 16-17)

Mobile

- Work together and think of two expectations that you all have about your everyday lives
- Write down the expectations and how you can tell someone that you share the same expectations. Use Activity 2 to help you
- Write each one on a strip of paper

Self-evaluation

- Work in small groups. Share everyday expectations and say if you feel the same

Unit 1 13

Achievement

Participate in a dialogue.

Teaching Guidelines

- Use expressions to state expectations.
- Use nonverbal language to express expectations.

4. Choose four places from Activity 1. Write one expectation for each place.

Ask students to choose a place from the ones in Activity 1. Write the place on the board. Then elicit two different expectations students might have about that place and write them on the board. For example, *hospital: I hope I'll eat Jello. I hope I don't need a shot. / pet shop: I think they'll have a beautiful puppy. I hope my parents let me get it.* Then give them enough time to complete the table individually. Monitor and provide help and give some suggestions. To check answers as a class, you can elicit some more examples and write them on the board.

5. Work in pairs. Say your expectations. Use the expressions *I think...* and *I hope...* If you agree, say *me too* or *me neither*.

Write *I think...* / *I hope...* / *Me too.* / *Me neither.* on the board. Draw two crosses or *No's* next to *me neither*, and two checks next to *me too*. Then read one of the example expectations from the previous

activity. Use the phrases *I think...* / *I hope...* Ask students to raise their hands if they have the same expectation and point to the appropriate response written on the board to elicit the response. After you have successfully completed two or three examples as a class, ask students to work in pairs and read their expectations and respond accordingly. Monitor and provide help.



Discuss the question related to the text from the **Reader**. Ask students whether the children in the story meet their expectations or not. Encourage them to support their answer. (Yes, they meet their expectations. They go to a fair that has all the things they wanted.)

Product: Mobile

Ask students to get into their teams. Read the instructions aloud and have them talk about their expectations in their every day lives. Encourage them to agree or disagree with the expectations. Tell them to choose two expectations and the expressions you use to say you feel the same, to write on strips of paper. Monitor as they work and help if necessary. Once they have finished, call on volunteers to share some of their expectations with the class. Have students give you the strips for safe-keeping.

Self-evaluation

Have students work in small groups to share their daily expectations and say if they feel the same. Monitor as they work and help if necessary. Elicit their expectations. Occasionally ask if they all feel the same or not and say the appropriate phrase.

What do you hope will happen?

Ask the question and encourage students to use expressions they have learned in this lesson and to respond accordingly to each other's statements.



Differentiated Instruction

Activity 5: For student responses in activity 5, you can use the Choral Response Strategy to elicit answers. In this way, you will encourage shy or struggling students to participate.

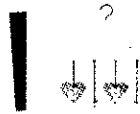


Product and Assessing My Learning Process

Product

Mobile

- Work in groups. Use a hanger or a stick.
- Tie pieces of string to the hanger.
- Compare all the expressions you wrote on pieces of paper. Decide together which expressions to include in your mobile.
- Take turns to express an expectation you have. Listen and respond to others' expectations.
- Look at your mobile to help you remember phrases you can use.



Assessing My Learning Process

Peer-evaluation

Ask two of your classmates to write comments about your mobile. Follow the example.



Self-evaluation

How can you talk about what you hope will happen?
Go to page 111 and check what you have learned to learn, to know, and to do.
In your notebook, write what you think was difficult to achieve. Share with a classmate.

14

Mobile

Ask students to get into their teams. Hand out the teams' strips of paper, hangers, glue, etc. Have them take turns reading from their strips of paper and commenting if they feel the same way. Tell them to decide which expressions they want to include in their mobile. Ask students to glue the strips to their mobile and as they work encourage them to tell one another of other expectations they have and say if they all feel the same way. Tell them the mobile will help them remember phrases they can use for expectations.

As a final activity, tell students to choose a phrase from their mobile without telling anyone what it is. They should take turns acting out their phrases for the others to guess. You can always adapt the product to your class's needs and interests. For example, they can make a mobile with their expectations for *the school year*, *for weekend activities*, *for their birthday*, *for the following year*, etc.

Assessing my Learning Process

Peer-evaluation

Ask two of your classmates to write comments about your mobile and participation. Follow the example.

Once all groups have finished, give students some time to exchange books to receive peer assessment. Monitor to make sure all comments are respectful.

Self-evaluation

1. How can you talk about what you hope will happen?

Read the question aloud and have students think about it for a few minutes. Then ask them to share their ideas with a classmate. Call on volunteers to share with the whole class.

2. Go to page 111 and check what you have learned to learn, to know, and to do.

In pairs, go over the 3 sections. Take turns giving examples for each of the sections. Encourage them to help each other if they have doubts about anything. Monitor.

3. In your notebook, write what you think was difficult to achieve. Share with a classmate.

Invite students to go through the lessons in this unit and circle the tasks they think they still need help with. Make sure to record which students need help and in which areas, so that you can design strategies to support them individually. Talk to students individually to give them some feedback based on their self-evaluation and overall performance in class. Include tips and recommendations to help students with problem areas.

What Do You Hope Will Happen?

Finally, organize the class into small teams and read the title of the unit aloud: *What Do I Hope Will Happen?* Give them a few minutes to discuss their answers while you walk around and monitor. Then invite some volunteers to share their answers with the class.

Review

Review

- 1 Make notes about each question.** Answer questions.
What do you hope will happen today?
What do you hope will happen this month?
What do you hope will happen this year?
- 2 Work in small groups. Discuss your answers from Activity 1. Remember to respond to what others say.**
- 3 Discuss the questions with your group.**
Does everyone want and expect the same or different things?
What do you want or expect for others?



Unit 1 15

Review

Ask students to work in pairs and discuss the questions in Activity 1 before writing their own answers. Encourage them to help each other if necessary. Next, have pairs get together with another pair to share their answers and say if they feel the same or not. Monitor as they work. Finally, ask the questions in Activity 3 for a group discussion. Ask students to elaborate on their answers to question **a**. Occasionally have the class say if they feel the same as the student who is speaking.

Evaluation Tool

The Observation Guide that you photocopied at the beginning of the unit is an extremely useful tool that gives you the opportunity to evaluate each student individually and at the same time identify areas that the group needs to spend more time on.

Use the key provided to fill in the spaces corresponding to the lessons in the table. This way, you will quantitatively record your students' progress during the unit. Don't forget to write comments related to the four criteria, based on your observations so you may complete your assessment with qualitative information that may enable you to design strategies to support them individually. Always have in mind that this tool will also help you to identify both, struggling and advanced students (who may attain the achievements even before they have worked on the related activities), giving you the opportunity to promote pair tutoring when working collaboratively, or provide more open tasks that stronger students can complete using more language.

2

What Can You Sing In English?

Unit Overview

Recreational and Literary Environment

Communicative Activity

Literary expression

Social Practice of the Language

To sing songs

Achievements

- Listen to song lyrics.
- Identify parts in song lyrics.
- Participate in singing a song.

Audio

Tracks 8-10

Vocabulary

- cry
- excited
- lane
- queen
- sea
- verse

Learning to Learn

Sounds can have different spellings in English.

Learning to Know

Structure of a song

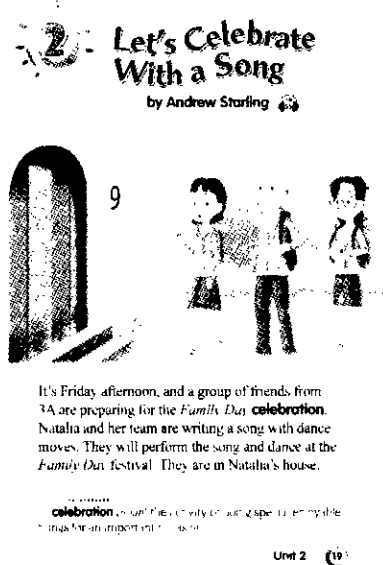
Learning to Do

Sing a song in English.

Reader

"Let's Celebrate With a Song!"

pp. 19-30, Track 55



Product

Concert

Evaluation tool

Rubric

Photocopy the Rubric provided at the end of the unit and use it to evaluate each student individually throughout each lesson.

Worksheet

As an extra activity, you can use the Worksheet on p. T115.

Lesson 1

2 What Can You Sing In English?

1 What songs do you like to listen to? Circle and compare in teams.

I like _____ songs.
Answers may vary.

possible direction of the language
To sing songs
Achievements
• Listen to song lyrics
• Identify parts in song writing
• Participate in singing songs
Research: Concert

2 Listen to the song. Choose the word that describes how it makes you feel.

My Bonnie is over the ocean.
My Bonnie is over the sea.
My Bonnie is over the ocean.
Oh, bring back my Bonnie to me...

Bring back, bring back,
Oh, bring back my Bonnie to me,
to me!
Bring back, bring back,
Oh, bring back my Bonnie to me



happy

sad

excited

3 Listen again and clap to the rhythm of the song.

4 Work in pairs. Circle two underlined words in the song that end in the same sound. Which words do you know?

16 Lesson 1

Achievement

Listen to song lyrics.

Teaching Guidelines

- Compare the topic, purpose and audience.
- Follow the rhythm of a song.
- Relate a song to personal experiences or feelings.
- Identify words already known.

Development

What can you sing in English?

Choose some popular English songs to play at the beginning of the class as students are settling down. Write the question: *What can you sing in English?* on the board. Then elicit some answers from the group. At this point, encourage students to say the words they know or hum the tunes of the songs they want to share. Set a time limit if this is the case.

1. What songs do you like to listen to? Circle and compare in teams.

To compare the topic, purpose and audience, ask students who like to listen to slow music to raise their hands and elicit examples of slow songs. Write *slow* and some song titles on the board. Then do the same for fast, happy, fun, and sad songs.

2. Listen to the song. Choose the word that describes how it makes you feel.

To get students to relate a song to personal experiences or feelings, ask them to close their eyes and listen to the song. There is no right or wrong answer to this question, and you can emphasize how everyone has their own interpretation of music. You can check understanding by asking students to mime the three adjectives. Have them go to the Glossary on page 106 to check the meaning of some words.

3. Listen again and clap to the rhythm of the song.

To have students follow the rhythm of a song, ask them to listen again and clap to the song's rhythm. You can clap so that students who find this more difficult can follow you.

4. Work in pairs. Circle two underlined words in the song that end in the same sound. Which words do you know?

Read the underlined words together as a class. Write them on the board. Get students to repeat the words several times until they can isolate the sounds that the words end in. Then elicit the answer from the group. Circle *sea* and *me* on the board and get students to read them out loud. Monitor and ask small groups or individuals to say the words to make sure that students are producing the /i:/ sound in both words. To have them identify words they already know, ask them to say which words they are familiar with. Invite them to say what the words mean; allow the use of Spanish if they struggle.

Differentiated Instruction

Activity 1: Since there is no production in this lesson, you can increase the level of challenge for stronger students by asking them to use different words to answer the same questions.

5. **Work in pairs and decide which sentence on the right best describes the word from the song.**

What does <i>Bonnie</i> mean?	It means the same as <i>sea</i>
What does <i>over</i> mean?	It means the same as <i>beautiful</i>
What does <i>ocean</i> mean?	It means <i>on the other side</i>

6. **Listen and repeat. Circle the words that end in the same sound. Say the sound.**

over, sea, beautiful, ocean, other, side

7. **Listen and sing.**



Reader
Why are the children preparing a performance? What is it? (pp. 19-20)

Concert

- Work in pairs. Choose at least five words from this lesson that end in the same sound, or rhyme.
- Write the words on strips of paper.

Self-evaluation

- Work in small groups. Tell each other what you think the song in this lesson is about.



Unit 2 17

Achievement

Listen to song lyrics.

Teaching Guidelines

- Classify words that rhyme.
- Repeat and use rhyme to recognize sounds.
- See links between letters and pronunciation.
- Practice saying phonemes.

Development

5. **Work in pairs and decide which sentence on the right best describes the word from the song.**

Write the words *Bonnie*, *over*, and *ocean* on the board. Ask students to work in pairs. Tell them to go to Activity 1, read the song, and write a meaning for each word. Then have them look at the page in their books to see if they guessed right. Check answers with the whole class.

6. **Listen and repeat. Circle the words that end in the same sound. Say the sound.**

This activity has two aims: to classify words that rhyme, while repeating and using rhym to recognize sounds. Play the track and ask students to repeat the words in the audio. You can help students to isolate the final sounds. For example, by saying /si:/ (sea) then only

the vowel sound /i:/. Give them enough time to circle the words that end with the same sound. Play the track again if necessary. Check answers as a class. Ask students to read all the words that sound the same after each other, to practice saying phonemes.

7. **Listen and sing.**

Play the *My Bonnie is Over the Ocean* song and sing along with the students. Encourage them to pronounce words as they hear them in the song.

Learning to Learn

Ask students to look at the words in the song and see how they are written. Ask them if the letters are the same or different. This will help students see links between letters and pronunciation (that *ea*, *e*, *ie* and *y* can all be pronounced the same).



Discuss the question related to the text from the **Reader**. (It is for the festival to celebrate the Family Day. They are going to sing and dance a song.)

Product: Concert

In this unit, students will prepare for a concert. In this first step, they will focus on a common element in song lyrics: rhyme. Put students into small groups. Ask them to choose five words that rhyme from the lesson and write them on a piece of paper with the title *Words that Rhyme*. You can then ask them to create mini songs that they hum and insert the words into. This activity will be the first piece of evidence in this unit; ask students to file the list following the procedure you prefer; portfolios can be a physical file or online in digital form. Don't forget to ask students for their pieces of paper and keep them safe, as they will be used at the end of the unit.

Self-evaluation

Have students work in small groups. Tell them to discuss what they think the song in the lesson is about. After a few minutes elicit their ideas and see if the class agrees.

What can you sing in English?

You can ask them if they think they can sing the song they listened to in this lesson.




Differentiated Instruction

Activity 6: Add more rhyming words to the list. You can provide some examples to help them get started (see, me, he, tea).

Lesson 2

Lesson 2

- 1 Listen to the song. How does it make you feel? 

Be Happy, Don't Cry
 I wrote a little song for you,
 I think you'll like it, I really do,
 Be happy, don't cry.
 Problems come and problems go,
 It's something that I know,
 Be happy, don't cry.

Answer: I am happy.
 Be happy,
 Just be happy, don't cry.
 Be happy,
 Happy feels better, yeah!
 Be happy, don't cry.

- 2 Read the song. Underline the words you know. Tell your partner what the words mean.



Time to Shine!

• Do you like music? Find out about different instruments on <https://www.ducksters.com/music.php>

- 3 Work in pairs to match the questions to the pictures. Then take turns explaining what they mean in your own words.

What does *cry* mean?
 What does *yeah* mean?
 What does *know* mean?

Reader

What words rhyme with *school* in the children's song? (pp. 21-23)



- 4 Work in pairs. What is the song about? Do you ever feel sad? When? 

18

Achievement

Listen to song lyrics.

Teaching Guidelines

- Relate a song to personal experiences or feelings.
- Ask about the meaning of new words.

Development

What is your favorite song in English?

Ask volunteers to answer the question. Ask students if they have listened to any new songs in English. If possible, play parts of the songs that they mention.

1. Listen to the song. How does it make you feel?   

In order for students to relate a song to personal experiences and feelings, ask them to close their eyes before you play the song. Let them listen and tell you how they feel. Write the words they produce on the board and provide new language as needed. Then ask them to open their books and complete the sentence. Have them go to the Glossary on page 106 to check the meaning of some words.

If you have access to the Internet, you can give students time to look at the suggested link in the **Time to Shine** box, otherwise it can be set as a homework extra activity.

2. Read the song. Underline the words you know. Tell your partner what the words mean.

Have students work in pairs to go over the song together. Ask them to underline any words they know. Have students explain the meaning of the words they underlined. Monitor as they work.

3. Work in pairs to match the questions to the pictures. Then take turns explaining what they mean in your own words.

Write the words *cry*, *yeah* and *know* on the board. Ask students to work in pairs. Tell them to read the story again and decide what the words mean. They should then, explain what they mean in their own words. Another option is to have them take turns acting out the meanings.



Discuss the question related to the text from the **Reader**. Ask students to scan pages 21 to 23 to find the words that rhyme with *school* (rule, cool, and school). Elicit them and write them on the board. Encourage them to think of more words.

4. Work in pairs. What is the song about? Do you ever feel sad? When?


Ask students what they think the song is about. It's fine if they are participating in Spanish at this stage, just provide the relevant language in English and write it on the board. Then ask students to complete the sentence in their books.

Learning to Know

If time allows, go over the information about the structure of a song provided in the Appendix. Students will work with song structure in the following lesson but it is a good opportunity to help them notice how a song is made. You can ask them to identify the parts of the song from Lesson 1.


Differentiated Instruction

Activity 1: You can ask students to use the Thumbs Up technique to show you how confident they feel describing the song. You can group students who need more help together, so you can sit with them and provide extra support. You can ask stronger students to write the whole sentence.

- Circle the title of the song in Activity 1. Draw a blue line next to the verse. Draw a green line next to the chorus.
- Look at the highlighted words in the song. Draw a line through the letters that are silent. Practice writing them.
- Listen and read. Is there a word you don't know? Complete the question about the word. Ask a classmate for the meaning and make a drawing to explain the word's meaning. 

What does *Amor is in my* mean?

Amor is in my

- Sing the song together. Tell your group how you feel after singing. 

Concert

- Work in small groups. Discuss what "Be Happy Don't Cry" is about. Say how it makes you feel.
- Work together to make a drawing and write the most important words from the song that explain the song's meaning and your feelings about it.



Self-evaluation

- Discuss the question in pairs.
- How can you identify the verses and chorus in a song?

Unit 2 19


Achievements

- Listen to song lyrics.
- Identify parts in song lyrics.

Teaching Guidelines

- Identify textual components and structures in songs.
- Write words that contain silent letters.
- Ask about the meaning of new words.
- Follow changes in intonation.


Development

- Circle the title of the song in Activity 1. Draw a blue line next to the verse. Draw a green line next to the chorus. 

Read the instructions aloud. First, elicit what a verse is (the parts that change in a song) and a chorus (the parts that repeat, we normally remember this part more easily). Elicit examples to check concepts. Then give one instruction at a time. For example, *take a blue pencil. Show me your blue pencil. Where's the verse? Draw a line next to the verse. Hold up your book to show me your line.*

- Look at the highlighted words in the song. Draw a line through the letters that are silent. Practice writing them.

The aim of this activity is to write words that contain silent letters. Ask students to read the words *wrote*, *little*, and *know* out loud. Monitor and check students' pronunciation. Once all students have identified the silent letters in those words, repeat them as a class. Provide help if needed.

- Listen and read. Is there a word you don't know? Complete the question about the word. Ask a classmate for the meaning and make a drawing to explain the words meaning. 

Ask students to take note of words they don't know. Have them work in pairs to ask about the meaning using the phrase in the activity. If they can't find all the meanings encourage them to ask another pair till they know what the words mean. Have them choose a different word each and draw a picture of the meaning. Ask everyone to share their drawings and words with the class.

- Sing the song together. Tell your group how you feel after singing. 

To enjoy singing in class and to follow changes in intonation, start singing the song and invite students to join in. Encourage them to define body movements and gestures to make as they sing. Play the track and ask them to join in and move around. Have them work in pairs to say how they feel after singing and moving around.

Product: Concert

In this second step, have students work in their groups to talk about how the song makes them feel. Encourage them to think of different ways to represent the song in a drawing to find words that show what the song means and how it makes them feel. Hand out a large sheet of paper and write the words. Remind them of the importance of everyone participating. Monitor while they work to provide language as needed. Have teams share their drawings and words with the class. This activity will be your second piece of evidence in this unit; ask students to give you their work for safe-keeping.

Self-evaluation

Read the instructions and question aloud. Have students work in pairs to discuss the answer. Elicit examples.

What can you sing in English?

Invite students to answer the question. Invite them to try to sing this lesson's song.

Differentiated Instruction

Activity 5: Use the Grouping Strategy to pair struggling students with stronger students that can support them.

Lesson 3

Lesson 3

1. Read the song. Circle the best title for it.

Oh, King and Queen! Oh, Where Have You Been? Oh, Mouse and Chicken!

Kitty cat, kitty cat, where have you been?
I've been to London to visit the Queen.
Kitty cat, kitty cat, what did you do there?
I caught a mouse that was under her chair.

Puppy dog, puppy dog, where have you been?
I've been to Paris to visit the King!
Puppy dog, puppy dog, what did you do there?
I caught a cat that was under his chair!



- In pairs, read the first verse. Complete the second verse following the pattern. Listen to the song.
- Look at the pictures and tell the story in your own words.
- Circle the words at the end of each line. Do they have the same sound? Add them to your *Words that Rhyme* list.

20

Achievements

- Listen to song lyrics.
- Identify parts in song lyrics.

Teaching Guidelines

- Practice using capital and lowercase letters.
- Read line by line to aid understanding.

Development

What can you sing in English?

Ask students if they were able to explore the link provided in the previous lesson in the **Time to Shine box** and if they learned anything they want to share with the group. Ask them to share any new songs they discovered in English or give students the opportunity to sing a piece of a song that they have learned so far in this unit. You could also share a song you think they might like and ask them to listen to it at home.

1. Read the song. Circle the best title for it.

Ask students to look at the pictures and say what they think the song is about. Ask students to work in pairs. Have them read the first verse and decide which title is best for the song. Elicit their answers and ask

them why they chose it (*The cat and dog are the main characters.*) Check if there are words they don't know and tell them to go to the Glossary on page 106 to check the meaning.

2. In pairs, read the first verse. Complete the second verse following the pattern. Listen to the song.

Have students work in pairs. Tell them to take turns reading the first verse aloud. Ask them to look at the second verse and decide which words should go in the blanks. Ask them to write the answers. Tell them to listen and read to see if their answers are correct. Play it a second time to allow time for them to correct if necessary. Divide the class in two and have them take turns saying the song with the complete sentences to check their answers.

3. Look at the pictures and tell the story in your own words.



Ask students to pair up with someone they haven't worked with. Have them discuss the events and sequence of the pictures and tell the story in their own words. Monitor as they work and help if necessary. Have them get together with another pair to share their stories and see how similar or different they are.

4. Circle the words at the end of each line. Do they have the same sound? Add them to your *Words that Rhyme* list.

Give students enough time to circle the words. Ask students to read the words that they have circled out loud. Elicit if they rhyme. Use drilling if there are pronunciation inaccuracies. Ask students to add the rhyming words to the list from Step 1.


Differentiated Instruction

Activity 3: You can group weaker students together and help them to read the verse line by line. Encourage them to make drawings of words in each line, as you provide explanations, gestures, or even translations to help them.

5. **Work in groups. Sing the song and act it out.** 
6. **Work in pairs. Take turns singing the lines on the left and responding with the lines on the right. Then answer the questions from your perspective.** 

Where are you, kitty cat?
Who do you see?
What do you eat?
How do you feel?


I'm _____
I see _____
I'm in _____
I eat _____




7. **Look at the words in the song. Which two words have the same letter twice next to each other? Tell each other if you know any other words with two of the same letters next to each other.**

Let's read.

Reader
What type of music do the children choose for the song?
(pp. 24-26)




Concert

- Work in small groups. Together choose more words that rhyme and add them to your list. 

Self-evaluation

- Work in pairs. See if you can sing the song with the right intonation as you read the words.



Unit 2 21

Achievements

- Participate in singing songs.
- Identify parts in song lyrics.


Teaching Guidelines

- Write words that contain double consonants.
- Use gestures to sing a song.
- Match questions and answers.

Development

5. **Work in groups. Sing the song and act it out.** 

Divide the class into small groups. Ask students to think of their favorite singers and show you the body language they use when they sing. Now, to use gestures to sing a song, ask them to imagine they are performing and that they have to come up with movements to go with the song. Play Track 9 for them to practice singing and performing the song.

6. **Work in pairs. Look at the questions and decide what the answers are. You can change the original song. Then take turns singing the song with the new words.** 

Have students work in pairs. Tell them to read the questions and decide what to answer. Encourage them to use their imagination and make the song a bit different. Have them write their answers individually. Then ask students to sing their songs with their changes. Ask them to share their songs with another pair.

7. **Look at the words in the song. Which two words have the same letter twice next to each other? Individually, make a list of words that have two of the same letters next to each other.**

Have student work in pairs. Have them find the word with two of the same letters next to each other (*queen, puppy, kitty*). Elicit more words that have two of the same letters together. Tell them to work together to make a list of similar words. Have students share their words with the class. Write them on the board.



Discuss the question related to the text from the **Reader**. Ask students to identify the rhythm chosen by the characters on pages 24 to 26. Ask them whether they like that type of music (rap).

Product: Concert



Ask students to get into their teams. Tell them to work together to list new words that rhyme. Tell them to write a short verse using some of the words that rhyme. Monitor as they work. After a few minutes ask students to share their poems with the class. Remind them to try to use correct intonation. If you think it is a good idea, have the class vote on which verse they liked more.

This activity will be the third piece of evidence in this unit. Ask students to give it to you for safe-keeping.

Self-evaluation

Ask students to get into pairs. Tell them to take turns singing the song with the right intonation. Elicit which words are stressed. Play the track to check.

What can you sing in English?

You can ask students to take turns to hum different English songs and let the rest of the group guess what the name of the song is.



Differentiated Instruction

Activity 6: Provide more clues on the board for those who need more support, like *where* (place, city, etc.). Stronger students can use the questions to write another verse about a different animal.

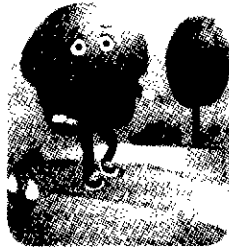
Lesson 4


Lesson 4

- 1 Listen to the song and write the missing word in the title. 


The _____ Muffin Man

_____ the
_____ the
_____ the
_____ the
_____ the
_____ the



- 2 Read the song. Is there a word you want to know the meaning of? Complete the question to ask a classmate about the meaning of the word. 

What does _____ mean?

- 3 Choose one of your words and make a drawing to help you remember the meaning of the new word. Show your drawing to a classmate so they can guess the word. 

22

Achievement

Participate in singing songs.

Teaching Guidelines

- Complete the name of a song.
- Ask about the meaning of new words.


Development

How do you feel today? Choose a song that suits your answer.


Write on the board: *How do you feel today? Choose a song for your answer.* Give students time to think about their answers. Then ask students to discuss their answers in pairs. Ask if anyone wants to share their answer. Write examples of good use of language on the board.

1. Listen to the song and write the missing word in the title. 

Write the incomplete title of the song on the board. Play the *The Muffin Man* song and ask students to identify the missing word. Invite a volunteer to write it on the board.

2. Read the song. Is there a word you want to know the meaning of? Complete the question and ask a classmate about the meaning of the word. 

Ask students to read the song and write down any words they do not know. Have them ask other classmates the meaning of the word(s) using the phrase in their books. When they have the meanings they should sit down. Elicit some of their words and meanings.

3. Choose one of your words and make a drawing to help you remember the meaning of the new word. Show your drawing to a classmate so they can guess the word. 


Ask students to choose a word to show the meaning in a drawing. Have them show their drawings to other classmates to see if they can guess what the word is.

Learning to Do



Although students are not singing a song in the first part of this lesson, you can go through a list of tips to take into consideration while singing a song for an audience. Read the information in the Appendix and have students add any other tip they think might be helpful for that situation.

Differentiated Instruction

Activity 3: Use the Think-Pair-Share Strategy trying to form pairs in which stronger students may provide support to weaker students. Be sure to highlight the contribution of both students. Alternatively, you can group weak students together and try to spend more time providing support, and simply ask them to repeat the words with the same sound, instead of asking them to identify them. Stronger students can try to find other words with the same sound or make sentences with them.


- 4 Listen to and read the song. Fill in the table. Then tell each other if you know any other similar words. 

One word that starts with the same letter as <i>muffin</i>	One word that has a double consonant	One word that has silent letters
<i>spin</i>	<i>muffin</i>	<i>know</i>

- 5 You are *green* or *blue*. Read the song and practice singing your lines with a classmate. 
- 6 Work in groups. Sing the song together. Act it out. Tell your group if you know a similar song in your own language. 

Reader
What is each child doing when they prepare their song? (pp. 22-26)

Concert

- Go back to the song on page 16. In your group, divide the lines. 
- Underline the parts you are going to sing.
- Practice singing your lines.
- Use gestures to describe what you're singing. Practice them in your group.

Self-evaluation

- Work in small groups. Tell each other what you find easy and difficult about singing a song in English.



Unit 2 23


Achievement

Participate in singing songs.

Teaching Guidelines

- Identify and say specific phonemes.
- Practice singing a song individually and in groups.
- Use gestures to sing a song. Sing a song.

Development

4. Listen to and read the song. Fill in the table. Then tell each other if you know any other similar words. 

To help students identify and say specific phonemes, in this case, /ʌ/, ask students to listen to the word *muffin* and isolate the /ʌ/ sound. Elicit more examples of words, write them on the board, and ask the whole class to say them. Have them to get into pairs and make a short rhyme with the words you wrote on the board. Ask volunteers to share their rhyme with the class.

5. You are *green* or *blue*. Read the song and practice singing your lines with a classmate. 

Divide the class into two groups: green and blue. Tell them that they are going to practice reading the same color lines as the group they're in. Let students read and practice individually. Next, ask students to work in

small groups, so they can practice their lines together. Give students the opportunity to practice singing a song individually and in groups.

6. Work in groups. Sing the song together. Act it out. Tell your group if you know a similar song in your own language.

Regroup students so that there are small groups of students from the blue and green groups. Ask them to practice the song together. Monitor and correct pronunciation. Have students talk about similar songs in their own language. Ask volunteers to share with the class.



Discuss the question related to the text from the **Reader**. Ask students to identify the different roles of each team member. Remind them of the importance of collaborating within their teams. (Natalia and Carlos write down the lines of the song and Susie does the movements.)

Product: Concert

As you may recall, in this unit, students will give a concert. In this fourth step, students will follow the same procedure they did for singing the lines of the *The Muffin Man* song, but instead they will learn the lines of the first song of the unit. Put students into small groups. Ask them to first decide how they are going to divide the lines of the song. Tell them that no one needs to sing alone if they don't want to, that they can sing in pairs within their group.

Note: If you have stronger students that wish to sing another song, allow them to do it. You can also combine weaker and stronger students to do a song that does not have complicated language.

Self-evaluation

Have students work in small groups to talk about how easy or difficult it is to sing in English. Encourage them to share their ideas with the class.

What can you sing in English?

Ask the question and encourage students to say which songs from the class and outside the class they have learned. If there is time, you can let students sing other songs of their choice in English.



Differentiated Instruction

Activity 5: You can adjust the challenge level of the activity by asking students to change the rhythm and speed of the song by singing more slowly or quickly. You can also ask students to experiment with the tone and try to sing the song with different voices.



Product and Assessing My Learning Process

Product



Concert

- Choose a song.
- Learn your lines
- Write down the lines that are difficult to remember

Do the following activities:

- Work in small groups. Decide how you are going to act out the song.
- Practice singing and performing the song in your group.
- Use musical instruments if you want (maracas, drums, bells, etc.)
- Perform the song for the rest of the class.

Assessing My Learning Process

Peer-evaluation

Work in pairs. Interview each other using the questions. Give examples for your answers.

- How well can you understand song lyrics?
- Explain one of the songs from the unit.
- How well can you identify different parts of songs?
- Give an example of a verse and a chorus.
- How well can you sing a song?
- Sing a song from the unit with rhythm and intonation.

Self-evaluation

Complete the sentence with your thoughts on your performance.
I liked the concert because _____
What I need to do better the next time is to _____

Look back through the lessons and check what you have learned to learn, know, and do. After that you can go to page 112 again and check in your notebook, write what you think was difficult to achieve.

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Concert

In this session, students will sing a song in English. Divide the class into groups of four to six. Students will have had the opportunity to rehearse their song in groups. They can do the same activity, but in different groups and with some added elements. Ask students to divide the lines between the group again like they did in the previous class.

Tell them that this time it's going to be a concert, so it will involve a performance, which could include acting or dancing. Tell them to take some time to prepare their performance. Make sure you manage time well, so there is enough time for all groups to perform the song. You can also ask the whole class to perform together at the end. Try to provide positive feedback to all groups; it can be related to their performance, singing, team work, enthusiasm, or effort. Remember you can always adapt the product to your class's needs and interests. If there are stronger students who are interested in performing a different song, give them the freedom to do so.

Assessing My Learning Process

Peer-evaluation

Work in pairs. Interview each other using the questions. Give examples for your answers.

Ask students to get into pairs to interview each other. Have them take turns asking and answering the questions. Encourage them to evaluate each other fairly. Monitor as they work and help if necessary.

Self-evaluation

1. Complete the sentence with your thoughts on your performance.

Once they have given each other feedback, have students work individually to complete the sentence about something they need to improve. Talk to students individually and elicit what they wrote they need to improve and give them feedback and recommendations based on their performance.

2. Go to page 112 and check what you have learned to learn, to know, and to do.

Tell students to go to page 112 to check the themes presented in the Appendix so they can recall what they learned. Guide them to write their answers. Have students work in small groups to talk about the different areas and help each other with any doubts. Monitor.

3. In your notebook, write what you think was difficult to achieve.

Invite students to go through the lessons in this unit and circle the tasks they think they still need help with. Make sure to record which students need help and in which areas, so that you can design strategies to support them individually.

What can you sing in English?

Ask students the question and have them get into pairs to make a list of the songs they can sing in English.

Review

Review

- 1 **What songs do you like to listen to? How do they make you feel? Complete the sentence and discuss it with your group.**
I like _____ songs.
They make me feel _____.
- 2 **What can you sing in English? Sing a song from this unit with a classmate. Then sing it to the class.**
- 3 **Do you know any other songs in English?**
Tell each other which songs you know.
Teach a part of a song to a classmate.



Review

Read the questions aloud and clear up any doubts students have. Ask them to answer the first question individually and then share their answers with the class. Tell students to get into pairs to do the next two activities. Have them sing a song with a classmate and ask volunteers to sing their song to the class. Ask students to think about other songs they know in English and to teach each other a verse from the song. Have them get together with another pair to share their songs. You can have students practice in different spaces if possible.

Evaluation Tool

The Rubric that you photocopied at the beginning of the unit is an extremely useful tool that gives you the opportunity to evaluate each student individually and to identify how well the objectives of the unit were achieved. The most practical option will be to use a highlighter to indicate the extent of each student's proficiency in the areas included in the rubric.

Remember that assessment is a time for you to reflect on students' learning and your teaching and to identify areas in which you can provide students with more support.



Evaluation Tool

Rubric

Name: _____

Excellent (4 points)	Good (3 points)	Fine (2 points)	Poor (1 point)
Student can understand all lyrics of songs in the unit.	Student can understand most lyrics of songs in the unit.	Student can understand some lyrics of songs in the unit.	Student can understand almost no lyrics of songs in the unit.
Student can confidently ask about the meaning of new words using an accurate question.	Student can ask about the meaning of new words mostly using an accurate question.	Student can ask about the meaning of new words using questions.	Student cannot ask about the meaning of new words using a question.
Students can accurately identify all words that rhyme in a song.	Students can accurately identify most words that rhyme in a song.	Students can accurately identify some words that rhyme in a song.	Students can not accurately identify words that rhyme in a song.
Students can read and say words that rhyme with accurate pronunciation.	Students can read and say words that rhyme with mostly accurate pronunciation.	Students can read and say words that rhyme with accurate pronunciation some of the time.	Students cannot read or say words that rhyme with accurate pronunciation.
Student can sing a song with accurate pronunciation and rhythm.	Student can sing a song with mostly accurate pronunciation and rhythm.	Student can sing a song with accurate pronunciation and rhythm some of the time.	Student cannot sing a song in English.

3

What Can I Explain To Make?

Unit Overview

🎯 Academic and Educational Environment

🎯 **Communicative Activity**
Interpreting and following instructions.

🎯 **Social Practice of the Language**
To give and follow instructions to make an object.

🎯 **Achievements**

- Explore instructions to make an object.
- Understand illustrated instructions.
- Participate in writing instructions.

🎯 **Audio**
Tracks 11-15

🎯 **Vocabulary**

- aquarium
- blow
- fizzy
- funnel
- pinwheel
- wooden
- wrap

🎯 **Learning to Learn**
Using connectors to add ideas or talk about different possibilities.

🎯 **Learning to Know**
Identifying elements in instruction manuals.

🎯 **Learning to Do**
Following and writing instructions in English.

🎯 **Reader**
"A Magical Kite" pp. 31-42, Track 56



🎯 **Product**
Instruction Manual

🎯 **Evaluation tool**
Questionnaire

Photocopy the Questionnaire provided at the end of the unit and use it to evaluate each student individually throughout the unit.

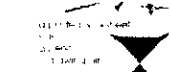
🎯 **Worksheet**
As an extra activity, you can use the Worksheet on p. T116.

Lesson 1

3 What Can I Explain To Make?

1. What handcraft would you like to make? Tell your group.
2. Look at the text in Activity 3. Where can you see instructions like these? Tell your partner.
3. Listen and read. Circle the text that lists the things you need to make a pinwheel. Circle the instructions.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



Use scissors to cut along the dotted lines on the pinwheel worksheet. Use the drawing pin to make a hole in one corner of each triangle and push in the middle of the paper.

Fold each corner into the center, on top of each other. Push the drawing pin through the center hole or a hole in the paper. Put the drawing pin with the paper on top of the pencil. Show your pinwheel and watch it turn.



4. Read again. Number the pictures that show the steps from 1 to 5.

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Achievement

Explore instructions to make an object.

Teaching Guidelines

- Relate to personal experience.
- Activate previous knowledge about the topic, purpose and audience.
- Associate instructions with illustrations.
- Analyze the structure of instructions.
- Differentiate materials and instructions.

Development

What can I explain to make something in English?

Write *How to make...* on the board. Ask students what they would like to be able to explain how to make something in English. Provide a simple example of your own (How to make a perfect circle, a fruit salad, as they are familiar with this, etc.). Ask volunteers to share their answers and write some examples on the board.

1. What handcraft would you like to make? Tell your group.

The aim of this first activity is for students to relate the topic to their personal experience. Divide students into groups of four. Write *What do you like to make?* on the board. Ask them to tell each other what things they enjoy making. Monitor and note down categories of things (origami, art projects, science projects, DIY, crafts). After everyone has had an opportunity to answer the question, divide the board into the different categories and elicit students' answers, noting them down on the board as they are mentioned.

2. Look at the text in Activity 3. Where can you see instructions like these? Tell your partner.

To activate previous knowledge about the topic, purpose and audience, ask students to look at the text in Activity 3. Bring to students' attention the diverse contexts in which we can find instructions (on websites, toy packages, magazines, books, manuals with other things we buy, etc.). Ask them to share their answer in pairs. You can also ask students if they've ever read instructions for toys in English.

3. Listen and read. Circle the text that lists the things you need to make a pinwheel. Circle the instructions.

This activity has two aims: to analyze the layout and the structure of instructions and to differentiate materials and instructions. Ask students to listen and read to understand the main idea. Then ask students to read again and circle the things they need to make a pinwheel. Have them go to the Glossary on page 107 to check the meaning of pinwheel. Ask students to compare their answers with the person sitting next to them. Finally, ask students to circle the instructions.

4. Read again. Number the pictures that show steps from 1 to 5.

In this activity, learners will associate illustrations with instructions. Ask them to read again and number the pictures according to the instructions. Give students time to complete this activity individually, and then ask them to share their answers in pairs. When eliciting answers, ask what the action is in each step (make a hole, fold, push, put) and then elicit which illustration shows each action. To check understanding, you can ask students to act out the verbs or verbal phrases.

Differentiated Instruction

Activity 4: Since there is no production in this lesson, you can increase the level of challenge for stronger students by asking them to practice reading and demonstrating the actions with a piece of paper.

5. **Work in pairs. Decide together how to describe each picture. Then share ideas about things you can make with each action.**



6. **Complete the sentences so they mean the same as the main instructions.**

Use scissors to cut the lines

Use _____ the lines with scissors

Use the drawing pin to make a hole

Use _____ a hole with the drawing pin

Reader

Who is the Shopkeeper?
Where does Jill meet him?
(pp. 32-33)

Instructions

- Work in small groups. Decide together what craft you want to make.
- What materials do you need to make the craft? Write at least two.
- How do you make the craft? Write at least three actions.
- Illustrate the materials and actions to help explain the meaning.



Self-evaluation

- What are the different elements of an instruction manual?
- How are instructions usually written?

Achievements

- Explore illustrated instructions.
- Understand illustrated instructions.

Teaching Guidelines

- Clarify meaning of words.
- Recognize actions in instructions.
- Write the missing words in the instructions.
- Analyze how instructions are written.

Development

5. **Work in pairs. Decide together how to describe each picture. Then share ideas about things you can make with each action.**

Ask students to get into pairs. Tell them to look at the pictures and take turns describing them. Encourage them to also act them out. Have them label the pictures. Have students get together with another pair to take turns acting out the verbs and guessing them. Then, have them think about things they can make using these activities. Elicit their ideas.

6. **Complete the sentences so they mean the same as the main instructions.**

In this activity, students will write missing words in instructions and analyze how instructions can be

written in different ways to mean the same. Write the following sentences on the board: *Use a pen to write your name. Write your name with a pen.* Ask students if the meaning is the same or different. Explain that we can say the same thing in different ways. Elicit what the actions and the objects in both sentences are. Then ask them to complete the sentences in the book. Elicit answers from the class and add the sentences on the board.

Reader. Discuss the question related to the text from the **Reader**. Ask students to read the text on pages 32 and 33 to find out who the Shopkeeper is and how Jill met him (He can help her to anything she wants in the shop. She met him in her dreams.).

Product: Instructions

In this unit students will participate in writing instructions. In this first stage, they will decide what they would like to make, the materials they need, and the steps. Put students into small groups. Try to have mixed help each other. Ask them to discuss what they want to make. Have them write their options, the materials they need, and at least two steps. Tell them to write "Words for Instructions" as the title. Monitor as they work and help with any words they don't know. This activity will be the first piece of evidence in this unit; ask students to file the list following the procedure you prefer; portfolios can be a physical file or online in digital form. Don't forget to ask students for their pieces of paper and keep them safe, as they will be used throughout the unit.

Self-evaluation

Ask students to read the questions and talk about the answers with a classmate. Have them write their answers individually and compare them. They can also share their answers with another pair.

What can I understand to make in English?

Invite students to answer the question in English using the words they learned during this lesson. Now, you can ask them to try to make pinwheels using the printed worksheet provided to see if they can follow the instructions!

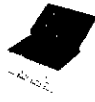
Differentiated Instruction

Activity 6: You can increase the level of challenge by asking students to rewrite more instructions following the model.

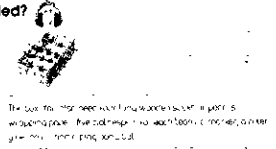
Lesson 2

Lesson 2

- 1 What things can you make from a shoe box? Tell your group.



- 2 Listen to and read about a different idea of something you can make with a shoe box. Which question and answer talk about the other materials needed?



The children are talking about making a foosball table.

- 3 In pairs, analyze the different sentence types used in the dialogue about making a foosball table. Then decide together what each colored sentence is an example of.

Affirmative sentence: The box for the table is for each team to make a goal.
 Question: What do you need?
 Instruction: Make a foosball table.

- 4 Do you know the materials below? Work together to write the words. Then say what each material can be used for.



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Achievement

Understand illustrated instructions.

Teaching Guidelines

- Differentiate materials and instructions.
- Compare sentence types.
- Recognize words that link ideas.

Development

What can I explain to make something in English?

Write *How to make...* on the board. Ask students if they think they can explain how to make a pinwheel. Elicit some instructions and write them on the board. Review with them the process to make the object and the materials needed.

1. What things can you make from a shoe box? Tell your group.

Draw a shoe box on the board. Ask students what it is. Then divide students into small groups. Ask them to try to come up with as many things as they can think of that one could make with a shoe box. Tell students to share their top three ideas to share with the class.

2. Listen to and read about a different idea of something you can make with a shoe box. Which question and answer talk about the other materials needed?

Invite students to read the questions and to decide which answers correspond in pairs. Play the track for them to listen and check their answers. Elicit the answers. Ask the class who has played foosball (table football) before and if they like it. To help students differentiate materials and instructions, elicit the difference between the two. Ask students to listen again and decide if they talk about materials (things) or instructions (steps). Elicit the answer from the group.

3. In pairs, analyze the different types of sentence used in the dialogue about making a foosball table. Then decide together what each colored sentence is an example of.

Have students get into pairs. Tell them to look at the text in Activity 2 and decide which are questions, answers, instructions, and orders. Ask them to determine how they know what they are (*questions have question marks, instructions don't have a subject, sentences end in periods*). Also ask how to identify affirmative sentences (*subject + verb*). Elicit answers and help if necessary. Ask them to complete the activity in their book. Monitor as they work and call on volunteers to share their answers with the class.

4. Look at the materials. Do you know what they are? Work together to write the words. Then say what each item can be used for.

Have students work in pairs to identify the materials in the activity. Ask them to talk about how they can use them. Tell them to label the pictures. Monitor as they work. Call on volunteers to go to the board draw the materials, and label them to check answers. Elicit examples of how they can use the materials. Help with pronunciation if necessary.

Learning to Learn

Ask students to find *and*, *also*, and *or* in the dialogue. Tell them that we use those words to show how ideas are connected. Ask them which word is used to talk about one more thing (*also*) and which word we use to join two ideas or words (*and*). Ask them what word shows different possibilities (*or*).

Elicit examples from students to make sure they understand. You can give them some sentences for them to join; ex. *Marco likes foosball. Mari likes foosball. Marco and Mari like foosball.*

Differentiated Instruction

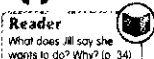
Activity 3: You can pair stronger and weaker students together to work together on this activity. Encourage them to discuss the rules and choose the sentences that follow them.

5. Work in pairs. Circle the correct word.

Boy: I have a shoe box. What can I make?
Girl: Make a painted aquarium for / a / a robot.
Boy: Hmm. The robot sounds great. What do I need?
Girl: The box. You will need cardboard tubes for the hands and legs, scissors, glue, and paint. You can use anything to decorate it!

6. Work in pairs. Discuss why pronunciation is important when giving instructions. Then listen and repeat. Match the words that have the same sound. There is one extra word.

wooden file pipe
tapping drawl reel have



7. Listen and repeat. Underline the part of the word that is louder.

table marker ruler pencil wooden clothespin

Instructions

• Work in small groups. Choose one other thing you can make with a shoe box. Decide together what other materials you will need. Describe together some of the actions needed to make the craft.

• Write down the other materials you will need.
• Write down at least two instructions. Ask your teacher or classmates for words you don't know.

Self-evaluation

• Describe the different sentence types that can be used when giving instructions.

Achievements

- Explore instructions to make an object.
- Understand illustrated instructions.

Teaching Guidelines

- Contrast sounds that are not frequent in first language.
- Notice word stress.

Development

5. Work in pairs. Circle the correct word.

This is to help students reinforce the use of connectors. Ask students to work in pairs to identify the words that connect two ideas. Monitor and check.

6. Work in pairs. Discuss why pronunciation is important when giving instructions. Then listen and repeat. Match the words that have the same sound. There is one extra word.

Ask students to talk about why pronunciation is important when giving instructions. Elicit some of their ideas. Play the track and ask them to listen and repeat. Have them listen again and identify the words that have a similar sound. Tell them to match them in their books. Mention that there is one extra word. Call on volunteers to say the words that have a similar sound. Help with pronunciation if necessary.

7. Listen and repeat. Underline the part of the word that is louder.

This is to help students notice word stress. Have students work in pairs and decide which part of each word is stressed. Recommend they take turns saying the words to help them. Play the track and ask them to listen carefully and check if they guessed correctly. Call on volunteers to say the words so everyone can check.

Discuss the question related to the text from the **Reader**. Ask students to read the text on page 34 to find what Jill wants to do and her reason for doing so. (She wants to make a kite because she wants to fly with the birds.)

Product: Instructions

Have students get into their teams. Tell them to think of something else they can make with a shoe box. They should list the materials and write at least two of the steps needed to make the object. Monitor as they work and help if necessary. Encourage students to ask their classmates how to say words they don't know before you tell them. This activity is the second piece of evidence in this unit; ask students to file the list and notes following the procedure you prefer; portfolios can be a physical file or online in digital form. Don't forget to ask students for their pieces of paper and keep them safe, since they will be used throughout the unit.

Self-evaluation

Have students discuss the answer to the question in pairs. Tell them to write their answers individually and then compare them. Ask them to share with another pair.

What can you explain to make in English?

Ask students what they decided to explain in the previous activity. Encourage all groups to say what object they were describing.

Differentiated Instruction

Activity 6: Make references to the physical position of the mouth as explained for the sounds in the words. If students are having trouble with the /w/ sound, ask them to move from an /u:/ sound to a /a/ (like the vowels in Uber). It should sound like /uwa/. Stronger students can add other words with the same sounds.

Lesson 3

Lesson 3

1. Look at the pictures. What do you think the instructions are? Discuss in pairs.



2. Work with a partner. Decide together how to make a foosball table. Number the instructions in the right order. Then read them out loud with your partner.

- 1 Use a pencil to show where the holes will go in the box. Leave space at the bottom for the clothespins to turn.
- 2 Paint the sticks and clothespins. Remember to use two colors, one for each team.
- 3 Put the sticks and clothespins in. Mark where you put everything. Then take them out.
- 4 Make holes in the box.
- 5 Cover the box with wrapping paper or paint the box.
- 6 Cut a triangle out of each side of the box.
- 7 Put the sticks and the clothespins in the box. Enjoy the game!

3. Work in pairs. Explain the instructions from Activity 2 in your own words. Then decide together how you can complete the instructions below. How are they different from the original instructions?

1. Use a pencil to show where the holes will go in the box.	the sticks and clothespins with two colors
2. Paint the sticks and clothespins.	a pencil to show where the holes are.
3. Put the sticks and clothespins in.	paint or paper to cover the box

30

Achievement

Understand illustrated instructions.

Teaching Guidelines

- Anticipate instructions based on images.
- Determine the order of instructions.
- Practice reading instructions.

Development

What can I explain to make something in English?

Write *How to make...* on the board. Ask students if they think they can explain how to make a robot using a shoe box. Elicit some instructions and write them on the board. Encourage students to share their ideas with the class.

1. Look at the pictures. What do you think the instructions are? Discuss in pairs.

To anticipate instructions based on images, invite students to look at the pictures and ask them what is being made (A foosball table). Remind them what foosball is and elicit how to play it. Then ask them

to work in pairs to try to guess what each picture is representing. At this stage it doesn't matter if students aren't using full sentences or only English. Encourage them to use the language they've already seen in the unit. Don't worry about teaching new vocabulary in this stage since the new language will be introduced in the Activity 2.

2. Work with a partner. Decide how to make a foosball table. Number the instructions in the right order. Then take turns reading them out loud.

Have students work in pairs. Tell them to think of how to make a foosball table. Mention they can use the pictures from Activity 1 to help them. Then ask them to read the instructions and decide on the correct order. Tell them to get together with another pair and read them out loud in order to check their answers. If students don't understand all the words, encourage them to ask their classmates before you help them.

3. Work in pairs. Explain the instructions from Activity 2 in your own words. Then decide together how you can complete the instructions below. How are they different from the original instructions?


Ask students to work in pairs to say the instructions from Activity 2 in their own words. Then ask them to complete the instructions in the activity. Have them decide how they are different from the original instructions. Elicit answers to check.

Learning to Know

Elicit the main elements in the sets of instructions they have seen in the unit (materials, instructions, and pictures). Ask students to go to page 113 in their books and read with them the instructions. Tell them to get into pairs to complete the instructions manual on how to make a foosball table with a box. You can go over the steps with them before they do the activity. Students should use simple sentences to describe the steps. Invite them not to copy the steps in Activity 2. Have some volunteers read their instruction manual and provide feedback if necessary.

Differentiated Instruction

Activity 3: Support weaker students by writing the complete instructions in different order using their pencil in the Activity Book and asking them to decide which words go where. Stronger students can illustrate the instructions.

- 4 Listen to words from the instructions and write the missing letters. Check in pairs. How are these letters pronounced? Do you know any other words with the same sounds? 

... .. at
 ere
 eel
 e
 clo espin
 em

Time to Shine!

- Make a list of the words with the /w/ and the /th/ in Activity 4.
- Can you find more examples of these sounds in the unit?

- 5 Listen again. Read the words out loud in pairs. 

Reader

What does Jill need to make her object? (pp. 35-39)

Instructions

- Work in small groups. Decide together what else you can make with objects you have at home. What materials would you need? Add more to your list.
- How would you make it? Write two more instructions.



Self-evaluation

- How well did you understand the instructions to make a foosball table? In pairs, act out each instruction to show your understanding.

Unit 3 31



Achievement

Understand illustrated instructions.

Teaching Guideline

Compare letter patterns.

Development

4. Listen to words from the instructions and write the missing letters. Check in pairs. How are these letters pronounced? Do you know any other words with the same sounds?  

To help students with letter patterns in English, ask students to work in pairs to guess the missing letters to complete the words in the activity. Tell them it's OK if they can't figure the words out. Ask them to listen to the words and play the track. Elicit if they all got the answers correct. To check, call on volunteers to go to the board and write the words. Encourage students to make the sounds. Remember the kissing lips for the /w/ sound. The first sound in *the* is with the tongue behind the upper front teeth. Tell them they should feel a tickle when they make this sound.

After practicing the sounds, ask students to get into pairs and do the activity in the **Time to Shine** box. Monitor while they make the lists and encourage them to add more words with the same sounds to the lists. Invite pairs to share their lists with the class.

5. Listen again. Read the words out loud in pairs. 

Play the track one more time and have students listen to and repeat the words. Then, tell students to take turns reading the words to each other and correct the pronunciation in their pairs. Encourage them to use the words in sentences after they say them. Monitor.



Discuss the question related to the text from the **Reader**. Ask students to read the text on pages 35 to 39 and identify the materials Jill needs to make the object she wants. (She needs (the perfect) paper, scissors, a punch, (silver) string, (purple) ribbon, and glue.)

Product: Instructions 

Have students get into their teams. Tell them to think of other objects you have at home that they can use to make other things. Ask them to decide what materials they would need to make them and write a list. Tell them to think of the steps for making these new objects and to write two down. They can use their notes from the last class to write the steps. Monitor and help if necessary. Remind them to include verbs and material in their steps. This activity will be the third piece of evidence in this unit, so ask students to file their sentences and list following the procedure you prefer. Don't forget to ask students for their pieces of paper and keep them safe, as they will be used throughout the unit.

Self-evaluation

Have students work in pairs to say and act out the steps for making a foosball table.

What can you explain to make in English?

Ask students to share one or two sentences that they wrote on the last activity. You can ask the rest of the class to act it out as they listen. Provide corrections on the board but praise all contributions.

 **Differentiated Instruction**

Activity 4: If you see that students need more practice, ask them to practice saying the words in small groups. Ask stronger students to model the sound.

Lesson 4

Lesson 4

1. How do you think you can make a lava lamp?

Discuss in groups.

2. Work in pairs. Read the questions and predict the answers for making a lava lamp. Then find the information below.

How do you make it?
What will you make?
What do you need?

1. A lava lamp. Cooking oil, water, food coloring, an empty bottle, a fizzy antacid tablet.

2. First, put oil in the bottle until it's 2/3 full. Second, add water until it's almost full. Third, put drops of food coloring in. Finally, break a fizzy antacid tablet into three pieces. Then, put a piece in the bottle and enjoy the show.

3. Complete the table with words from the text that indicate the order of steps.

Order	Word	Step
1 st	First	Put oil in the bottle until it's 2/3 full.
2 nd	Second	Add water until it's almost full.
3 rd	Third	Put drops of food coloring in.

4. Work in pairs. Can you remember the basic steps to make a lava lamp? Complete the instructions together. Use Activity 2 to help you.

Put _____ oil in the bottle.
Add _____ water in the bottle.
Put _____ food coloring in.
Break _____ a tablet into three pieces.
Put _____ one piece in the bottle.



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Achievements

- Understand illustrated instructions.
- Participate in writing instructions.

Teaching Guidelines

- Write cardinal and ordinal numbers.
- Rewrite instructions.

Development

What can I explain to make something in English

Write *How to make...* on the board. Ask students if they think they can explain how to make a football table. Elicit some instructions and write them on the board. Invite them to review the steps for making the table in Lesson 3.

1. How do you think you can make a lava lamp? Discuss in groups.

Ask students to predict how to make a lava lamp. Monitor and provide language as needed. Elicit ideas and write them in a box on the board.

2. Work in pairs. Read the questions and predict the answers for making a lava lamp. Then find the information below.



Tell students to get into a pair with someone they have not worked with yet. Have them close their books. Write the questions on the board. Ask students to read the questions and guess the answers. Tell them to write their ideas. Next, have them open their books to read the materials and instructions. Elicit if their predictions were correct and ask for examples. Ask students to look at the text again and find words that show the sequence of the steps (*first, second, third*). Elicit their meaning.

3. Complete the table with words from the text that indicate the order of steps.

Elicit the words from the text that indicate order that students saw in the last activity. Ask for the meaning and mention that they are called ordinal numbers, because they show order or sequence. Numbers 1, 2, 3, etc. that show amount are called cardinal numbers. Tell students to complete the table in their books. Draw a similar table on the board and call on volunteers to go up and write the answers to check.

4. Work in pairs. Can you remember the basic steps to make a lava lamp? Complete the instructions together. Use Activity 2 to help you.

Have students to work in pairs to complete the instructions. Mention that they can use the information in Activity 2 to help. Tell them to first try to guess the words and then check against the text. Call on volunteers to read the steps aloud to check answers. Point out that *put* and *add* have a similar meaning in this case.

Differentiated Instruction

Activity 4: Use the Think-Pair-Share Strategy trying to form pairs in which stronger students may provide support to weaker students. Be sure to highlight the contribution of both students. Alternatively, you can group weak students together and try to spend more time providing support or underline the sentences where they can find the missing information. You can ask stronger students to rewrite the instructions with ordinal numbers at the beginning of each sentence.

5. **Work in pairs. How do you think you can make a squishy ball? Read and find out. Decide together where capital letters are needed.**



Reader

What are the steps to make the object?
pp. 35-40



How to Make a Squishy Ball
 stretch out a balloon
 cut off the end of a balloon
 put a funnel into the balloon
 put flour into the funnel
 put flour in the balloon
 tie the balloon closed.
 cut off the end of another balloon
 cover the first balloon with the second balloon

Instructions

- Work in small groups. Share other ideas of things you can make with objects you have at home.
- Write a question that asks about each element of the instructions: the object, materials, and actions.
- Decide how to answer each question together. Write down your answers.

Self-evaluation

What can you make?

- What do you need to make it?
- How do you make it? (Describe one step)

Achievement

Participate in writing instructions.

Teaching Guidelines

- Check the correct use of capital letters.
- Plan writing instructions.

Development

5. **Work in pairs. How do you think you can make a squishy ball? Read and find out. Decide together where capital letters are needed.**

Ask students to get into pairs. Elicit what a squishy ball is. (a very soft ball that you squish with your hands) Read the instructions aloud and ask students to guess what materials they can use. Then, have them read the instructions. Ask them what is missing in each sentence. (a capital letter) Elicit when we use capital letters. (in titles, headings, at the beginning of each sentence or instruction) Have students identify the capital letters and write the sentences correctly. Invite volunteers to write the words on the board.

Learning to Do

Ask students to get into small groups and to do the activity described on page 113. Tell them to first make the list of materials needed to make a squishy ball (several balloons, a funnel, some flour, scissors). Once they have their list, ask each group to read it to you for you to provide them with the materials they listed. If the list is not complete, don't tell them yet. Let them figure it out when they follow the steps to make the ball. Monitor and provide the missing materials if requested. Give them enough time to finish making their squishy balls.



Discuss the question related to the text from the **Reader**. Ask students to read the text on pages 35 to 40 and identify the steps to make the object.

Product: Instructions

Have students get into their product teams. Ask them to share more ideas of things they can make with objects from home. Tell them to write a question about each element of the instructions: *the object, materials, and steps*. Have them share their questions and answer them together. Indicate that they should write all the questions and answers. Tell teams to make a final decision on what they will write instructions for so they can bring in the necessary materials. Monitor and help them check and complete their instructions. Groups that finish first can work on illustrations for their instructions. Tell the teams to think about what they will write instructions to for their final product.

This activity will be the fourth piece of evidence in this unit. Don't forget to ask students for their pieces of paper and keep them safe, as they will be used throughout the unit.

Self-evaluation

Have students do the activity individually. Then, ask them to get into small groups and share their answers. Call on volunteers to share their answers with the class.

What instructions did you like to make in English?

Ask students what thing from the unit they enjoyed learning to make the most.



Product and Assessing My Learning Process

Product



Instructions

• 10 • 10 • 10 • 10 • 10

- Have all your questions, materials, and instructions ready.
- Work in small groups. Choose something to make.
- Write the materials and instructions together.
- Work with another group. Ask them to follow your instructions.
- Change any instructions that were difficult to follow.

Assessing My Learning Process

Peer-evaluation

Ask two classmates to check the true statements about your instructions.

- I know what the object is.
- I know the list of materials needed.
- I followed the instructions easily.

Self-evaluation

How confident do I feel about following instructions? How well can I give instructions? How do I know this? Look through the unit to recall what you have learned to learn, to know, and to do. In your notebook, write what you think was difficult to achieve.

34

Instructions

In this session, students will write and illustrate instructions explaining how to make something. Write these three questions on the board: *What will I make? What do I need? How do I make it?* Have students get into their product teams. Tell them to make a list to answer the questions you wrote. Have them write their instructions first. They can use their notes and sentences from previous lessons to help them. Monitor and provide useful language on the board. If there are recurring errors, or you notice that several groups are struggling with something, interrupt them and provide some feedback or language on the board. When students have completed their instructions and you have checked them, ask them to illustrate them, too. Then ask groups to work together with another group. They will now take turns giving or following instructions. (Each group should have their material for this.) Monitor and praise good team work. Make notes of good examples of sentences or use of language. After everyone has shared their instructions, praise the whole class and write the examples on the board.

Assessing My Learning Process

Peer-evaluation

Read the statements together and make sure students understand them. Divide the groups that were sharing their instructions into groups of three (if possible) and ask them to exchange books to check the statements they think are true about the instructions and performance of their classmates in their group.

Self-evaluation

- 1. How confident do I feel about following instructions? How well can I give instructions? How do I know this?**

Have students discuss how they feel about following and giving instructions. Ask them to give examples. Call on volunteers to share how they feel with the class. Encourage students to say if they feel the same way. Give students feedback individually based on their achievements.

- 2. Look through the unit to recall what you have learned to learn, to know, and to do.**

In pairs, have students look through the unit to recall what they have learned to learn, know, and do. Suggest they go to page 113 to check the themes presented in the Appendix. Call on volunteers to share what they have learned with the class.

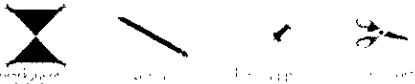
- 3. In your notebook, write what you think was difficult to achieve.**

Invite students to go through the lessons in this unit and circle the tasks they think they still need help with. Make sure to record which students need help and in which areas, so that you can design strategies to support them individually.

Review



Review

- 1. Work in pairs. Look at the pictures. Write the names of the materials. Discuss what you think they can be used to make.**

drawing pin pencil drawing pin scissors
- 2. Work together to complete the instructions that describe how to make a pinwheel.**
Use the drawing pin to _____ a hole in one corner of each triangle, and one in the middle of the paper _____ each corner into the center, on top of each other.
Blow your _____ and watch it turn.
Use the _____ scissors to cut the lines marked on the printed worksheet.
Put _____ the drawing pin with the paper on top of the pencil _____
Put _____ the drawing pin through the corner holes and the center hole.
- 3. Decide together in what order the instructions in Activity 2 describe how to make a pinwheel. Practice reading them.**
- 4. Choose one step from Activity 2. Make a drawing in your notebook.**
- 5. Work in pairs. Take turns giving instructions to make a pinwheel. Listen and follow your partner's instructions.**

Review

- 1. Work in pairs. Look at the pictures. Write the names of the materials. Discuss what you think they can be used to make.**

Have students work in pairs to say what the materials are and write them down. Have them talk about what they think they can make with them. Elicit their ideas.

- 2. Work together to complete the instructions that describe how to make a pinwheel.**

Have students read the instructions and take turns saying the words that fill the blanks to complete the sentences. If they are not sure, tell them to try different words to see which one is correct. Check answers with the class.

- 3. Work together to order the instructions in Activity 2. Take turns reading them aloud.**

Have students order the instructions together. Give them time to practice saying them and then, call on volunteers to read them aloud to check.

- 4. Choose one step from Activity 2. Make a drawing in your notebook.**

Give students time to do this. Once they have finished ask them to share their drawings in small groups to see if they can guess what the step is.

- 5. Work in pairs. Take turns giving instructions to make a pinwheel. Listen and follow your partner's instructions.**

Hand out materials to make pinwheels and tell students to take turns giving the complete instructions. Encourage them to tell each other who gave the instructions more clearly and why.

Evaluation Tool

The Rubric that you photocopied at the beginning of the unit is an extremely useful tool that gives you the opportunity to evaluate each student individually and to identify how well the objectives of the unit were achieved. The most practical option will be to use a highlighter to indicate the extent of each student's proficiency in the areas included in the rubric.

Remember that assessment is a time for you to reflect on students' learning and your teaching and to identify areas in which you can provide students with more support.



Evaluation Tool

Questionnaire

Name: _____

Evaluation question	Very well	Well	Needs work	Comments
Can student recognize actions in instructions?				
Can student understand and follow instructions to make a simple craft?				
Can student determine the materials needed and plan and order the number of steps needed to write instructions?				
Can student rewrite instructions in their own words?				



Name: _____

Evaluation question	Very well	Well	Needs work	Comments
Can student recognize actions in instructions?				
Can student understand and follow instructions to make a simple craft?				
Can student determine the materials needed and plan and order the number of steps needed to write instructions?				
Can student rewrite instructions in their own words?				



Name: _____

Evaluation question	Very well	Well	Needs work	Comments
Can student recognize actions in instructions?				
Can student understand and follow instructions to make a simple craft?				
Can student determine the materials needed and plan and order the number of steps needed to write instructions?				
Can student rewrite instructions in their own words?				

4

What Ad Do You Want To Write?

Unit Overview

🎯 Family and Community Environment

🎯 Communicative Activity

Communication exchanges associated to the media.

🎯 Social Practice of the Language

To interpret messages in ads and notices in public spaces.

🎯 Achievements

- Explore ads in public spaces.
- Understand messages of advertisements and notices.
- Write sentences for an ad or a message.

🎯 Audio

Tracks 16-18

🎯 Vocabulary

- ad
- building
- cute
- magazine
- rainbow
- toy

🎯 Learning to Learn

Using capital letters.

🎯 Learning to Know

Messages in advertisements.

🎯 Learning to Do

Writing sentences for an advertisement or message.

🎯 Reader

"The Computer" pp. 43-54, Track 57



🎯 Product

Ads

🎯 Evaluation tool

Questionnaire

Photocopy the Questionnaire provided at the end of the unit and use it to evaluate each student individually throughout each lesson.

🎯 Worksheet

As an extra activity, you can use the Worksheet on p. T117.

Lesson 1

4 What Ad Do You Want to Write?

1 Look at the three posters. Answer the questions in groups.



• Explore ads in public spaces.
• Understand messages of advertisements and notices.
• Write sentences for an ad or message in your first language.

What are they for? They are for...
Who are they for? They are for...
Are ads in your language similar or different? How?
They are similar because...

2 Which poster asks you to...

watch TV? Poster ...
go to the movies? Poster ...
buy things for school? Poster ...

3 How do the posters tell you to do something? Complete the sentences.

... the magic in theaters NOW!
... a School Co. store near you
and ... on
Thursdays at 5 p.m. on the MKids Channel

36 Lesson 1

Achievements

- Explore ads in public spaces.
- Understand messages of advertisements and notices.

Teaching Guidelines

- Compare purpose and audience using contextual clues.
- Activate previous knowledge.
- Establish similarities and differences with ads in first language.

Development

What ad do you want to write?

Ask students if they have ever sold anything (their old clothes or toys, candy). Ask them what they could do if they wanted to sell something. Then elicit where we can see ads in our daily lives. Help students notice the many different forms of ads that there are around us (leaflets, on the radio, on TV, in magazines, next to the road, in public spaces, in restaurants, in shops).

1. Look at the three posters. Answer the questions in groups.

Through this activity students will compare purpose and audience using contextual clues, activate their previous knowledge and establish similarities and differences with ads in first language. Read the questions together. Check understanding and provide examples, such as *Who are they for? Are they for teachers? What are they for? Are they the same or different in your language?* Monitor and note down the ideas that are not on track, so you can mention them in feedback (*Why is this not a ...?*). Then elicit answers and write them on the board.

2. Which poster asks you to...

Elicit the answers to the questions from the whole class. Give everyone enough time to think before you accept answers. For each answer, ask students to explain how they came up with that answer.

3. How do the posters tell you to do something? Complete the sentences.

Ask students to find the missing words in the sentences taken from the ads in Activity 1. Then let them compare their answers in pairs before you elicit answers from the whole class. When eliciting each answer, ask them to act out the verb or tell you what other word means the same (see, watch; visit, go to).

Differentiated Instruction

Activity 3: Since there is no production in this lesson, you can increase the level of challenge for stronger students by asking them to practice reading the ads in radio voices.

- 4 Tell your group the importance of pictures in ads.
- 5 Match the photographs with the messages. Write the letters in the boxes.



Eat Rainbow Cereal and grow strong!



Have fun and make friends at summer camp!



Summer is here! Learn to swim like a fish!

Reader

What was Nat's problem? How was he planning to solve it? (pp. 43-44)



Ads

MOVIE



night

Work in small groups. Discuss what kinds of words are used in ads.

- Choose together and write at least four phrases that can be used in ads.

Self-evaluation

- What are the different elements of ads?
- Are ads the same or different in your first language?

Unit 4 37

Achievements

- Explore ads in public spaces.
- Understand messages of advertisements and notices.

Teaching Guidelines

- Analyze the use of images in ads.
- Match images and text.

Development

4. Tell your group the importance of pictures in ads.

To analyze the use of images in ads, ask them to look at the ads in Activity 1 to think of how the ad would be different without the image. It is OK for students to use some Spanish for this task since they still lack the language necessary to talk about it in English. Monitor and provide translations for key words, as you add them to the board. Encourage students to use as much English as they can. Help them reflect on how pictures get our attention and can tell us a lot of things very quickly. We can look at a picture for a couple of seconds and know things that would take a minute to describe. Pictures can also make us feel a certain way (*hungry or happy or sad!*).

5. Match the photographs with the messages. Write the letters in the boxes.

To match images and text, read the sentences together as a class. Give students time to first choose an answer before you allow them to volunteer answers. Then read the sentences again and check understanding of key words by asking students to act them out (strong, have fun, make friends, swim). Ask them to look at the pictures and write the letter of the picture in the corresponding box.



Discuss the question related to the text from the **Reader**. Ask students to say what is the character's problem and what he is planning to do about it. (Nat needs a computer to do a final project for school. He plans to do it using his dad's computer at work.) Encourage them to share what they would do if they were in the same situation.

Product: Ads

Ask students to talk about the kinds of words that are used in ads. They can refer to some in their own language as well as in English. Ask them to write the title "Words for Ads" on a piece of paper. Then ask them to copy the answers to Activity 3 on the previous page. Ask students to choose at least four phrases from the ads in the lesson and write them on their list. They can illustrate the words to help them remember their meanings if there is time. This activity is the first piece of evidence in this unit. Ask students to save their words for later use. Decide how they are going to keep their lists, and make students hold onto their work and keep their sheets safe, as they will be used throughout the unit.

Self-evaluation

Have students work in pairs to discuss the answers to the questions. Ask them to write their answers individually. Then, tell them to share their answers with another pair.

What ad do I know in English?

Now that students are more familiar with the context of ads in English, ask students what ads they know. You can elicit some famous slogans.



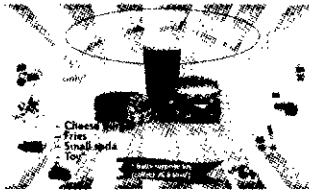
Differentiated Instruction

Activity 5: Try to provide support as you monitor, by circling key words and helping students with their meanings.

Lesson 2

Lesson 2

- 1 Look at the ad. Do you want to buy the Betty Burger Combo? Tell your group.



- 2 Work in pairs. Discuss why it is important to ask about the meaning of new words. Then match the questions about words from the ad in Activity 1 with their answers.

What does ... mean?

What does ... mean?

What does ... mean?

How do you say ... ?

What does ... mean?

What does ... mean?

It sounds like "loves"

It's a combination of things that you can buy together.

They're cooked potatoes.

It's a sparkling sweet drink.

It's when you don't know what you are going to get.

To get and keep many of the same type of things.

- 3 Complete the questions in Activity 2.

38

Achievements

- Explore ads in public spaces.
- Understand messages of advertisements and notices.

Teaching Guidelines

- Complete questions about the message.
- Clarify the meaning of words.

Development

What ads can make you buy things?

Ask students if they think ads make them act in a different way. Ask for some examples. Some students might believe that ads don't have an effect on them. Tell them that you are going to test their belief.

1. Look at the ad. Do you want to buy the Betty Burger Combo? Tell your group.

Organize the class into small groups. Ask students to read the ad and respond to it individually. Allow students some time to discuss the question in groups. Monitor and provide language as needed. Then ask students to raise their hands if the ad made them want to eat a burger, and why.

2. Work in pairs. Discuss why it is important to ask about the meaning of new words. Then match the questions about words from the ad in Activity 1 with their answers.

In this activity, students clarify the meaning of words by matching questions with answers that describe words. Have students work in pairs. Ask them to think about why it is important to ask about the meaning of new words. Elicit some of their ideas. Then, tell them to read the questions one by one and answer them. Have them check answers with another pair. Elicit which question is different and ask when they think they can use it. (*How do you say fries?*) One question asks about meaning and the other about pronunciation.) You can add one more question and ask for translations like this: *How do you say "papas a la francesa" in English?* Have them do the activity but ask them not to do the last two questions yet. Monitor and provide help if needed.

3. Complete the questions in Activity 2.

In this activity, students need to complete questions about the message in the ad. Have students read the sentences in Activity 2 and guess the word they are describing. You can help them by providing them with a clue, like saying that the missing words are at the top and bottom of the ad. Once they have guessed the correct word, write it on the board. Give them enough time to complete the questions in Activity 2 and to match them with the corresponding answer.

Differentiated Instruction

Activity 3: Some students might find this activity quite challenging. In this case, as you monitor, you can circle the words *combo* and *collect* in pencil on the ad to help them.

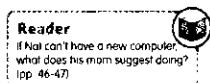
4. Where are the symbols used in the ad in Activity 1? Match them with their use.

- lists an item
- says something louder
- provides more information
- red color shows that something is important

5. Complete the information about the ad in Activity 1.

Place: Betty's Burgers

Combo includes Cheese Fries, hot sauce, ketchup, and so



Ads



- Think of some ideas (at least 2) of things you want to write ads for.
- Make some drawings that you could use with your ads.

Self-evaluation

- How can you ask about the meaning of an ad's message?

Unit 4 39

Achievement

Understand messages of advertisements and notices.

Teaching Guideline

Contrast visual resources and use of exclamation marks.

Development

4. Where are the symbols used in the ad in Activity 1? Match them with their use.

Have students work in pairs to talk about when we use the symbols. Elicit their ideas and examples. Ask students if we use a lot of words in ads (No). Elicit that we tend to use more images and as few words as possible, only words that are really necessary. Explain that instead of words we sometimes use symbols to make ads quicker to read. Ask students to look at the symbols in the activity and find them in the ad in Activity 1. Then, ask them to match them with their use. Then ask students to point to each element in the ad and elicit why it is used there. Ask them to read the red text with an exclamation mark without placing much emphasis and then as it is to show you the difference.

5. Complete the information about the ad in Activity 1.

Ask students to look at the ad in Activity 1 again and identify the place the ad is referring to and what the combo includes. Have students check their answers with the student sitting next to them. When they have finished, ask a couple of volunteers to come to the front and write the answers on the board.



Discuss the question related to the text from the **Reader**. Ask students to say what Nat's mom suggest he should do. (They could buy a second-hand computer. They should look at the ads in the newspaper.) Encourage them to say whether they think it is a good idea or not.

Product: Ads

This activity will further prepare students to participate in writing sentences for ads or messages. In this second step, they will focus on brainstorming ideas for ads and images. Have students get into their product groups. Ask them to discuss some ideas of things they want to write ads for. Tell them to then choose 2 ideas and make some drawings that they can use with their ads. Remind them to think about how they want the person who reads the ad to feel. This activity will be the second piece of evidence in this unit. Ask students to save their ideas and drawings, as they will be used throughout the unit.

Self-evaluation

Ask students to discuss the answer to the question in pairs. Have them write their answer individually and then share their answers with another pair. Elicit if everyone answered the same and have them share with the class.

What ad do you want to write in English?

Ask students if they now have more ideas about different kinds of ads. You can brainstorm as a class as a way to scaffold the next activity.



Differentiated Instruction

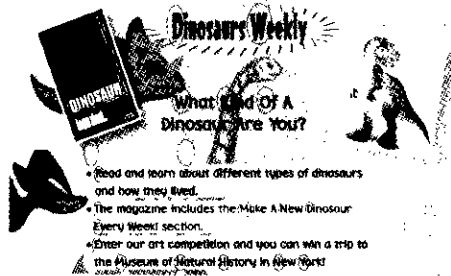
Activity 4: Fast Finishers can look for the symbols in the ads in Lesson 1. Have them circle each and say if they are used for the same purposes as the ones listed in the activity they have just completed.

Lesson 3

Lesson 3

1. Read the ad. What does it want you to do? Check the correct box.

- Buy tickets to a museum.
- ✓ Buy a magazine about dinosaurs.
- Buy a dinosaur toy.



2. Find an example of each item in the ad in Activity 1. Write it on the line.

- an animal _____
a city _____
a building _____
a kind of book _____

3. Work in pairs. Analyze how capital letters are used in the ad in Activity 1. Underline all the capital letters.

40

Achievement

Understand messages of advertisements and notices.

Teaching Guidelines

- Categorize information in ads.
- Examine the use of capital letters.

Development

What ads can I understand?

Ask students what ads they have seen in the last week. Elicit examples and in each case, ask them what they think the ad wanted them to do (to watch something, to buy something, to call a number, etc.).

1. Read the ad. What does it want you to do? Check the correct box.

Ask students to read the ad in their book. Ask them to choose the purpose of the ad. Then explain that even though it talks about a dinosaur model/ toy and a museum, what it wants you to do is to buy a magazine called *Dinosaur Weekly*. Ask them if they think it is a good ad and if it made them want to buy the magazine. Encourage them to provide reasons for their answers.

2. Find an example of each item in the ad in Activity 1. Write it on the line.

In this activity, students will categorize information in an ad. Have them go to the Glossary on page 107 to check the meaning of some words. Ask students to read the ads again and find examples of the four things mentioned. Let them compare their answers with a partner as they finish. Invite volunteers to write the examples on the board. You can elicit one more example of each category to check understanding, and ask more specific concept checking questions such as, *Where is New York? What can you find inside a museum? Can you give me a name of a magazine?*

3. Work in pairs. Analyze how capital letters are used in the ad in Activity 1. Underline all the capital letters.


Ask students to tell you what capital letters are and to tell you how they use them in their own language. Ask them to work in pairs to find and underline all the capital letters in the ad. Ask them to compare their answers in pairs. Monitor and point out if students have missed any.

Learning to Learn 114



Ask students to work in small groups as they go over the information on page 114. Encourage them to give more examples. Call on volunteers to share their examples with the class. Clear up any doubts they may have.


Differentiated Instruction

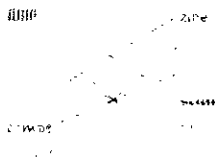
Activity 2: Support weaker students by writing an example of each category on the board. Do this only after you think students require extra support. First, let them try without any help. If more help is required, you can provide the first letter or first two letters of the words.


- 4 In pairs, analyze the meaning of the sentence taken from the ad. Answer the questions together. 

Enter our art competition and you can win a trip. . .

What is the first action?  Enter our art competition.
What is the possible result?  You can win a trip.

- 5 Work in pairs. How many words can you remember from the ad? Take turns joining the fragments on the left to the fragments on the right to form words. Then listen and check. 



Reader
Where does Nat look for an ad about a second-hand computer? (pp. 48-51) 

Ads



- Work in small groups. Think of actions and possible results that are often included in ads. Decide together and write a message of three sentences for an ad.
- Decide in what order the sentences will go in the ad.

Self-evaluation

What types of sentences can you write for an ad?

Unit 4 41


Achievement

Understand messages of advertisements and notices.


Teaching Guidelines

- Analyze how ideas are linked.
- Contrast letters that form beginnings and endings of words.
- Define words and expressions to write sentences.

Development

4. In pairs, analyze the meaning of the sentence taken from the ad. Answer the questions together. 

Read the instructions aloud and have pairs read the sentence to decide which is the first action and which is the result. Elicit them. Ask them which word links the two ideas (and).

5. Work in pairs. How many words can you remember from the ad? Take turns joining the fragments on the left to the fragments on the right to form words. Then listen and check. 

Ask students to get into pairs. Elicit what the ad in Activity 1 is about. Tell them to make a list of words

they remember from the ad without looking at it. After a few minutes tell them to check if their words are in the ad. Then, ask them to look at the word fragments and take turns joining the left and right to make words. Monitor and provide help. Now, play Track 16 and have students listen to the words and check their answers. Invite some volunteers to come to the board to write the complete words on the board. Play the track again and have students repeat the words to check pronunciation.



Discuss the question related to the text from the **Reader**. Ask students to say in which places did Nat look for a second-hand computer. Encourage them to say whether they think he will find it. Invite them to say in which other places Nat can look for his computer. (He looked in the newspaper, at the school's bulletin board, etc.)

Product: Ads

Have students get into their product groups. In this third step, they will write three sentences. Ask them to think of actions and possible results that are frequently included in ads. If necessary, help them find some models in this lesson and in the previous one. Ask them to get out their lists, ideas, and drawings for ads. Tell them to work together and choose an idea that they want to work on. Then ask them to write three sentences as a message. Try to monitor the groups' work because it is probable that they might require new vocabulary to write their message. Remind them that it's important to include an action that you want people to do. This activity is the third piece of evidence in this unit. Ask students give you their work for safe-keeping.

What ad do you want to write in English?

Ask students to share some of their sentences with the class. The rest of the class has to guess what they are advertising.

Self-evaluation

Ask students to work in pairs and think of ways to ask about the message in an ad. Have them write their answer in the book. They should then, share what they wrote with another pair. Elicit some answers.



Differentiated Instruction

Activity 4: To provide more of a challenge to stronger students, you can ask them to add split words to the activity and give it to another strong student to match the words halves.

Lesson 4

Lesson 4

1. Read and listen. Check the message.

- Get a dog!
- Don't get a dog!
- ✓ Get a dog, but only if you can give it everything it needs

Pets are for life, not just for presents
Puppies are sweet! Kittens are cute!
They are not little forever.

Pets need:
Food and water
Exercise
A safe place to live
Love and attention
If you cannot give a pet FEAL,
don't take it home!



2. Work in pairs. Answer the question. Write full sentences. Remember to use capital letters correctly. What do pets need?

Give them love and attention

Get them a safe place to live

Give them a safe place to live

Give them a safe place to live

3. What do you think of having pets after reading the ad? Tell your group.

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Achievements

- Understand messages of advertisements and notices.
- Write sentences for an ad or message.

Teaching Guidelines

- Order words and expressions to write a message.
- Reflect on the meaning of a message.
- Check use of capital letters.

Development

What can an ad make you do?

Ask students if all ads sell things. Ask them if they know of any ads or messages that give information that is not about something you need to buy. Try to refer to government campaigns, perhaps related to health or rights, etc.

1. Read and listen. Check the message.

In this first part, students reflect on the meaning of a message. Ask students to read and listen to the ad. Then ask students to raise their hands for the different options given in the activity. Then elicit where in the ad the message is: *to only get a dog if you can give it everything it needs* (the last line). Have them go to the Glossary on page 107 to check the meaning of some words. Finally, have them choose the message from the ones listed in their books.

2. Work in pairs. Answer the question. Write full sentences. Remember to use capital letters correctly. What do pets need?

In this activity, students use phrases from the ad to write full sentences and practice the use of capital letters. Elicit what they need to use at the beginning and at the end of each sentence (a capital letter and a full stop). Also get them to say why the first part of each sentence wasn't used in the ad. (Ads use less words, so where words aren't needed they are left out. All the sentences start with the same two words, so the two words are just put at the beginning of the list.)

3. What do you think of having pets after reading the ad? Tell your group.

Have students discuss the ad with their groups and further to reflect on the meaning of the message. Monitor their work, and as you do so ask *How does it make you feel? Do you think it is a good ad? Do you think it is a good message? Is it easy to understand?* Invite some volunteers to share their group's ideas with the rest of the class. Don't forget to write down any useful language that came up in this activity on the board.

Learning to Know

Have students go to page 114 in their book and read the information about the purpose of messages in ads. Ask them to work with a partner to write the messages of three ads seen so far in the unit. Invite students to say which is their favorite ad and message.

Differentiated Instruction

Activity 2: Monitor closely. If a student is struggling, provide more support by saying the sentence stem *Pets need...*

4. Work in pairs. Answer the questions.

How does the picture make you feel?
Am not really sorry

What things does the ad ask people to do and not to do?
Do not give a computer. Do not give a computer. Do not give a computer.

How are capital letters and punctuation marks used to communicate the message?

Use capital letters and punctuation marks to communicate the message.

5. Work in small groups.

Create an ad that children will read with the same message. Draw a picture and write a message. Use your own words.

Reader
 Where does Nat finally find a computer? What's a garage sale? (pp. 51-53)

Time to Shine!

Do you know any other letter that sounds different depending on the word it is in? Find examples in the unit.

Read more about advertising on this website
<https://kids.iaddie.co/Advertising>

Ads

Work in small groups. Plan your ad by answering these questions together.

- What is your most important message?
- How are you going to say it?
- What pictures and colors will you see?
- What words do you need to ask your teacher?



Self-evaluation

- How can you write an ad? What do you need to include?

Achievement

Writes sentences for a picture and message.

Teaching Guidelines

- Use knowledge of letters to represent sounds of words.
- Plan the writing of an ad.

Development

4. Work in pairs. Answer the questions.

Divide students into pairs. Ask them to discuss the questions. Monitor and provide students with language needed. Ask students to compare their answers with different pairs. Then elicit answers from different groups and write key words on the board.

5. Work in small groups. Create an ad that children will read with the same message. Draw a picture and write a message. Use your own words.

Divide students into small groups. First ask students to plan their message. Monitor and help students check their sentences. Focus on the use of capital letters and punctuation. Then ask them to illustrate and write their ad in the box.

Discuss the question related to the text from the **Reader**. Ask students to say if they have ever bought anything at a garage sale. If so, invite them to share their experience with the class. Encourage them to talk about the advantages of buying things at a garage sale. (Nat found his computer at a garage sale.)

Product: Ads

In this lesson, students will plan the ad that they are going to create. Ask students to work in small groups. Have them read the questions and answer them together to help them plan the design and message. Elicit any words they need to know to help them. Then, ask students to take out all their words, list of ideas, drawings and sentences that they have written in Steps 1 to 3. Tell them that they are now going to choose their final idea for an ad or message. It is fine if they want to use a new idea. Tell them that they are going to plan the ad or message and they need to decide together: the purpose (to sell/give information, etc.), sentences for the message, and the image and other symbols that they will use. This activity is the fourth piece of evidence in this unit. Ask students to give you their work for safe-keeping.

Self-evaluation

Ask students to work in their product groups to answer the questions. Ask them to write their answers and share them with another group. Elicit some of their ideas.

What ad do you want to write in English?

Ask students to share their ideas for ads. Tell them that in the next class they will work in different groups and choose two messages or ads to write, so they should think which ideas they liked best.

Differentiated Instruction

Activities 5: Ask stronger students to come up with more sentences for their ad.



Product and Assessing My Learning Process

Product

Ads



- Work in your groups. Share your message ideas from Step 4.
- Then choose two messages.
- Work together to make the ads. Use sentences, drawings, colors, and symbols.
- Make sure you know what all the words mean and how to say them.
- Now find another group.
- Take turns to present your ads.
- Ask questions if you don't understand some of the words.
- Work in a new group. Say which ads made you want to do or get something.

Assessing My Learning Process

Peer-evaluation

Ask two of your classmates to write a sentence to say what they liked about the presentation of your ads and another sentence to give you suggestions on how to improve in your notebook.

Self-evaluation

Say how well you can do the activities.

I can understand ads how well I can say describe the meaning of the ads in the unit? What did I do on my own?
I can write ads how well can we use words into the elements to create an ad? What can we do to make it?

Look back through the lessons and check what you have learned to learn, know, and do. After that you can go to page 114 again and check.
In your notebook write what you think was difficult to achieve.

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Ads

In this session, students will write and illustrate two different ads or messages.

Learning to Do 114

For analyzing the structure of ads, have students go to page 114 in their book and read with them the information out loud. Then ask them to complete the activity individually. Then they can compare their answers in groups. This activity will help them for doing their ads in this session.

Ask students to take out all their notes, drawings, sentences, and planning ideas from previous steps. Divide students into new groups. Ask them to work together with their new group to choose two messages or ads to write. Ask them to use sentences to express the message, drawings, and symbols. Monitor closely and provide corrections, suggestions, and praise. Make sure you set a time limit for this first stage.

Then ask groups to work together with another group. They will now take turns presenting their ads. Encourage students to ask each other questions if they don't understand some of the words. Ask them to switch groups until they have presented their ads to as many groups as possible.

Monitor and offer praise. Take notes of good examples of sentences or use of language. After all groups have shared their ads, praise the whole class and write examples of good language use on the board.

Finally, tell students to get together with a new group. This time, they should talk about the ads that made them want to do or get something. Call on volunteers to share their ideas with the group and ask them to explain what made them so compelling.

Assessing My Learning Process

Peer-evaluation

Read the statements together and make sure students understand them. Ask students to exchange notebooks to write a sentence to describe what they liked about the ad presentation of their classmate and to write down how he or she can improve.

Self-evaluation

1. Say how well you can do the activities.

Read the statements with the students and have them discuss their answers with another classmate. Encourage them to give each other feedback on the different points when relevant. Then ask them to mark the corresponding boxes based on their evaluation. You can talk to them individually if the case arises. Give them tips or recommendations if they feel they need help.

2. Look back through the lessons and check what you have learned to learn, know, and do. After that you can go to page 114 again and check.

Ask students to check the lessons in the unit to recall what they have learned to learn, know, and do. Tell them to go to page 114 and review with a classmate. Elicit when we use capital letters, what the purpose of a message or ad is, and what elements an ad should have to make it effective.

3. In your notebook, write what you think was difficult to achieve.

Invite students to go through the lessons in this unit and circle the tasks they think they still need help with. Make sure to record which students need help and in which areas, so that you can design strategies to support them individually.


What was your favorite ad?

Ask students what their favorite ad idea was. Ask them why they thought it was a good ad.

Review

Review

1 Look at the posters. What are they missing?



2 Look at the ads in Activity 1. Answer the questions.

Which ad(s) asks you to watch something? _____

Which ad(s) asks you to buy something? _____

3 Work in pairs. Choose to make an ad that asks you to buy or watch something. Include the following: name, description, action, drawing, symbols, colors.

Unit 4 45

Review

This Review page is for students to work individually on it. Activities 1 and 2 are focused on analyzing the structure and the messages in the ads.

Monitor and check to see how students are doing. Use questions to guide students who are struggling. You can also encourage struggling students to look back in the unit for help. Activity 3 is for students to think about an ad that asks them to buy or watch something. They work in pairs to say different ads and choose one. Then, they give a complete description of the ad, including a drawing. Have students share the ad they chose with another pair and explain why they chose it. Encourage volunteers to also share with the class.

Evaluation Tool

Remember to use the Questionnaire to record your assessment of learning throughout the unit. There is some flexibility in when you carry out assessment, but it needs to be continuous.

Remember to add comments. These can be notes about good examples of language use, reflections, comments on personal experiences related to the topic, etc. Try to also include comments on students' self-assessment. How confident do students feel about the achievements in this unit?



Evaluation Tool

Questionnaire

Name: _____

Evaluation question	Very good	Not bad	Needs work	Comments
Can the student identify the purpose of ads or messages?				
Can the student understand ads or messages?				
Can the student understand the use of images and symbols in ads?				
Can the student participate in writing sentences for a message or ad?				



Name: _____

Evaluation question	Very good	Not bad	Needs work	Comments
Can the student identify the purpose of ads or messages?				
Can the student understand ads or messages?				
Can the student understand the use of images and symbols in ads?				
Can the student participate in writing sentences for a message or ad?				



Name: _____

Evaluation question	Very good	Not bad	Needs work	Comments
Can the student identify the purpose of ads or messages?				
Can the student understand ads or messages?				
Can the student understand the use of images and symbols in ads?				
Can the student participate in writing sentences for a message or ad?				

5

What Story Can You Tell?

Unit Overview

Recreational and Literary Environment

Communicative Activity

Recreational expression

Social Practice of the Language

To listen to stories to put the sequence in order.

Achievements

- Explore illustrated sequences of a fable.
- Listen to a fable in an illustrated sequence.
- Order illustrated sequences of a fable.

Audio

Tracks 19-25

Vocabulary

- fast
- greedy
- laugh
- race
- slow
- trouble
- won

Learning to Learn

Regular and irregular verbs in the past.

Learning to Know

Identifying elements in a fable such as characters, setting, and moral.

Learning to Do

Understanding and sequencing illustrated parts of a fable.

Reader

"The Four Dragons" pp. 55-66, Track 58



Product

Fables

Evaluation tool

Observation Guide

Photocopy the Observation Guide provided at the end of the unit and use it to evaluate each student individually throughout the unit.

Worksheet

As an extra activity, you can use the Worksheet on p. T118.

4. Who is being described? Write *lion* or *mouse*.

The mouse is very small.
The lion is big and strong.
The mouse was scared.
The lion was angry.
The mouse and the lion were kind.

5. Underline the words used to describe the characters in Activity 4. Listen and repeat.

6. Write a word to describe each picture.



Reader
Who are the characters of the story? Where does the story take place? (p. 56)

Fables

Work together and choose two animals to be the characters in your story.
Choose a place to set your story.
Draw your characters.

Self-evaluation
Say how the pictures were ordered to tell the story in this lesson.



Achievement

Explore illustrated sequences of a fable.

Teaching Guideline

Analyze characteristics of people, places and things.

Development

What animals do you know from fables?

Ask students again if they can remember any fables. Now that a clearer context has been established, they might be able to give you more examples. Then ask them if they remember which animals they read about in the last class.

4. Who is being described? Write *lion* or *mouse*.

In this activity, students will analyze characteristics of people, places and things. Write the adjectives marked in purple in the book on the board. Ask students if they know what they mean. Ask them if they describe feelings or something physical. Tell students to read the fable again and decide if each sentence describes the mouse or the lion. Let students compare their answers in pairs before eliciting answers from the class. Ask volunteers to write the words on the board.

5. Underline the words used to describe the characters in Activity 4. Listen and repeat.



Ask students to underline the describing words. Then ask them to listen to the words and to repeat them. You can point out that *small* is a different sound to *scared* and *angry* (which have the same vowel). *Small* has an /o:/ sound, with a round open mouth. *Strong* is a similar sound, but shorted. *Kind* has an /ai/ sound, even though it is written with the letter *i*. If there is time, ask students to illustrate the adjectives to help them to remember the meaning.

6. Write a word to describe each picture.

Have students look at the pictures and choose an adjective from the ones in Activity 4 to describe each. Monitor and provide help. Ask students to compare their answers in pairs before checking answers as a class.



Discuss the questions related to the text from the **Reader**. Check answers as a class. (Four dragons; In ancient China.)

Product: Fables

In this unit, students will work together in groups to choose the characters and their characteristics for their fable. In this first stage, they will focus on vocabulary for fables. Ask them to write the title on a piece of paper: *Fables*. Then get them to: choose two animals and two characteristics to describe each one. Have students decide what the characters will look like and draw them. This activity is the first piece of evidence in this unit. Ask students to save their work and keep their sheets safe, as they will be used throughout the unit.

Self-evaluation

Have students work in pairs to say how the pictures are ordered to tell the story. Have them share their answer with another pair. Elicit the order of the pictures (without looking at the answers in the book) with the whole class.

What is the fable's message?

Ask students what they thought the message or value of the fable was. Ask them if they liked the story. Ask them if they like the mouse or the lion more, and why.



Differentiated Instruction

Activity 5: Try to provide support as you monitor, by miming the meaning of the words and eliciting which animal each describes.

Lesson 2

Lesson 2

1. Work in pairs. Look at the things and actions from a story. Say what they are and what you think happens in the story.



2. Look and number the pictures in order.



3. Listen and check your answers.

The Fox and the Goat

Once upon a time, a fox fell into a well. He couldn't get out. A goat came and asked if the water was good. He was thirsty. "It's the best water I come in and have some," the fox replied. The thirsty goat jumped in and

started drinking. The fox jumped on the goat's back and got out of the well.

The goat saw that he was in trouble. He couldn't get out of the well.

"You must think about how you are going to get out before you jump in," said the fox.

"Think before you jump!"

4. How much of the story did you understand? Listen again and underline the words you know. Ask a classmate about the words you don't know.

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2. Look and number the pictures in order.

Focus students' attention to the pictures in the activity. Say the words from Activity 1 and ask students to identify them in the pictures and to point to them. Then divide the class into pairs. Ask to work together to guess what the story is about and what happens in the story just by looking at the pictures. You shouldn't expect too much language output at this stage, just saying numbers is fine. Elicit some ideas before they decide on the order of the pictures to tell the story. Then give pairs enough time to number the pictures in order. Remember that at this point they are just predicting the sequence of the story.

3. Listen and check your answers.

Now students can associate characters, actions and settings to a sequence of images. Ask students to listen to the story to enjoy it. Play Track 21. Ask students to raise their hand if they were right about anything in the story. Ask them to tell you what they guessed.

4. How much of the story did you understand? Listen again and underline the words you know. Ask a classmate about the words you don't know.

For students to compare words and expressions that they are familiar with, ask them to listen to and read the story and to underline the words they know. Give them some extra time after they listened to read and underline since it might be too fast for them. Ask students to compare the words they underlined with a classmate and compare them. Monitor and elicit different parts of the story to check comprehension.

Learning to Learn

Have students go to page 115 in their books. Ask them to read the box together in pairs, and then elicit any other examples that they know of verbs that are regular and irregular and write them on the board. Ask students if there are any verbs in the box that they don't know and have other students help them with the meanings.

Differentiated Instruction

Activity 2: If you feel that students are struggling with comprehension, after playing the track, read the story slowly and stop it after each sentence. Use concept checking questions to monitor their understanding: *Where is the fox? Is he happy? Does he want to be there?*

Achievement

Listen to a fable in an illustrated sequence.

Teaching Guidelines

- Associate characters, actions and settings to a sequence of images.
- Compare words and expressions that they are familiar with or that is similar in their L1.

Development

What personalities do animals have?


Tell students that in the fable they read, the lion was strong, and the mouse was scared. Ask them what other examples they have of animals' personalities.

1. Work in pairs. Look at the things and actions from a story. Say what they are and what you think happens in the story.

Ask students to do this activity in pairs. Have them label the pictures with the words provided. Elicit the answers. Say the words to correct pronunciation if necessary and have students repeat the words. Then, tell them to talk about what they think is going to happen in the story. Finally, invite some volunteers to share what they think the story is about with the class.

5 Complete the table with words from Activity 1.


Who?	Where?	Do what?
and	a	and

6 How does the story start? Listen, repeat, and complete. Why do you think so many stories start with this phrase? 

Once upon a time...

7 How does the story end? Listen, repeat, and complete. What do you think about the story's message? 


Believe you can do anything if you try hard enough.

8 Listen to and read the story again. In pairs, tell the story in your own words. 

9 Discuss in groups if you liked the story and why. 

Reader
What is the problem in the story? How can the characters help to solve it? (pp. 57-59)

Fables

Give a name to the characters you described in Step 1. Draw your characters in the place where your story starts. 

Self-evaluation

Explain what you understood in the story in this lesson.

Unit 5 49

Achievement

Listen to a fable in an illustrated sequence

Teaching Guidelines

- Classify characters, actions and settings.
- Listen to a fable more than once.
- Contrast ways to start and finish a fable.
- Say if they liked the fable and why.

Development

5. Complete the table with words from Activity 1.

This activity will allow students to classify characters, actions, and settings. Elicit the uses of the question words *who*, *where*, and *do what*. Ask students to look at the words from the first activity again. Then ask them to complete the table classifying the words under the correct headings. Check answers as a class.

6. How does the story start? Listen, repeat, and complete. Why do you think so many stories start with this phrase?

Read the question. Ask pairs to talk about the answer and write their conclusion. Play the track for them to check their answer. Have them talk about the next question and elicit their ideas.

7. How does the story end? Listen, repeat, and complete. What do you think about the story's message?

Tell students to listen carefully to the end of the story. Play the track. (Weaker students can read it.) Have them write it in their books. Elicit and write it on the board. Ask if someone can explain the meaning. If not explain it to help students understand. Explain that all fables have a message about values at the end.

8 Listen to and read the story again. In pairs, tell the story in your own words.

Have students listen to the fable one more time. Ask them to listen again and just enjoy it. Have them tell the story to each other in pairs. Call on volunteers to act it out in front of the class. Encourage them to have fun with it and not worry if it is exactly the same. Finally elicit the moral again.

9 Discuss in groups if you liked the story and why.

Now you can get students to say if they liked the fable and why. Allow them to discuss this in small groups. Then ask students to raise their hands if they liked it and elicit some reasons why. Do the same for students who didn't like the fable.



Discuss the questions related to the text from the **Reader**. Elicit the answers. (People didn't have water; They can talk to someone who can make it rain.)

Product: Fables

Have students get into their product groups. Ask them to name their characters (turtle, dog, etc.). Have them think about what they are like. Tell them to draw the characters in the place where the story begins. Then ask students to decide on the setting and the actions that take place in the story. Ask them to think about a final message (moral). This activity is the second piece of evidence in this unit. Have students keep their work and their sheets safe, as they will be used throughout the unit.

Self-evaluation

Have students work in pairs to say what they understood in the story. Ask them to write it down. Then, have them share their conclusions with another pair.

What story can you tell?

Elicit some of the ideas they came up with for fables and praise all contributions.



Differentiated Instruction

Activity 6: Stronger students can come up with different openings. For example, *Once upon a time there was a ...*

Lesson 3

Lesson 3

1. Look and answer.

What do you think happens in the story?
Assess: 10 min

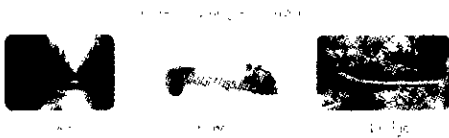


2. Listen and number the pictures in order.

3. Discuss the questions in groups.

Do you like the story?
Explain why you like / don't like it.
Assess: 10 min

4. Use the words in the box to label the pictures from the story. Ask your teacher or classmates for help. Then say why each thing was important in the story.



5. Listen, answer, and check.

What is the lesson the dog learned?
Assess: 10 min

50

Achievements

- Explore illustrated sequences of a fable.
- Listen to a fable in an illustrated sequence.
- Order illustrated sequences of a fable.

Teaching Guidelines

- Analyze, discuss and order a sequence of images.
- Ask about new words and expressions.
- Say if they liked the fable and why.
- Suggest morals.

Development

What story can you tell in English?

Ask students to work in pairs and try to explain to each other the two fables from the previous lessons. Ask them how they feel about describing what a fable is about. Ask them to show you a thumbs up, sideways or down.

1. Look and answer.

In the first two activities of the lesson, students will analyze, discuss and order a sequence of images. Ask them to work in pairs and predict the order of the pictures. You shouldn't expect too much language output at this stage, just saying numbers is fine.

2. Listen and number the pictures in order.

Ask students just to listen to the story once and try to enjoy it. Then ask students to listen again but this time, stop after each section and ask students to point to the picture that shows what has just happened in the story. Have students write the correct number 1, 2 or 3 to sequence the pictures in Activity 1.

3. Discuss the questions in groups.

This will give students an opportunity to say if they liked the fable and why. Ask them to work in small groups and say if they liked it or not. Then invite some volunteers to share their answers.

4. Use the words in the box to label the pictures from the story. Ask your teacher or classmates for help. Then say why each thing was important in the story.

These words should be new, but students could use the context to infer their meanings. Have students work in pairs. Ask them if they remember how to ask about the meaning of new words. Write the question *What does ... mean* on the board. Ask pairs to identify the words they know. If they don't know a word, tell them to ask other pairs or you for the meaning using the question. Have students label the pictures and check with the whole class. Have pairs talk about why these things are important in the story. Ask students to get together to share their ideas with another pair and the class.

5. Listen, answer, and compare.

Students will suggest morals in this activity. Have students listen again. Elicit some ideas from students of what they think the message of the story was. Provide language as needed. Do not go into too much detail since you will explore this further in the next activity.

Differentiated Instruction

Activity 5: Some students might struggle with understanding the moral. Keep it simple with questions like: *Was the dog intelligent or silly? Did the dog lose his bone? Did he want more bones than he could carry?* You can use mime to aid their understanding.

6. Can you remember how to ask about the meaning of new words in stories? Complete the question about a word from the story.

What _____? Someone is greedy when they always want more.

7. Was the dog greedy? Discuss in pairs.

8. Listen to the story again. Choose the message in the story.

- It is never good to be greedy.
- Dogs aren't greedy.
- You need to be greedy.

Reader
What did the characters do to solve the problem? What was the consequence of solving the problem?
pp. 60-63

Fables

Work in small groups. Discuss the questions *Who? Where?* and *Do what?* about your story. Make drawings to represent three actions your characters do in the story.

Self-evaluation

Retell the story using your own words.
Say what the message was in the story.



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Achievements

- Explore illustrated sequences of a fable.
- Listen to a fable in an illustrated sequence.
- Order illustrated sequences of a fable.

Teaching Guidelines

- Link a character's actions to a moral.
- Evaluate the moral.
- Assess which moral best explains a fable.

Development

6. Can you remember how to ask about the meaning of new words in stories? Complete the question about a word from the story.

Elicit the question to ask about new words. Write six words from fables that students have seen on the board. Ask them to work in pairs and take turns asking and answering about the meanings. Monitor as they work and help if necessary. Then, have them complete the question in their books. Have a volunteer read it aloud to check. Ask students for examples from their own context of people (or animals) they think are greedy.

7. Was the dog greedy? Discuss in pairs.

Read the question and tell students to answer it in pairs. Elicit the answer. If needed, use questions to

guide learners: *What did the dog want? Did he already have a bone? Did he need another bone?*

8. Listen to the story again. Choose the message of the story.

This activity will ask students to link a character's actions to a moral, assess which moral best explains a fable to then evaluate the moral. Play the track and then read the three sentences. Ask them to choose the one that is the moral. Then read the sentences out loud again and have them raise their hands for the option they chose. Ask them why the dog is greedy and why it is a bad thing to be greedy. Then ask students if they think it is a good moral. Ask them for examples in their own lives of when being greedy is not a good thing.

Learning to Know

Ask students to go to page 115 and complete the table with information about the fable *The Dog And The Bone* with a partner. Review with them the different elements that fables have.



Discuss the question related to the text from the **Reader**. Elicit the answers. (They carried ocean water in their mouths and poured it over the fields; They were punished.)

Product: Fables

This time, have students get in the same teams they have been working with on their product. Ask them to answer the questions *Who? Where? And Do What?* about their story. Once they have this information, have them draw the pictures of the actions that happen in their story that they decided on Step 3. This activity will be the third piece of evidence in this unit. Have students hold on to their work and keep their sheets safe, as they will be used throughout the unit.

Self-evaluation

Read the instructions aloud and have students tell each other the story in pairs. Tell them to talk about what the message in the story was. Then, tell them to write what the final message in the story was. If time allows, have them share their answers with another pair.

What story can you tell?

Ask the question and invite students to say what stories from this unit they can tell just by looking at the pictures.




Differentiated Instruction

Activity 8: Use questions to guide students, like *Was the dog greedy? Was the dog happy after he was greedy?* Ask stronger students to explain why it is never good to be greedy.

Lesson 4


Lesson 4

1. Look at the pictures. Do you know the story? 



2. Use the words to write a description for each picture in Activity 1.

- the hare and the tortoise
- Once upon a time,
- hare / laughed at / tortoise
- tortoise / hare / ran a race
- hare / took a nap
- tortoise / continued running
- hare / ran / fast
- tortoise / won

3. Listen to the story and check your answers in Activity 2. 

4. What do you think the message is? Circle the best word.

The *slowest* / *fastest* person doesn't always win.

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Achievement

Order illustrated sequences of a fable.

Teaching Guideline

Propose sentences to describe a sequence of images.

Development

What are rabbits and turtles known for?

Ask students what they know about these two animals. Ask them what their story would be about if it was with a rabbit and a turtle. Tell them that another way to call a turtle is by saying *tortoise*.

1. Look at the pictures. Do you know the story?

Ask students to look at the images and see if they know the story. Allow students who know the story to share what they know with the other students in the class.

2. Use the words to write a description for each picture in Activity 1.

In this activity, students will propose sentences to describe a sequence of images. Divide students into small groups. Ask them to work together to write sentences that describe the pictures. Advise them to be careful when writing the sentences because they might need to add the article *the* when needed. You could model the first sentence with them so they see what you mean. Tell them to nominate one writer for the first stage but make it clear that they still have to work together and everyone in the group needs to decide what each sentence is going to be. The writer only listens and writes. Monitor and provide corrections. You can also suggest that students look back at the examples in other fables to help them. Once students have produced their sentences and you have checked them, you can ask them to write these individually in their books. When students have finished, they can practice reading the story out loud in their groups, until the other students have also completed the activity.

3. Listen to the story and check your answers in Activity 2.

Ask students to listen to the story and to read their sentences to see if they wrote them similarly. Invite some volunteers to come to the board to write the correct sentences. Provide as much help as needed, because this is a challenging task. Monitor and write the answers on the board.

Learning to Do

Ask students to go to page 115 in their books and ask them to read the information in the box. Then tell them to number the scenes in the correct order and to take turns using the sentences in Activity 2 to describe each scene in pairs.

4. What do you think the message is? Circle the best word.

Ask students to say who the fastest animal is: the hare or the tortoise. Ask them who won the race. Then ask them to see if they can complete the message or moral. Explain that even though the rabbit was the fastest, he didn't win. This means the message is the fastest person doesn't always win.

Differentiated Instruction

Activity 3: Group stronger and weaker students together, but do not let the strongest students be the writers, make sure everyone gets to participate. You can also assign different roles in the group to even participation out. For example, assign the roles of a leader, a writer, an ask-the-teacher, and a checker/reader.

- 5 In groups, practice telling the story. Use body movements to tell the story.



- 6 Tell the story to another group. What did you do differently?

Time to Shine!

- Listen to and read more fables here <http://www.bbc.co.uk/learning/schoolradio/subjects/english/aesop/fables>

Reader

What happened at the end of the story? (pp. 64-65)

Fables

Work in small groups. Make one more drawing about something that happens in your story. Think of possible messages your story could have. Write down two ideas for messages.



Self-evaluation

- Retell the story using the pictures. Were there any words that you still need to learn to tell the story?

Unit 5 53

Achievement

Order illustrated sequences of a fable.

Teaching Guidelines

- Practice telling a fable in groups.
- Propose and choose movements, gestures and intonation for telling the fable.
- Work in groups to tell a fable with the use of a sequence of images.

Development

5. In groups, practice telling the story. Use body movements to tell the story.

The next two activities will provide students with practice telling a fable in groups, proposing and choosing movements, gestures and intonation for telling the fable. Divide the class into small groups and ask them to take turns reading the sentences to tell the story. Tell them they also have to come up with body movements to help the listener understand the story. Then ask them to try to tell the story again without looking at their books (if they need to look at their books it's fine). Encourage them to act out the story as they tell it. Get students to repeat this a few times in their groups until everyone in the group feels confident.

6. Tell the story to another group. What did you do differently?

Join two groups and instruct them to take turns telling the story and act it out. Ask students to reflect on the things that they did similarly and differently. Elicit some answers from volunteers. If possible, allow students time to explore the link provided in the **Time to Shine box**, otherwise ask students to look for another fable as homework. Tell them they have to note down the moral of the story and the animals involved.



Discuss the question related to the text from the **Reader**. Elicit the answers. (The dragons turned into mountains and the into the four main rivers to make sure people in China will always have water.)

Product: Fables

Have students get into their product groups. Have students talk about and draw pictures about something that happens in their story. Ask them to think about and discuss possible final messages for their story and write down at least two ideas. Monitor and ask students to explain how their characters actions lead to the message that they chose. To tell a fable using a sequence of images, ask students to practice telling their fable using the pictures they drew in Step 3 to show the sequence of the story. This activity is the fourth piece of evidence in this unit. Have students hold on to their work and keep their sheets safe, as they will be used throughout the unit.

Self-evaluation

Have students work in small groups to retell the story using the pictures. Tell them to take turns saying different parts. Ask students to write down any words they don't know. Encourage them to ask about the meaning. Have students write what they thought was difficult to achieve.

How would you change a fable?

Ask students if they can think of their own versions of *The Tortoise and The Hare*. Ask: *Do you think other animals would be more fun in the story?*



Differentiated Instruction

Activity 5: Allow for different levels of output from students. Some students might read the sentences slowly, while others might be able to memorize them or even use their own words to tell the story.

Product and Assessing My Learning Process

Product



Fables

- Work in small groups. Complete your set of drawings to tell your story.
- Show your drawings to another group to tell them your story.
- Listen and say what you think the story's message is.

Assessing My Learning Process

Peer-evaluation

Ask the other group to answer the following questions

	Very well	Well	Not very well
1. How well did you tell the story?			
2. How clearly did you explain the message?			
3. How well did you use your drawings to tell the story?			
4. How well did you use your words to tell the story?			

Self-evaluation

What was your favorite fable in this unit? What is its message? Look back through the lessons and check what you have learned to learn, know, and do. After that you can go to page 115 again and check. In your notebook write what you think was difficult to achieve.

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Fables

In this session, students will finish and practice their fable in their product groups. Give them time to finish their drawings. Remind them to practice telling the story using body movements, gestures, and their pictures. Have them take turns practicing. Monitor and provide help if needed. Then ask groups to work together with another group to take turns telling their stories with the use of their images. Encourage students to describe what is happening in each picture with the words they know. Tell groups to identify the message in each fable. Then, they will say if they understood how the actions in the story explain the message. Monitor and offer praise. Take notes of good examples of sentences or use of language. After they have all shared their stories, praise the whole class and write the examples of good language use on the board.

Assessing My Learning Process

Peer-evaluation

Read the statements together and make sure students understand the criteria. You can provide an example for each one (It was easy to follow the story: I understood the actions in the story). Then ask students from one group to swap books with the group that they worked with. Students complete the table for another student.

Self-evaluation

1. Check the things you can do.

In pairs, ask students to talk about their favorite story and its message. Call on volunteers to say their favorite stories and the messages. Ask them why the final message is important.

2. Look back through the lessons and check what you have learned to learn, know, and do. After that you can go to page 115 again and check.

Ask students to check the lessons in the unit to recall what they have learned to learn, know, and do. Tell them to go to page 115 and talk about the topics with a classmate. Elicit examples of elements in a fable. Call on volunteers to tell you how pictures help you understand new words and the sequence of a story.

3. In your notebook, write what you think was difficult to achieve.

Invite students to go through the lessons in this unit and circle the tasks they think they still need help with. Make sure to record which students need help and in which areas, so that you can design strategies to support them individually.

Review

- Review
- 1 Work in pairs. Look at the pictures. Put them in the right order.



- 2 Work together to tell the story using the pictures.
- 3 What do you think the message of the story is?
- 4 What stories from this unit can you tell? Work in pairs to retell the stories using the pictures.

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Review

Have students work in pairs. Ask them to look at the pictures and work together to order them. Then, they should take turns telling the story using the pictures. Ask them to talk about what they think the message is. Have pairs get together with another pair to tell the story and what they think the message is. Have groups share the message with the class.

Ask students to work in pairs again and take turns retelling the stories in the unit using the pictures. Call on volunteers to say which story in the unit they like more. Elicit if they think the messages are important in their own words. Finally, ask students how confident they feel about telling a story. Also ask them if they enjoyed telling and listening to other students' fables.

Evaluation Tool

Remember to use the Observation Guide to record your assessment of learning throughout the unit. There is some flexibility in when you carry out assessment, but it needs to be continuous. Aim to make notes at least once every two classes (once every lesson). Remember to write comments that are directly related to the criteria. Try to also include comments on students' self-assessment. How confident do students feel about the achievements in this unit? In the Observation column, write observable behaviors. For example, the student said, wrote, asked, drew, made, etc. You can refer to class participation, work in their books, and of course the sub products and the final product. In the Evaluation column, you can write your assessment regarding how well the student has achieved each point.



Evaluation Tool

Observation Guide

Name: _____

Achievement	Observation: What I saw	Evaluation: What this tells me
Can explore illustrated sequences of a fable.		
Can listen to a fable in an illustrated sequence.		
Can order illustrated sequences of a fable.		



Name: _____

Achievement	Observation: What I saw	Evaluation: What this tells me
Can explore illustrated sequences of a fable.		
Can listen to a fable in an illustrated sequence.		
Can order illustrated sequences of a fable.		



Name: _____

Achievement	Observation: What I saw	Evaluation: What this tells me
Can explore illustrated sequences of a fable.		
Can listen to a fable in an illustrated sequence.		
Can order illustrated sequences of a fable.		

6

What Do You Want To Know About...?

Unit Overview

🎯 Academic and Educational Environment

🎯 **Communicative Activity**
Search and select information.

🎯 **Social Practice of the Language**
To recognize and ask questions to search for information about a specific topic.

🎯 **Achievements**

- Explore illustrations about topics.
- Listen to and understand questions.
- Participate in writing questions to get information.
- Make questions to get information.

🎯 **Audio**
Tracks 26-29

🎯 **Vocabulary**

- bear
- grow
- lazy
- llama
- season
- seed

🎯 **Learning to Learn**
Using punctuation marks.

🎯 **Learning to Know**
Asking about specific information.

🎯 **Learning to Do**
Asking and answering questions about science.

🎯 **Reader**
"Seeing Color" pp. 67-76, Track 59



🎯 **Product**
Curious Questions Quiz

🎯 **Evaluation tool**
Anecdotal Notes

Photocopy the Anecdotal Notes provided at the end of the unit and use it to evaluate each student individually throughout the unit.

🎯 **Worksheet**
As an extra activity, you can use the Worksheet on p. T119.

Lesson 1

6 What Do You Want To Know About...?

1. In groups, discuss the questions.

Do you have plants in your house?
What do you know about plants?

2. Work in pairs. Look at the pictures and decide in what subject you will find them. How do you know?

Geography

Math

Science

3. What do you think each picture shows? Decide together what question corresponds to each picture.

What do plants need to grow? Picture 1
What is an example of a houseplant? Picture 2
How do plants grow? Picture 3
Are sea animals older than land animals? Picture 4

4. Work in pairs. Discuss possible answers to the questions from Activity 3. Then compare your answers with the answers below.

Plants grow from a seed.
Sea animals are a lot older than land animals.
Cactus is an example of a houseplant.
Plants grow with water and sunlight.

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Achievement

Explore illustrations about science topics.

Teaching Guidelines

- Link previous knowledge to illustrations.
- Discover the purpose through images.
- Compare images.
- Classify images according to the topic.
- Match images with questions.
- Contrast questions and statements.

Development

What do you want to know about?

Write *science* on the board. Ask students to give you examples of topics that are studied in science. Elicit what kinds of things students want to learn more about.

1. In groups, discuss the questions.

Divide students into small groups. Ask them to tell each other if they have plants in their house. Ask them to try to describe the kinds of plants they have and to share anything they know about plants. You can elicit an example and write it on the board to provide a model. For example, *I have plants with yellow flowers in my house. I know they need water.*

2. Work in pairs. Look at the pictures and decide in what subject you will find them. How do you know?

Ask students to work in pairs. Elicit what they see in the pictures. Read the instructions aloud and have students discuss what subject the pictures correspond to. Have them put a check in the appropriate box. Call on volunteers to say what subject the pictures belong to and why they chose that subject. Elicit what science studies living things. (biology) If students don't know, tell them.

3. What do you think each picture shows? Decide together what question corresponds to each picture.

Have students continue working in pairs. Ask them to take turns reading the questions aloud and decide which picture they belong to. Tell them to try to answer them based on the pictures. Tell them to get together with another pair and share their answers. Call on volunteers to check answers. Elicit one thing about each picture that relates to the question.

4. Work in pairs. Discuss possible answers to the questions from Activity 3. Then compare your answers with the answers below.

Have students work with a different classmate. Have them look at the questions in Activity 3 again and talk about possible answers. Then, tell them to read the sentences in Activity 4 and find the corresponding question in Activity 3. Check the answers out loud. This activity will allow students to contrast questions and statements.

Differentiated Instruction

Activities 3,4: You could add some level of challenge to this activity by asking students to practice reading the questions and answers out loud.

5. Why is it important to recognize questions? Circle the correct option that talks about questions.

We use the ? symbol to show that a sentence is a question.
It goes at the beginning / end of the question.

6. In pairs, decide if the sentences are statements or questions. Complete them.

How do plants grow?
Plants need air to grow.
What is the main characteristic of houseplants?
Sea animals are very old.

Reader
What are the differences between human's and dogs' color vision?
pp. 68-69

Curious Questions

Work in small groups. Think of topics for curious questions.

- Write down important words and phrases you can use.

Self-evaluation

Describe the different types of illustrations in this lesson and what they show.

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Achievement

Explore illustrations about science topics.

Teaching Guideline

Examine the position and use of question marks.

Development

5. Why is it important to recognize questions? Circle the correct option that talks about questions.

In this activity, students will examine the position and use of question marks. Ask students how we know a sentence is a question and not a statement. Elicit that we use the question mark at the end of the sentence. Ask them how it is different in Spanish and highlight the fact that there is no question mark at the beginning of a question in English. Read the question out loud and have students talk about the answer in pairs. Have them choose the correct answer to the statements. Elicit why they think it is important to recognize questions (accept all answers) and the answers to the statements.

Learning to Learn 116

In pairs, have students go to page 116 in the Appendix to go over the information about using punctuation in questions and statements. Ask them to find examples in the unit of different punctuation marks individually and then compare their answers. Ask them to work together on the descriptions. Monitor.

6. In pairs, decide if the sentences are statements or questions. Complete them.

Ask students to read the statements and decide what they are (questions). Have them complete the questions or the sentences. Check answers as a class.



Have students go to their **Reader** and read pages 68-69 and, in pairs, find out the differences between humans and dogs' vision. Write the differences on the board and talk about colors with the students. (Dogs can't see all the colors we can; Dogs can see well at night.)

Product: Curious Questions

In this unit students will work up to asking curious questions. Put students into small groups. Ask them to write the title "Curious Questions" on a piece of paper. Then have them think of topics for curious questions. They can be related to science or questions in general. Next, have them write important words and phrases they can use. This activity will be the first piece of evidence in this unit. Make students hold onto their work and keep their sheets safe, as they will be used throughout the unit.

Self-evaluation

Have students work in small groups to look at, and talk about, the different types of illustrations in the lesson. They should determine what they show and when they are used. Tell them to write their answers in their book. Call on volunteers to share with the class.

What do you want to know?

Ask students if they want to learn more about plants and if so, what they want to find out. Then elicit how they could find that information.




Differentiated Instruction






Activity 5: Fast finishers can work in pairs and practice asking and answering the questions in a different order.


Lesson 2

Lesson 2

1. Read the quiz. Do you know the answers? Circle the answers you know. 

The Science Quiz

1. Where do lions live?
 in Africa 
 in Asia 
 in Africa and Asia 
2. How many Chickens are there in the world?
 29,000,000,000 
 29,000,000
 2,000,000
3. What does a monkey eat?
 fruit 
 fruit and vegetables
 Fruit, Vegetables, and meat
4. What is the biggest animal?
 the African elephant
 the blue whale
 the rhino
5. Why do cats sleep so much?
 because they are lazy
 because they need energy
 because they like to sleep
6. When do most birds sing?
 as early as 4:00 a.m.
 after 6:00 a.m.
 after the sun comes up

2. Are there any words in the quiz you don't know? Ask your teacher or a classmate. Make a small drawing to help you remember. 

3. What are different question words in the quiz used for? Underline the question words in the quiz and use them to complete the chart.

How many	Why	When	Where	What

4. Listen to the quiz and circle the correct answers. 

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Achievement

Listen to and understand questions.

Teaching Guidelines


- Understand questions.
- Analyze words that form questions.
- Clarify meaning of words and expressions.

Development

What do you want to know?

Ask students what numbers they know that describe things in the world. For example, *how many people live on the planet?* Ask them if they enjoy quiz shows on TV.

1. Read the quiz. Do you know the answers?

Circle the answers you know. 

This first activity will require students to understand questions. Ask students to work in small groups and decide what they think the correct answers are. Monitor and provide pronunciation corrections as well as clarifying meaning where needed.

2. Are there any words in the quiz you don't know? Ask your teacher or a classmate. Make a small drawing to help you remember.

In this activity, students will clarify meaning of new words by asking others in their group, or you. Monitor closely and provide help if no one in the group knows. Try to listen carefully to make sure that the definitions provided by students are correct. Go over any misconceptions on the board.

3. What are different question words in the quiz used for? Underline the question words in the quiz and use them to complete the chart.

In this activity, students will analyze words that form questions. Ask the whole group what the question word in the first question is. Ask them to underline it. Tell them to hold up their books so you can check. Then have them underline the question words in the other questions. As you elicit the words they underlined, make sure to provide pronunciation input if necessary. Once they have filled the table, ask students to get into pairs to compare what they wrote. If they don't agree about something they can ask another pair to share their answers. To check say the question words one by one and have volunteers say how they are used. You can ask stronger students to give an example.

4. Listen to the quiz and circle the correct answers. 

Ask students to listen and circle the correct answers according to what they hear. Play the audio again, if necessary. Then ask students to raise their hands to show you what they think the correct answer is for each question as you read each one and its options. When several students have chosen an incorrect option, make sure you provide feedback. You can also ask students how many of their answers were different to the listening and let them tell you what they thought before they listened.

Differentiated Instruction

Activity 1: Monitor closely. If students are struggling a lot with new vocabulary, you can switch the stages and first allow them to ask about new vocabulary before you get them to answer the quiz questions.

5. Look at the questions in the quiz and complete the missing information.

Why do cats drink milk?
 What does a monkey eat?
 What is the biggest animal?
 How many chickens are there in the world?

6. In pairs, ask and answer the questions in the quiz. Complete the sentence.

The words *do* and *does* are used in the questions, but not in the answers.

Reader
 Why do some animals have good color vision?
 (pp. 72-73)

Learn fun facts on this website
<https://www.looksfacts.com/>

Curious Questions

- Work in small groups.
- Think about three things you want to know about animals.
- Make a list of questions with *what*, *when*, and *how*.

Self-evaluation

- Give examples of different types of questions you can ask to find out more about a topic.

Achievement

Listen to and understand questions.

Teaching Guidelines

- Analyze different question types in the present.
- Compare auxiliaries used in questions.
- Analyze word order of questions.

Development

5. Look at the questions in the quiz and complete the missing information.

Ask students to look back at the quiz and complete the questions with the missing words. Monitor and provide corrections.

Then read the questions together as a class.

6. In pairs, ask and answer the questions in the quiz. Complete the sentence.

Ask students to work in pairs and ask and answer the questions. Tell them to use their imagination to answer them if they are not sure of the answer. Have them complete the sentence and compare their answer with another pair. Call on a volunteer to check the answer.



Ask students to say if they think there are some animals with good color vision. Have them read pages 72-73 in their **Reader** to find out. (Some animals have good vision because they to find food.)

Product: Curious Questions

In this lesson, students will continue working up to ask curious questions. Organize students in their groups. Ask them to take out their *Curious Questions* piece of paper. Then get them to think about three things they want to learn more about animals. Ask students to then draw a picture to represent/show a *what*, *when* and *how* question. They can look back at Lesson 1 for image type ideas. This activity will be the second piece of evidence in this unit. Make students hold onto their work and keep their sheets safe, as they will be used throughout the unit.

Self-evaluation

Ask students to think of a topic they like. Have them work in pairs to develop questions they can ask to find out about the topic. Have them write their questions in their books. Tell them to get together with another pair to share their ideas.

What do you want to know?

Elicit some of the things students want to know about animals and let them share with the class some of their drawings that represent questions. Allow students to comment on each other's work, always encouraging positive comments.



Differentiated Instruction

Activities 5,6: You can ask stronger students to form other questions using the question models in Activity 5. If students are struggling with Activity 6, write the first question and answer on the board and ask students to cross out the words that are the same until you identify the auxiliary.

Lesson 3

Lesson 3

1. Discuss in pairs. What do you know about science fairs? Look at the pictures of science projects that won at a science fair. What questions are the projects answering? What words do you think are missing?



How?

do you make a cloud in a bottle?



Why?

doesn't the balloon pop (break)?



Are?

elephants scared of mice?



How?

much sugar is in soda?

2. Listen and complete the questions that the science projects are about.
3. In pairs, complete the sentence and talk about which project won 4th place.
The cloud in the bottle won _____ place.
4. In pairs, discuss which project you think is best. Why?
5. Listen. Is this a question? How do you know?

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Achievement

Participate in writing questions to get information.

Teaching Guidelines

- Complete questions with question words.
- Complete questions.
- Notice question intonation.
- Repeat questions to practice pronunciation.

Development

What do you want to know?

Ask students if they have ever done a science project or experiment to find the answer to a question. Elicit ideas from the class. If no one has done any, ask them if they have seen ideas for science projects.

1. Discuss in pairs. What do you know about science fairs? Look at the pictures of science projects that won at a science fair. What questions are the projects answering? What words do you think are missing?

In this activity, students will complete questions with question words. Put students into pairs. Ask them to look at the pictures and the questions. Then ask them to talk about what words are missing and complete

the questions. If they don't remember what words to use for questions, tell them to go to Lesson 2 to help them with question words and their meanings. Ask them to check their answers with another pair. Do not check answers with the class yet.

2. Listen and complete the questions that the science projects are about.

Now tell students they will listen to the track again to check if their answers are correct. Tell them not to worry if not all of them are correct. Have pairs compare their answers with other pairs. Elicit the correct answers and ask them to mention which question words confuse them. Tell students to write them down to help them remember how to use them.

3. In pairs, complete the sentence and talk about which project won 4th place.

In pairs, have students read the first sentence and complete it. Then, in pairs, have students try to remember which project won 4th place. Play the track and ask students to see if they got it right. Elicit the answer.

4. In pairs, discuss which project you think is best. Why?

In pairs, have students talk about the different projects. Ask them to say which one they liked the best and explain why. Finally, tell them to write their reason on the page. Elicit answers from volunteers. Another option is you can take a vote to see which project was the favorite.

5. Listen. Is this a question? How do you know?

Ask students to listen to the track and decide if what they hear is a question. Have students discuss it in pairs and determine if the voice goes up or down at the end of the question. Ask them to write their answer. Play the track again if necessary. Elicit answers.

Differentiated Instruction

Activity 4: You can challenge students further by asking them to discuss their answers to the questions in small groups and coming up with their own explanations.

6. Look at the question: How much sugar is in soda? Complete.

Questions always begin with a _____ letter.
 Questions always end with a _____ mark.

7. Listen and repeat.

WHO?

WHAT?

When?

Reader
 What animals have better vision than you? (pp. 74-75)

Time to Shine!
 In pairs, read the questions in Activity 6 out loud. Practice intonation.

Curious Questions

- In groups, discuss what you want to know about the world around you.
- Write three questions about the topics of your interest.

Self-evaluation

- What things do you need to check to make sure the questions you write are correct?

WHO? WHAT? WHEN? HOW? WHY?

61

Achievement

Participate in writing questions to get information.

Teaching Guidelines

- Check spelling and punctuation.
- Notice question intonation.
- Repeat questions to practice pronunciation.

Development

6. Look at the question: How much sugar is in soda? Complete.

Ask students to work in pairs. Have them read the question and talk about how to complete the sentences below. Have them check their answers with another pair. Ask if it is important to tell the difference between written sentences and questions. Elicit why.

7. Listen and repeat.

In order for students to notice question intonation and practice pronunciation, ask them to listen to the questions and repeat them. You can do backward drills to help students: *Are there...? trees are there?... types of trees are there? How many types of trees*

are there? You can also ask them to get together into pairs and to take turns reading the questions out loud for practicing intonation as it is suggested in the **Time to Shine** box.



Ask students to go to their **Reader** and read pages 74 and 75 to find out what animals have better vision than humans. (Bees and butterflies.) You can additionally ask them to explain why those insects have better vision than humans. Ask them if they find this information interesting and why.

Product: Curious Questions

In this lesson, students will continue working up to asking curious questions. Ask students if they found interesting the information from the questions in Activity 6. Then ask them what other things they want to know about the world around them. Elicit a couple of examples. Then organize students into small groups. Ask them to take out their "Curious Questions" piece of paper. Ask them to think about three things they want to learn more about. Then they have to work together to write three questions. They can look back at Lesson 1 and 2 for more question examples. This activity will be the third piece of evidence in this unit; ask students to save the work done during this step.

Self-evaluation

Have students discuss what they need to check to make sure the questions they write are correct and write it in their book. Call on volunteers to tell you their answers. Accept any logical answers.

What topic do you want to know more about?

Have students get into small groups. Ask them to look back at the projects in Activity 1 and say which one they would like to know more about. Tell them to discuss why they find those topics interesting.




Differentiated Instruction

Activity 6: To help struggling students, you can give them more specific instructions to locate the mistakes by asking them to check the question words and the question marks. Stronger students can add a question of their own. Once again you can encourage students to find the answers to these questions at home.

Lesson 4

Lesson 4


1 Look at the pictures. What do you know about the Sun? 

2 Read about the Sun. Underline the information you already knew.

The Sun is very important to us. We have seasons because of it. Life on Earth depends on it. The Sun is a star. It is 4.6 billion years old. Its light takes 8 minutes to get to the Earth. At the center it's 15 million °C. The Sun is all the colors together. It is 330,000 times bigger than the Earth.

3 Complete the questions about the Sun.

Why do we have seasons? Because of the Sun.
 What is the Sun? The Sun is a star.
 How old is the Sun? It is 4.6 billion years old.
 How hot is the Sun? It is 15 million °C.
 What color is the Sun? It is all the colors together.
 How big is the Sun? It is 330,000 times bigger than the Earth.
 How long does it take light to get to the Earth? It takes 8 minutes.

4 In pairs, answer the questions in Activity 3.  Why do we have seasons? Because of the Sun.

62

Achievement

Participate in writing questions to get information.

Teaching Guidelines

- Complete questions with question words.
- Ask questions following a model.
- Ask questions to find information.

Development

What do you want to know?

Tell students that in the previous lessons the questions were about the world around them. Encourage them to say what they know or want to know about things that are not on our planet, but that are in outer space.

1. Look at the pictures. What do you know about the Sun?

Divide the class into groups of three. Ask them to tell each other what they know about the Sun. You can ask some basic questions like: *What color is it? Is it hot or cold?* Give them enough time to share their knowledge about the topic. Monitor and provide help as needed.

2. Read about the Sun. Underline the information you already knew.

Ask students to read the text and see if any of their ideas were mentioned. Tell them to underline the ideas that are similar to the ones they discussed in Activity 1. You can also ask them for a personal response, by asking what they found the most surprising fact in the text.

3. Complete the questions about the Sun.

Ask students to work together in their groups again and complete the questions with a question word or auxiliary/verb. Tell them to look back at the questions in Lesson 2 to help them with the question structure. Remind them to go to the Glossary on page 106 to check the meaning of some words. Monitor and provide suggestions. Then ask each group to read a question and write the missing word on the board.

4. In pairs, answer the questions in Activity 3.

In this activity, students will ask questions following a model to find information. First complete this activity as a whole class by asking the questions and eliciting answers from volunteers. Ask students to use little symbols or colors to mark which parts of the text answer each question. Then divide students in pairs and ask them to take turns asking and answering the questions. Monitor and provide feedback and corrections.

Learning to Know 116


Tell students they are going to play a game. Pair them up and read the instructions on page 116 out loud. Distribute paper clips. Make sure they understand the game. Monitor and provide assistance if necessary. Make notes on how students are doing and write down any difficulties.

Differentiated Instruction

Activity 4: When asking for students' answers, wait until at least 80% of the class has raised their hands to give more people a chance to participate.

- 5 Read about the Moon. In pairs, ask and answer two questions each.

The Moon
 Earth only has one moon. The Moon goes around the Earth every 27 days. There are eight stages of the Moon during a month. The Moon looks bigger and then smaller again.
 There are mountains on the Moon, but we only see one side of the Moon.
 On the Moon, the weather is extreme. It is hot in the day (107°C) and cold at night (-153°C).
 The Moon is important for the Earth. The ocean water moves on the beach because of the Moon.



Question 1. Ask your partner.

Question 2

Reader
 What is another type of vision? What animals have this vision? (p. 76)

Curious Questions

- Review the questions in Step 3.
- Write three more questions about things you want to know.

Self-evaluation
 Can I ask questions to find information about topics?



Step 63

Achievement

Participate in writing questions to get information.

Teaching Guidelines

- Ask questions following a model.
- Ask questions to find information.

Development

5. Read about the Moon. In pairs, ask and answer two questions each.

Have students read the text individually. In this activity, students will ask questions to find information following a model. Put students into pairs. Ask them to work together to write two questions about the information of the Moon. You can first come up with a question with the whole class, and then provide some help on the board with question stems. For example: *How many... Why does the ocean...?* etcetera.

Learning to Do

Go to page 116 in the Activity Book and have students and if possible, have students find out more things

about the Moon in the link provided. They can also read more information related to science in the second link provided.



Ask students to tell you what they have read (and remember) about *Seeing Color*. Then tell them to go to their **Reader** and answer the activities on page 76. Have them find out about another type of vision. (Thermal vision in snakes, fish, frogs, blood sucking insects, etc.).

Product: Curious Questions

Ask students if they liked the topic of this lesson. Then ask them what other things they want to know about the world around them or about space. Elicit a couple of examples, then put students into small groups. Ask them to take out their *Curious Questions* piece of paper. Ask them to think about three things they want to learn more about. Then they have to work together to write three questions. They can look back at Lessons 1, 2 and 3 for more question examples. This activity will be the fourth piece of evidence in this unit. Make students hold onto their work and keep their sheets safe because they will be using all the work done so far to do their Final Project.

Self-evaluation

Assign pairs and have them talk about what is easy or difficult for them about asking questions. Elicit question words and what they are for. Ask students to share what is easy and difficult about asking questions to find information.

What do you do when you want to know more about a specific topic?

Ask the question and elicit students' ideas. It's important to let all the students that want to participate to share their ideas, this way other students can learn different ways to access information.



Differentiated Instruction

Activity 5: You can write some question stems (with missing words) on the board for students who are not quite ready to write their own questions. For example, *How many _____ does Earth have?*



Product and Assessing My Learning Process

Product



Curious Questions Quiz

- Work with your group. Choose four questions from the ones you wrote down in Step 4. Make sure you know the answers.
- Write the correct answer to each question. Then write two incorrect answers to each question.
- Check your questions. Are your questions words correct? Do you use *do* / *does* / *is* / *are*? Do you use question marks?
- Now work with another group.
- Take turns asking and answering the quizzes.
- How many did you get right? What did you learn? Answer the questions in your notebook.

Assessing My Learning Process

Peer-evaluation

Ask two classmates from the other group to answer the following questions.

My classmate	Examples
can use different question words	
can ask questions with do / does / is / are	

Self-evaluation

What kinds of questions can you ask to find out more about topics? What questions are easy/difficult for you to make? Look back through the lessons and check what you have learned to learn, know, and do. After that you can go to page 116 again and check. In your notebook, write what you think it was difficult to achieve.

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Curious Questions Quiz

In this session, students will write and ask each other questions in a quiz. Ask students to take out all their *Curious Questions* pieces of paper to help them with ideas. Divide the class into new groups of four. Ask them to work together with their new group to share their question-ideas. Tell them they are going to write a short quiz for another team. They have to include four questions with three options each (only one correct option). Give them enough time to decide on their questions and write them and the possible answers. Monitor and provide corrections. Ask them to use the questions in the fourth point to check their work.

Then ask each group to join another group. They will now take turns to ask their questions and answers. Decide on the rules of the quiz beforehand. Tell them to think about things like: *Will you only get one chance to choose an answer?* Monitor and offer praise. Make note of good examples of questions or use of language.

After all groups have quizzed each other, praise the whole class and write the examples of good language use on the board.

Assessing My Learning Process

Peer-evaluation

Read the statements together and make sure students understand them. Then ask students to give their books to two classmates from the group in which they asked and answered their quiz to receive feedback on their performance.

Self-evaluation

1. **What kinds of questions can you ask to find out more about topics? What questions are easy/difficult for you to make?**

In pairs, have students talk about the questions they ask to find out about topics. Have them mention what questions are easy for them to make and what questions are difficult. Ask students to share with another pair. Call on volunteers to share with the group. Encourage students to make any comments they want.

2. **Look back through the lessons and check what you have learned to learn, know, and do. After that you can go to page 116 again and check.**

In small groups, have students reflect and talk about the topics in the lesson and what they have learned. Have them go to page 116 to help them remember. Have them talk about what they liked about the topics in the unit.

3. **In your notebook, write what you think was difficult to achieve.**

Invite students to go through the lessons in this unit and circle the tasks they think they still need help with. Make sure to record which students need help and in which areas, so that you can design strategies to support them individually.

What do you want to know?

Ask students what their favorite questions were from the quiz. Ask them if there are any new questions that they would like to find the answers.

Review



Review

- 1 Read the text on page 63. Write questions about the Moon using the topics in the box.

What is the Moon made of?
How big is the Moon?
How far is the Moon from Earth?

- 2 In pairs, ask and answer the questions in Activity 1.
- 3 Read the text about the Sun on page 62. Write two questions. In pairs, ask and answer your questions.

Question 1
Question 2

- 4 Write three things you want to know about the world around you.



Unit 6 65

Review

The first part of the review should be completed individually, for students to see if they are now able to complete questions. Monitor and offer help where needed. Ask students to read the text on page 63. Tell them to decide what they want to ask about the Moon using the topics in the box. Use questions to elicit their responses. For example, *To ask about numbers, what question word do we need?* As students finish, they can compare their questions with the classmate next to them.

Ask students which questions were difficult and go over them with the class. You can refer back to previous lessons to remind students of structure or question words.

Then ask students to work in pairs and ask and answer the questions. If you see that students are struggling to identify the information, first underline the corresponding answers in the text with the whole class before asking students to work in pairs.

Evaluation Tool

Remember to use the Anecdotal Notes to record your assessment of learning throughout the unit. There is some flexibility in when you carry out assessment, but it needs to be continuous. Aim to make notes at least once every two classes (once every lesson). Suggested timing mentioned below in the bullet points.

Write a description of what you observed during the activities and then write down an interpretation of what you observed, without making any value judgments.

Focus on the following areas, one per row:

- The student can listen to and understand questions. (Lesson 1 question 3, 5, Lesson 2 question 1)
- The student participates in writing questions to search for and obtain information. (Lesson 3 question 1, 3, 6, Product, Review)
- The student asks questions. (Lesson 4 question 3, 5, Product, Review)



Evaluation Tool

Anecdotal Notes

Name: _____

Anecdotal Record		
Evaluated Activity and date	What I observed	How I interpret it



Name: _____

Anecdotal Record		
Evaluated Activity and date	What I observed	How I interpret it



Name: _____

Anecdotal Record		
Evaluated Activity and date	What I observed	How I interpret it

7

What Do You Want? What Do You Need?

Unit Overview

Family and Community Environment

Communicative Activity

Exchanges associated with information of oneself and others.

Social Practice of the Language

To understand and share expressions to get what one needs.

Achievements

- Listen to dialogues that express needs.
- Understand and express wishes and needs.
- Exchange expressions to get what one needs.
- Write a message to get what one needs.

Audio

Tracks 30-36

Vocabulary

- glass
- cheese
- napkin
- newspaper
- order
- polite
- wish

Learning to Learn

Using different vocabulary for different situations.

Learning to Know

Expressing wants and needs orally and in written form.

Learning to Do

Writing a message to ask for something.

Reader

"At Sea" pp. 77-88, Track 60



Product

A Recorded Story

Evaluation tool

Descriptive Valuation Scale

Photocopy the Descriptive Valuation Scale provided at the end of the unit and use it to evaluate each student individually throughout the unit.

Worksheet

As an extra activity, you can use the Worksheet on p. T120.

Lesson 1

7 What Do You Want? What Do You Need?

1 In pairs, discuss the questions.

Do you always have all the school supplies you need in class?
Do you ever need to ask a classmate to use his or hers?

To understand and share expressions to get what you need

- Listen to dialogue that express needs
- Understand and express wishes and needs
- Exchange requests and get what is needed
- Write a message to get what one needs

2 Listen to the conversation. Circle the pictures of the objects that are mentioned.

3 Complete the conversation with the phrases in the box. Listen again and check.

Hi Tom!
Hello.
I'm OK and you?
I'm not great. I don't know where my pencil bag is.
Yes, and I've got a test after the break.
Sure. Here you go.
And I don't have one. I think Sue has one.
OK. Thanks for the pencil! See you later.
Good luck!



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Achievement

Listen to dialogues that express needs.

Teaching Guidelines

- Understand purpose and audience.
- Analyze speakers and turn taking.
- Define dialogue structure.

Development

What do you need today?

Ask students if they came to school prepared and remembered to bring everything they needed with them today. Elicit any examples of things students needed today that they did not have with them.

1. In pairs, discuss the questions.

Divide students into pairs. Ask them to talk about the school supplies they generally bring and those they generally need. Ask them questions like: *Do you always have all the school supplies you need in class? Do you ever need to ask someone to use his or hers?* for them to discuss with their partners. Monitor and write new words on the board. Summarize the activity at the end by giving some examples, such as *Miranda and Joel always need a pencil.*

2. Listen to the conversation. Circle the pictures of the objects that are mentioned.

This activity will help students to understand purpose and audience. Tell students they're going to listen to a conversation between two students: one of them needs something. Elicit the names of the things in the pictures. Then ask students to listen to the conversation to identify which of the things in the pictures are mentioned. Have them circle them. For feedback, say each item in the pictures and ask students to raise their hands if they heard each item. Play the track again if you think it's necessary. Check answers as a class.

3. Complete the conversation with the phrases in the box. Listen again and check.

In this activity, students will analyze speakers and turn taking and define dialogue structure. Ask students to read the conversation and work together to complete it with the words in the box. Monitor and provide some guiding questions to help students make corrections, but don't give them the correct answers yet. Play the audio again and let students check. After they have listened, ask students to say how the conversation begins and how it ends. Elicit the answers one by one and ask volunteers to write them on the board.

Differentiated Instruction

Activity 3: Have fast finishers get together in pairs and decide who will be speaker A and who will be speaker B to practice reading the conversation out loud. They can switch partners again while the rest of the class finishes the activity.

4. Discuss the ways you can be polite when you need something.

5. Complete the table with words from the conversation.

Starting a conversation	Ending a conversation
Good morning!	Good-bye!
Hi!	Bye!

6. Work in small groups. Say what school supplies you usually ask for or give classmates. Make a list.

Reader

Where is the girl in the story? Who is she with? Is she happy? (p. 78)

Notes

In your group, talk about the conversations you have had so far in the day.

Write down three ways to start a conversation.

Write down three ways to end a conversation.

Write down one more useful phrase in a conversation.

Self-evaluation

What things did people ask for in this lesson? How did they ask for them?

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Achievement

Listen to dialogues that express needs.

Teaching Guidelines

- Contrast consonants.
- Classify expressions used to start and finish interactions.
- Examine nonverbal language.

Development

4. Discuss the ways you can be polite when you need something.

Ask students what it means to *be polite*. Elicit some examples; if necessary provide an example like shouting *Hey!* versus saying *Good morning, Mike* in a softer voice. Now, to examine nonverbal language, focus their attention on the picture in Activity 3 and ask them to say what the children are doing. Have them notice that they are being polite. Discuss the importance of being polite when asking for something. Elicit ways of being polite in a conversation. Examples include: *smiling, speaking calmly and in a friendly manner, listening, not standing too close to someone.*

5. Complete the table with words from the conversation.

In this activity, students will classify expressions used to start and finish interactions. Ask students to look at the conversation and add more phrases to the table. If they need more space, ask them to copy the table in their notebooks and complete it there.

6. Work in small groups. Say what school supplies you usually ask for or give classmates. Make a list.

Put students into small groups. Ask them to make a list of supplies they borrow from or lend to classmates. Monitor and help students with spelling. Then elicit ideas from students and make a list with all the words on the board. Read the list and ask students to show you the objects they have as you read them.



Ask students to look at the title page in their **Reader** on page 77. Have them predict what the reading is going to be about. Then, tell students to read page 78 and answer the questions. (She is the character of the story; She doesn't look happy.)

Product: Notes

In this unit, students will write a note to someone asking for something. Organize students into small groups. Ask them to write the title *Notes* on a piece of paper. Then get them to write three ways to start a conversation, three ways to end a conversation and one more useful phrase from the conversation. Once they've finished, ask them to act out a polite conversation using the phrases they wrote down. This activity will be the first piece of evidence in this unit. Make students hold onto their work and keep their sheets safe, as they will be used throughout the unit.

Self-evaluation

In small groups, have students talk about what people asked for in the lesson and how they asked for them. Have them write words they used their books. Monitor and check as they work. Elicit the words the people used to be polite.

How can you be polite?

Ask students to say *good-bye* politely in different ways, to end the class.

Lesson 2

Lesson 2

1. Look at the picture and answer the questions.

Where are the children?
What are they going to ask for? Guess.

2. Listen to the conversation and complete their order.

Waiter: Hello, how many people?
Children: 2, please.
Waiter: What would you like?
Children: A burger and fries.
Waiter: Anything else?
Children: No, thank you.
Waiter: Here you are.
Children: Thank you.

3. Listen again and unscramble the phrases. Check your answers with a classmate.

please / I'd like / fish and chips / the
fish and chips / Can I / have / ?
want / a burger / I / please
a napkin / need / I

4. Listen and repeat. Pay attention to how their voices go up and down.

Time to Shine!

- Do you know what all the words mean?
- Check with your teacher or classmates

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Achievements

- Listen to dialogues that express needs.
- Understand and express wishes and needs.

Teaching Guidelines

- Compare phrases that express wishes or needs.
- Analyze phrases that express wishes or needs.
- Contrast nonverbal language and sound features.
- Check meaning of words.

Development

What do you want?

Ask students if there is anything they want right now. You could give an example: *I want some water.* Elicit more examples.

1. Look at the picture and answer the questions.

Ask the class to look at the picture and say where the children are. You could use questions like: *Where are the children? What are they doing?* Elicit some ideas of what the students think they are going to order. Write the ideas on the board.

2. Listen to the conversation and complete their order.

Ask students to imagine they are the waiter and they are writing down the children's order. Students listen to the order and complete the note provided. Play the track more than once, stopping it to give them time to write. Have them go to the Glossary on page 109 to check the meaning of some words. Then ask students to compare their answers in pairs, as you monitor. Ask them to take turns role-playing the parts. First, one is the person that orders and the other is the waiter, then, they switch. Call on volunteers to write the answers on the board to check.

3. Listen again unscramble the phrases. Check your answers with a classmate.

Ask students to read the words and phrases before they listen to the audio. Focus their attention on the punctuation marks and elicit how noticing them can help them to put the words in order to make correct sentences. In this activity, students will analyze phrases that express wishes or needs. Play the audio and ask them to identify the sentences while they listen. Give them enough time to unscramble the sentences and play the audio again for them to confirm what they wrote. Then have them compare their answers with a partner by taking turns reading the sentences and being polite.

4. Listen and repeat. Pay attention to how their voices go up and down.

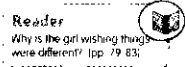
This activity will help students to contrast language and sound features. Ask them to listen to the phrases and repeat the sound of them. Model how they have to do it by playing the first phrase and saying: *M-mmm-mm...* This is to help them identify intonation. Then let them listen again and repeat the phrase. If students are finding it difficult, break it up into pieces and drill it. E.g. *I'd like... fish and chips... I'd like the fish and chips... I'd like the fish and chips, please.* Finally, refer them to the activity in the Time to Shine box. Ask the whole class if they have any questions about the vocabulary in the phrases or in the conversation. Write the words that they ask about on the board and use drawings or synonyms to provide the meaning. This will help to check the meaning of words.

Differentiated Instruction

Activities 2, 3: Monitor closely. If students are struggling a lot with these activities, you can write the first letter of the missing words on the board, or even the words in a different order, if you think it's necessary.

5 Circle the best option.

- He / she / it ordered fish and chips.
- He / she / it ordered a burger.



6 Listen and repeat. Which words have the same sounds?

- need napkin chips please waiter burger

7 Read the dialogue and choose how to best complete it. Then take turns being the waiter and customer.

I want soup. / I want a salad.
 Do you want tomato / carrot salad?
 I want the salad. / I want cheese on it.
 Ah! That's the spinach salad. Soup / salad coming!

You can read another menu and practice writing in English here <https://learnenglishkids.britishcouncil.org/en/writing-practice/restaurant-menu>

Notes

- Write down
 - three ways to say you want something
 - one way to say you need something
 - one or two more useful words or phrases from the conversation



Self-evaluation

How did the people in this lesson ask for food?

Achievement

Understand and express wishes and needs.

Teaching Guidelines

- Use words to connect ideas.
- Examine reference words like names and pronouns.
- Compare vowel sounds.

Development

What do you want?

Ask the question to the students similar to this: What do you want: an eraser or a calculator? Provide them with two options using vocabulary seen so far in this unit.

5. Circle the best option.

Before you ask students to complete the activity, write they, he, and she on the board. Elicit who each pronoun refers to, (people, a boy, and a girl). Then ask students to circle the best option to complete the sentences about the conversation they listened to in Activity 2. Check answers as a class.

6. Listen and repeat. Which words have the same sounds?

Ask students to listen to the words and to repeat them. Then ask them to work in pairs to identify the

pairs of words with similar sounds in them. When providing feedback, when students do not match a pair correctly, help them to isolate the sound. Do this: need... ee... please... eee...

7. Read the dialogue and choose how to best complete it. Then take turns being the waiter and customer.

This activity will help students use words to connect two ideas. Ask them to work in pairs and then, read the dialogue and choose the correct options. Once they have finished, have pairs practice the dialogue by taking turns being the waiter and customer. Call on volunteers to act it out in front of the class.



Ask students to read pages 79-83 in their Reader and imagine why the girl wishes something different. Let them express their ideas freely.

Product: Notes

Organize students into small groups. Ask them to take out their Notes paper. Then get them to write three ways to say you want something, one way to say you need something, and any other useful phrases from the conversation. Ask them to make sure they have copied the phrases correctly. Ask them to help within their groups to check their work. This activity will be the second piece of evidence in this unit. Make students hold onto their work and keep their sheets safe, as they will be used throughout the unit.

Self-evaluation

Have students think about the answer to the question and write it down. Then, ask them to get into pairs and compare their answers. Monitor.

What do you want?

Ask students what they would order if they were right now at a restaurant. Help them out with some vocabulary.



Differentiated Instruction

Activities 5,6: Activities 5, 6: To make this activity less challenging, you can tell students to find the three pairs of sounds in the words: /i:/ (long) /ɪ/ (short) /ə/.

Lesson 3

Lesson 3

1. What do you do when you don't understand something in English? In pairs, discuss.

2. Listen and match each conversation with an action.

Conversation 1 check if you understood
 Conversation 2 speak more slowly
 Conversation 3 start again



3. Complete the conversation with words from the box.

Use the words in the box to complete the conversation.

Good morning. Do you need anything?
 Hi. I have a newspaper please?
 Sorry?
 I'd like a newspaper, please.
 Here you are.
 Anything else?
 No, thank you.
 Bye!



4. Listen and check your answers.

5. Work in pairs. What would you buy from a newspaper stand? Act out a dialogue. Use a polite tone.

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Achievements

- Listen to dialogues that express needs.
- Understand and express wishes and needs.

Teaching Guidelines

- Use strategies to improve understanding (speaking more slowly, restarting, asking for clarification).
- Define phrases to start and end a conversation.
- Determine words to address the listener.
- Use appropriate voice volume.

Development

What do you mean?

Ask students to think of a time they didn't understand something in English. Elicit some examples. And talk about what they did in that situation.

1. What do you do when you don't understand something in English? In pairs, discuss.

In this activity, students will use strategies to improve understanding (speaking more slowly, restarting, asking for clarification).

Ask students to imagine they are talking in English

to someone who doesn't speak Spanish. Ask them what they could do if they didn't understand the other person. Elicit some ideas. At this point, praise all contributions.

2. Listen and match each conversation with an action.

Tell them that they are going to listen to a conversation where the speakers do something different when they don't understand. Read the three strategies in the book and check comprehension. Provide an example of each strategy. Play the audio and ask students to match the conversation number to the strategy they think it is being used. Elicit each answer and ask students to explain their reasons.

3. Complete the conversation with words from the box.

In this activity, students will define phrases to start and end a conversation and to determine words to address the listener. To determine words to address the listener, ask students if they know the meaning and the use of the words *Sir* and *Miss*. Elicit answers and ask students to identify where in the conversation these words are used to address to the listener. Have them work in pairs to do the activity. Tell them that after they have completed the conversation, they are going to take turns reading the lines to check if the words they have chosen work. You can ask them to go to the Glossary on page 109 to check the meaning of some words. Monitor and offer some suggestions. Don't check answers yet.

4. Listen and check your answers.

Let students listen to the conversation in Activity 3 and check their answers. Then ask the whole class to say the missing words as you read the conversation. Monitor and write the words on the board if you think students need extra support.

5. Work in pairs. What would you buy from a newspaper stand? Act out a dialogue. Use a polite tone.

Have students work in pairs. Tell them to think about what they would buy from a newspaper stand. Encourage them to go over the dialogue in Activity 3 and role-play that they are buying something. Tell them to use a polite tone of voice. Elicit what a polite tone of voice is like before they begin the activity.

Differentiated Instruction

Activity 5: Fast finishers can be regrouped so that they practice reading the conversation again while others complete the activity.

5 Work in pairs. Complete the phrases to ask your classmate. 

I can _____

 I want _____

 I need _____

7 Respond to each other's needs or wishes. Speak more slowly or start again if they don't understand. 

Sure. Here you go.
 Sorry, I haven't got any.
 Do you mean... ?

Reader
 Who is the new girl's friend? What did he do to help her? (pp. 84-86)

Notes

Work in small groups.
 Talk about the different parts of a conversation where someone expresses needs or wishes.
 Make notes on a possible structure for a dialogue.

Self-evaluation

What expressions can you use to express needs?

Achievements

- Understand and express wishes and needs.
- Exchange expressions to get what one needs.

Teaching Guidelines

- Define needs and wishes to be expressed.
- Write phrases to express needs or wishes.
- Practice using phrase to express needs or wishes.
- Express and respond to needs or wishes.
- Use appropriate voice volume.

Development

What do you want or need?

Ask students to think if there is anything they need or want this very minute. Elicit examples and provide language on the board where needed.

6. Work in pairs. Complete the phrases to ask your classmate. 

This activity is for students to define needs and wishes to be expressed and write phrases to express needs or wishes. Complete one of the sentences on the board, using an example that you elicited with the previous question. Then ask students to complete the questions as they wish, but not to forget to add the punctuation marks needed. Monitor and provide help.

7. Respond to each other's needs or wishes. Speak more slowly or start again if they don't understand.

In this activity, students will practice using phrase to express needs or wishes and express and respond to needs or wishes. Model the activity with the class by asking someone to read one of their statements and using one of the phrases from the book to help with understanding. Tell students to use appropriate voice volume to communicate better. Then divide the class into pairs and ask them to take turns expressing their needs or wishes and help each other with understanding.

Learning to Know 

Ask students go to the Appendix and read the information with them. Let them complete the activity in pairs. Monitor.



Ask students to go to their **Reader** and read pages 84-86. Have them say who the new friend is and what he did to help the girl. (It's an octopus; He helped the girl to find land.)

Product: Notes 

Have students get into their product groups. Tell them to talk about the different parts of a conversation where someone expresses needs or wishes. Ask them to take out their "Notes" paper and write them down. Then have them take notes on a possible structure for a dialogue. Tell them to think about ways to start a conversation, ways to ask for something, how to respond to someone's need, and how to end a conversation. This activity will be the third piece of evidence in this unit. Make students hold onto their work and keep their sheets safe, as they will be used to write their final notes.

Self-evaluation

Ask students to work in pairs and talk about expressions they can use to express needs. Tell them to write them down and share with another pair. Elicit some of their answers.

What do you need?

Encourage students to say in which ways they can express their needs being polite.

Differentiated Instruction 

Activity 6: To help struggling students, you can give them more specific instructions by asking them to check the question words and the question marks. You can also give them some examples using the key words provided in the activity. Stronger students can add a question of their own. Once again you can encourage students to find the answers to these questions at home.

Lesson 4

Lesson 4

1. Read and discuss the questions.

What are these?
Do you ever write similar ones?

Hi Mom,
I'd like to go to Terry's party this
Saturday.
Can I please?
Love, Luke

Hi,
Can I borrow your calculator?
Thanks, Max

Hi,
I need money for lunch
today.
Thanks, Julie

James,
I want a ticket, too.
Pay you tomorrow.
Thanks!
Mark

2. Read the notes and answer the questions.

Which notes are to parents?
Which notes are to friends or classmates?
Which note is asking for permission?
Which notes is to buy something?

3. Complete the note structure with phrases from the box.

what you want to buy

... to who...

what you want or need

Thanks / Love,
your name

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Achievements

- Understand and express wishes and needs.
- Write a message to get what one needs.

Teaching Guideline

Explore notes to plan writing a note.

Development

What do you want?

Ask students if there is anything they need to ask a friend or family member for. Provide a personal example like one of the notes. Allow students some time to talk about this in small groups. Elicit ideas.

1. Read and discuss the questions.

In this lesson's activities, students will explore notes to plan writing a note. Ask: *What are these? Do you ever write similar ones?* Elicit the concept of a note or short message that you leave for someone because you need them to do or get something for you. Ask students to tell the person next to them if they ever write notes and what about. Ask volunteers to share their examples.

2. Read the notes and answer the questions.

Ask students to answer the questions in small groups. Then elicit answers by asking students to hold up the same number of fingers as the answers they wrote. If students answer a question incorrectly, ask questions to ensure a more detailed understanding. For example, you could ask: *Which note is to a mom? Which note is to a dad? Which note is to a friend at school? What does the person want to buy in Note 4?*

Learning to Learn

The aim of this activity is to draw students' attention to the tone of a message, and how very informal messages can be very different from formal and politer messages. You can write another example on the board to introduce the concept, like *Dear Mr.* versus *Joe!* Then ask students to read the box and ask some concept checking questions like which is for close friends and family: *love or thanks? Which one should I say to an older person: I would like or I want?*

3. Complete the note structure with phrases from the box.

Tell students they are going to look at the different parts of a note based on the examples in the previous activities. Ask students to use the phrases from the box to complete the structure of the note. Allow students to compare answers before asking volunteers to write the structure on the board.

Differentiated Instruction

Activity 2: While students work on the activity, you can provide extra clues on the board for students that are struggling with the language. You can write things like *parent = mom / dad; buy = pay for*

4 Write a note following the model in Activity 3.

At Sea 115 x 117

5 In groups, read each other's notes. Do you understand what they want or need?

Reader
Who do you think the girl is writing to? What is she writing? (p. 87)

Notes

Think of three ideas for notes to write.
Write three sentences expressing a need or want for those notes.
Plan the layout of your notes.

Self-evaluation

What should you include in a note to express a need or wish?



Unit 7 73

Achievement

Write a message to get what one needs.

Teaching Guidelines

- Write notes following models.
- Read notes to check clarity.

Development

4. Write a note following the model in Activity 3.



In this activity, students will write notes following models. Ask them to decide first of all who the note is to, and what they want or need. Then ask students to follow the model in Activity 3 (and those in Activity 1) and write their note.

5. In groups, read each other's notes. Do you understand what they want or need?



When students have finished writing, they can help each other by reading the notes to check clarity. Ask them if the note is clear and if it contains all the parts explained in Activity 3. Monitor and offer corrections and praise.

Learning to Do

Now that students have written their first message note, ask them go to the Appendix. Read the information out loud and have students complete the activity individually. Monitor and provide help if needed. Have students compare notes with other classmates.



Have students read the *At Sea* story in their **Reader** and infer what the girl is writing and who is she writing to. (She seems to be writing on her diary; She could be writing to a friend.)

Product: Notes

Organize students into small groups. Ask them to talk about ideas for notes. Then get them to write three sentences (one for each need or wish). Once they've finished, they can share their ideas with another group. This activity will be the fourth piece of evidence in this unit. Make students hold onto their work and keep their sheets safe, as they can be used for assessment.

Self-evaluation

In pairs, have students discuss what to include in a note to express a need or wish. Tell to write down their ideas. Call on volunteers to share what they wrote with the class.

What do you need or want?

Ask students to share with the rest of the class what they decided to need and want on their notes.



Differentiated Instruction

Activity 5: You can provide a template for a note with missing words on the board for students who are not quite ready to write their own. Here's an example:

Hi _____
I'd like... / Can I borrow your... / I need... /
I want...
Thanks!
Your name

Product and Assessing My Learning Process

Product

Notes

- Work with your group
- Review the sentences you wrote in Step 4.
- Using the note's layout, write the notes
- Now, work with another group
- Take turns to read each other's notes
- Choose one note and act out a conversation about the note

Assessing My Learning Process

Peer-evaluation

Ask two classmates to answer the following questions about your performance

My classmate can...	What they did well	What they can do better
start and end conversations		
express needs and wants		
write a note to ask for something		

Self-evaluation

How can you express wants or needs in a conversation? How can you write a note to express your needs?

Go back through the lessons and check what you have learned to learn, to do, and to know. After that, go to page 117 again and check

In your notebook, write what you think it was difficult to achieve

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Notes

In this session students will write notes asking for something. Ask students to take out all their *Notes* paper to help them with ideas. Divide students into new groups of four. Ask them to work together with their new group to share their ideas for notes. Tell them they are going to write four short notes. They have to include an opening, a need or wish and a closing on each note. Give them time to decide on their content. Monitor and provide corrections and praise.

Then ask each group to join another group. They will now take turns to read each other's notes and make sure they understand them. Then they work in pairs again and act out a conversation about one or more of the notes. Monitor and offer praise. Make note of good use of language as well as corrections to ask students to make on the board.

Assessing My Learning Process

Peer-evaluation

Read the statements together and make sure students understand them. Ask students to exchange books with two classmates from the group they were working with to say how well they think their classmates wrote their notes.

Self-evaluation

1. How can you express wants or needs in a conversation? How can you write a note to express your needs?

Ask students to think about the answers to the questions and write some notes. Then, have them get into small groups and talk about their answers. Ask them how they think knowing how to express their wants and needs can help them. Elicit some of their ideas.

2. Go back through the lessons and check what you have learned to learn, to do, and to know. After that, go to page 117 again and check.

In pairs, ask students to go over the lessons, check the activities and talk about what they learned to learn, do, and know about expressing wants and needs. Have them go to page 117 then and check the themes in the Appendix so they can recall what they learned. Ask them to say what they liked more about the lessons.

3. In your notebook, write what you think was difficult to achieve.

Invite students to go through the lessons in this unit and circle the tasks they think they still need help with. Make sure to record which students need help and in which areas, so that you can design strategies to support them individually.

What do you want or need?

Ask students to write you a short note about their English class address to you to let you know if there's something they want or need. Collect them and read them!



Evaluation Tool

Descriptive Valuation Scale

Name: _____

Aspect	1	2	3	4	5
1. The note includes an opening greeting or phrase.					
2. A wish or need is expressed with an appropriate phrase.					
3. The language used is polite.					
4. An appropriate closing greeting or phrase is used.					



Name: _____

Aspect	1	2	3	4	5
1. The note includes an opening greeting or phrase.					
2. A wish or need is expressed with an appropriate phrase.					
3. The language used is polite.					
4. An appropriate closing greeting or phrase is used.					



Name: _____

Aspect	1	2	3	4	5
1. The note includes an opening greeting or phrase.					
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3. The language used is polite.					
4. An appropriate closing greeting or phrase is used.					

8

How Do You Want To Read The Story?

Unit Overview

Recreational and Literary Environment

Communicative Activity

Understanding oneself and others.

Social Practice of the Language

To read short stories to share interpretations of cultural expressions.

Achievements

- Explore short stories.
- Interpret the content of a story.
- Record a story.

Audio

Tracks 37-40

Vocabulary

- jackal
- loose
- mat
- pearl
- roof
- trap

Learning to Learn

Introduction to a narrator and direct and indirect speech.

Learning to Know

Stories reflect values, traditions and behaviors specific to a culture.

Learning to Do

Read stories out loud.

Reader

"A Long Journey" pp. 89-100, Track 61



Product

A Recorded Story

Evaluation tool

Self-assessment

Photocopy the Self-assessment sheet provided at the end of the unit and use it to get students to assess themselves individually at the end of the unit.

Worksheet

As an extra activity, you can use the Worksheet on p. T121.

Lesson 1



How Do You Want To Read The Story?

1. **Work in pairs. Look at the pictures and answer the questions.**

What do you think the story is about?
Where do you think the story takes place?



To read (or listen) to share interpretations of cultural expressions

- Explore short stories
- Interpret the content of a story
- Record a story
- A Recorded Story

2. **Listen and choose the best title for the story.**

Soup and Rain Cleaning No Shoes

3. **Identify and write the elements of the story.**

Who is in the story? Where are they? What do they do?

4. **Read the sentences and write B for beginning, M for middle, and E for the end.**

- 1. Aiko took off her shoes and helped her mom clean the floor.
- 2. Aiko and her mom got home from school. Aiko didn't take off her shoes.
- 3. They sat on their *tatami* mats and ate their *miso* soup.

5. **Listen again and identify the problem in the story. Say why it is a problem.**

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Achievements

- Explore short stories.
- Interpret the content of a story.

Teaching Guidelines

- Compare theme, purpose and audience.
- Activate previous knowledge.
- Anticipate content based on images.
- Classify elements in a story.
- Compare actions to establish narrative structure.
- Compare similarities and differences in values, behavior and setting in a story.
- Identify main characters and actions.

Development

What movies do you know about other cultures?

Ask students if they know any movies about other cultures to introduce the topic. Try to elicit some examples of movies that make reference to Asian culture. This activity will activate students' previous knowledge and compare theme, purpose and audience.

1. **Work in pairs. Look at the pictures and answer the questions.**

This activity will ask students to anticipate content based on images. Divide students into pairs and ask them to discuss the questions. Monitor and provide language if needed. Then ask volunteers to share their answers.

2. **Listen and choose the best title for the story.**

Ask students to read the three titles before they listen. Then get them to listen to the story (at least twice), and choose the best title for it. Ask students to say which title they chose.

3. **Identify and write the elements of the story.**

In this activity, students will classify elements in a story and identify main characters and actions. Ask students to work in pairs and write words to answer the three questions. Allow them to compare their answers with different pairs before you elicit the answers and write them on the board.

4. **Read the sentences and write B for beginning, M for middle and E for end.**

In order to compare actions to establish narrative structure, ask students to read the three sentences and decide which one talks about the beginning, the middle and the end of the story. You can choose to play Track 37 again if you feel it will help students complete this activity. Then elicit the three parts of the story. You can ask students to act them out to check understanding.

5. **Listen again and identify the problem in the story. Say why it is a problem.**

Ask students to identify the problem (Aiko didn't take her shoes off). Explain to students that it is a problem because in Japanese houses, people sit on mats on the floor, so the floor needs to be clean.

Learning to Know

To compare similarities and differences in values, behavior and setting in a story, have students go to page 118 in their Activity Book and discuss the question in pairs. Invite some volunteers to share their ideas with the class.

Differentiated Instruction

Activity 3: Ask stronger students to write the answers on the board, but in the incorrect order, and ask the rest of the class to match the questions and answers.

6 Listen again. Check the sounds you can hear in the story. 

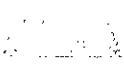
- someone running ✓ footsteps ✓ rain ✓
 someone cooking ✓ someone eating

7 Circle the best words to describe Aiko's mom.

angry kind old friendly

8 Write the words in color to describe each picture.

They sat on the and ate their .
 Her mom took off her shoes and put on some .



1.

2.

3.

Reader

Who is the main character in the story?

What does he want to do? (p. 90)

A Recorded Story

- Write down five new words or expressions.
- Make a table with these elements from the story in this lesson: title, setting, characters, descriptions, problem, value.



Self-evaluation

What are the different elements of the story in this lesson?

Unit 8 77


Achievements

- Explore short stories.
- Interpret the content of short stories.

Teaching Guidelines

- Identify sound effects in a recorded story.
- Select words that describe characters.
- Use context to guess new words.

Development

6. Listen again. Check the sounds you can hear in the story. 

In this activity, students will identify sound effects in a recorded story. Ask students to listen to the story again and to put their hands up every time they hear a sound. Read each verb and ask students if they heard the sound that represents them. You could ask students to try to make each sound.

7. Circle the best words to describe Aiko's mom. 

Students will select words that describe characters. Ask students if they liked Aiko's mom in the story. Then ask them which words we can use to describe her. Elicit why she didn't sound angry, why she

sounded kind, why she didn't sound loud, why she didn't sound old and why she sounded friendly. You can also ask students to imitate her voice.

8. Write the words in color to describe each picture.

In this activity, students will use context to guess new words. Ask students to look at the sentences and images and guess the meaning. Have them compare their answers before you elicit answers from the class.



Have students read the title of the story on page 91 of their **Reader** and predict what the story is about. Then have students read page 92 and answer the questions. (A young boy. He wanted to see the world.)

Product: A Recorded Story

In this unit, students will work up to recording a story that they read out loud with sound effects. In this first step, put students in small groups. Ask them to write down three new words or expressions from the lesson's story. Then ask them to make a table with the headings specified in their books on a separate piece of paper. Have them work together to complete the table with information from this lesson's story. Monitor and provide help. This activity will be the first piece of evidence in this unit. Make students hold onto their work and keep their sheets safe.

Self-evaluation


Read the question and ask students to identify the different elements of the story. Ask them to write it down. Have them share their answer with a classmate and compare. Elicit some answers.

Differentiated Instruction


Activity 7: You could first ask students to act out the words to ensure comprehension. You can also ask students to describe their own mother using some of the words (or others).

Lesson 2

Lesson 2

1. Look at the picture and the title of the story. What do you think it is about?  *A person thinking*



2. Listen and read. When there is a sound in the story that is not in the text, draw a star. 

The Seven Brothers

Once upon a time, there was a couple who found seven pearls and ate them. They then had seven sons.

Each son had a special ability. The first son could see very, very far. The second son could hear very, very far. The third son was very, very strong. The fourth son could fly. The fifth son was smart and had a strong head. The sixth son had a big mouth and could blow the wind. The seventh son could cry a river.

One day, the enemy came to the brothers' town.

"I'll fight them," said the first brother. He tried, but he could not win.

"I'll fight them," said the second brother. He tried to fight them too, but he could not win. Every brother tried, but no one could make the enemy go away.

Then, the brothers decided to fight together. "We will fight them" they said, and they fought together and won. They learned that together they were stronger.

3. Work in pairs. What was the problem in the story? How was it solved? 

The problem was that an enemy came to town and the brothers fought together and won it.

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Achievement

Interpret the content of a story.

Teaching Guidelines

- Identify sound effects in a recorded story.
- Differentiate between a narrator and characters.


Development

Do you know stories about brothers or sisters?

Ask students if they can think of any stories about brothers or sisters. Elicit more about the story: *Is it a happy story or a sad story? Do they like the story? Where did they hear or read it?*

1. Look at the picture and the title of the story. What do you think it is about?

Ask students to work in small groups and look at the title and pictures. Tell them to discuss what they think happens in the story. You can ask key questions to help them, like *Where? Who? What?*

2. Listen and read. When there is a sound in the story that is not in the text, draw a star. 

Tell students to listen to the story to confirm their predictions. Let them just try to understand and enjoy the story the first time they listen to it. You can ask if anyone predicted something similar. Then, for students to identify sound effects in a recorded story, ask them to listen again and write a little star or symbol any time there is a sound that is not in the text, but that they hear in the story. Monitor and check answers as a class.

3. Work in pairs. What was the problem in the story? How was it solved?

Have students discuss the questions in pairs. Elicit from the class that the enemy came to the brothers' town. Ask a volunteer to write it on the board. Students will probably guess what *enemy* means because it sounds similar in Spanish and because of the context, but you can elicit that *enemy* is opposite to friend and write it on the board.

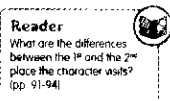
Learning to Learn

Have students go to page 118 in their Activity Book and read with them the information in the section. Ask students to underline all the words in the story that the brothers said to help them differentiate between *narrator* and *characters*. Remind them that they can use speech marks to identify the things that the brothers say.

Differentiated Instruction

Activity 3: Monitor closely. If students are struggling a lot with this question, change it to *What did the enemy do?* and ask students to find the word *enemy* in the text.

- 4 Read the story again. Work in pairs. Say which words you are familiar with and circle the words you don't know. Ask a classmate about the meaning.
 - 5 Work in pairs. Find three actions (verbs) and three descriptive words (adjectives) in the story. Say why they are important in the story.
- Verbs:
- Adjectives:
- 6 In groups, discuss if you know any similar stories from your country.



A Recorded Story

Work in small groups. Think of the stories you like. How can you describe the characters in the stories? Write words or expressions that describe your favorite characters.



Self-evaluation

What is your interpretation of the story in this lesson?

Unit 8 79

Achievements

- Explore short stories.
- Interpret the content of stories.

Teaching Guidelines

- Identify familiar words.
- Answer questions about adjectives and actions.
- React to stories with personal experiences.

Development

4. Read the story again. Work in pairs. Say which words you are familiar with and circle the words you don't know. Ask a classmate about the meaning.

To identify familiar words, ask students to read the story in Activity 2 and underline at least five words they know. Then ask them to read the story again and circle three words they don't know. Have students work in pairs to help each other understand the meaning of the words. If several students are struggling with the same word or words, elicit a definition from the class and write it on the board.

5. Work in pairs. Find three actions (verbs) and three descriptive words (adjectives) in the story. Say why they are important in the story.

In order to answer questions about adjectives and actions, ask students to identify examples.

First elicit an example of an action and a description from the group. Discuss why the action and description are important in the story. Then put students in pairs and ask them to do the same with more words from the story. Monitor and check that students are identifying words correctly. After that, to react to stories with personal experiences, divide students into small groups and ask them to discuss which character from the story they would like to be. You can also ask them to discuss if they think they are better together (with their siblings, friends or people) instead of alone.

6. In groups, discuss if you know any similar stories from your country.

Organize students into small groups and ask them to talk about any similar stories they know about siblings, problems, working together or special abilities. Monitor and praise everyone's contributions. Provide language where needed.



Ask students to read pages 93-96 in their **Reader** and make a list of the different things the character saw in the two places the character visited first. Check the answers as a class. (1st place: farming village; He saw people and animals living together. 2nd place: small town; He saw people eating with their hands, people only ate vegetables and rice.)

Product: A Recorded Story

In this second step, organize students into small groups. Ask them to say some stories they like. Then ask them to describe the characters. Tell them to write down the words and expressions that they used to describe them. Have them put their words and expressions together. Monitor and provide help. This activity will be the second piece of evidence in this unit. Have students hold onto their work and keep their sheets safe.

Self-evaluation

Ask students to write what they think the message of the story is. Have them write it in their books and share in small groups. Tell them to give reasons for their answer.

How do you want to read the story?

Ask students what their favorite sound effect was in this story.



Differentiated Instruction

Activity 5: You can do the first two words together as a class to lower the challenge. To make it more challenging, ask students to add more verbs and adjectives of their own.

Lesson 3

Lesson 3

1. Work in pairs. What do you do when you loose a tooth?
2. Listen, read, and answer the questions.

What is the tradition described in the story? Is it different to the tradition in your country?



A Tooth on the Roof
 Once there was a girl called Maylin.
 "Mom, my tooth is loose!" said Maylin.
 "Is it ready to come out?" asked Mom.
 Maylin took her tooth and pulled.
 "Come out!"
 "Look, my tooth!" she showed.
 "Let's throw it on the roof," said Mom.
 "I'll go and see," she went outside to the garden
 where Maylin could throw it on the roof.
 "Make a wish!" said Mom.
 "I'll throw her tooth and make a wish."
 "Let's hope the new one grows soon!" said Mom.
 Maylin made a wish and was happy.

3. Look at the words in the story. Who or what does each one refer to?

it = _____ she = _____ they = _____

4. Work in pairs. Write the past form of each verb.

come	is
make	say
throw	go

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Achievement

Interpret the content of a story.

Teaching Guidelines

- Notice the importance of pronouns.
- Compare similarities and differences in behavior and values.
- Compare actions in the present and the past.

Development

What does the story sound like?

Ask students if they can remember what sounds there were in the story from Lesson 2. Elicit some examples.

1. Work in pairs. What do you do when you loose a tooth?

Ask students if they remember the first time they lost a tooth. Put students in small groups and let them discuss what they do when they have a loose tooth, and what they do after it has come out. Monitor and provide the language they need to complete the activity. Remember to respond to content as well.

2. Listen, read, and answer the questions.

In this activity students will compare similarities and differences in behavior and values. Ask them to listen to and read the story to find out what children do when they loose a tooth. After they have listened and read, elicit what is the same and what is different.

Ask: *What is the tradition described in the story? Is it different to the tradition in your country?* Ask students to say what they think about the differences.

In order to check understanding, ask students where the girl threw her tooth. Draw a house and label the roof on the board to provide extra visual support.

3. Look at the words in the story. Who or what does each one refer to?

Ask students to work in pairs. To help them notice the importance of pronouns, ask them to look at the words in color in the story. Then get them to discuss *what* or *who* each word refers to. After students have written down their answers, show them that you can substitute *she* with Maylin; *they* with Maylin and her mom, and *it* with the tooth. If time allows, have them go to the Glossary on page 109 to check the meaning of some words from the story.

4. Work in pairs. Write the past form of each verb.

Ask students how we speak about things that happened yesterday, or in the morning. Elicit the word *past*. To get students to compare actions in the present and the past, tell them to find the past forms of the given verbs in the story. Ask volunteers to write the verbs on the board and say each verb as you check answers. Point out how *said* sounds like /sed/ and *threw* sounds exactly like *through* also with an /u/ sound.

Differentiated Instruction

Activity 3: Some students might need some more scaffolding so write the pronouns on the board with a clue. For example, *she* (a girl), *it* (a thing), *they* (two people).

5 Read and write Narrator, Mom, or Maylin.

Narrator: "Mom, my tooth's loose!"
Mom: "Maylin, make a wish and she was happy."
Maylin: "Let's throw it on the roof!"

Time to Shine!

- Different stories tell us how people think, what they believe, and how they act. In *No Shoes* we learn why it is important to take your shoes off in Japanese homes.
- Read more stories from different cultures on <http://www.kidsgen.com/stories/>

Reader

Which place in the story is similar to where you live? (pp. 91-98)



A Recorded Story

- Work in small groups. Discuss the beliefs, traditions, and actions in the story. Make a list of beliefs, traditions, and actions in the story that are different to those in your culture.



Self-evaluation

What do you think about the beliefs, traditions, and actions in the stories in this lesson?

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Achievement

Interpret the content of a story.

Teaching Guideline

Differentiating between a narrator and characters.

Development

5. Read and write Narrator, Mom, or Maylin. 

In this activity, students will notice the difference between a *narrator* and *characters*. Ask students to first read and underline the phrases in the story that mean the same as the sentences: *Maylin's mom asked her if her tooth was ready to come out. Her mom told her to throw it on the roof. Her mom told her to make a wish.* Write them on the board and have volunteers write the similar phrases from the story. Then elicit who would say the three sentences from the activity. Ask them if they remember what punctuation marks we use to show that a character from the story is talking. Remind them that they are called *speech marks*.

Read the information in the **Time to Shine** box and if your class has Internet access, encourage them to find a story and learn about another culture on the children's library website. Give them enough time to share information and their own response to what they read.



Have students read pages 93-100 in their **Reader** and ask them to say if there's a place from the ones the character visited that is similar to the place where they live. (Answers may vary.)

Product: A Recorded Story 

In this third step, put students in small groups. Ask them to discuss the beliefs, traditions, and actions in the story. Have students make a table similar to the one they made in Step 2 on a separate piece of paper. Have them work together to complete it with information from this lesson's story. Tell them to make a list of beliefs, traditions, and actions in the story that are different from those of their own culture. This activity will be the third piece of evidence in this unit. Make students hold onto their work and keep their sheets safe.

Self-evaluation

Ask students to think about the beliefs, traditions and actions in the stories they have seen in this lesson. Have them write down their ideas. Ask them to get together with another classmate to compare their ideas. Elicit some of them.

How do you want to tell a story?

Ask students how they would tell a story to explain what children in their own culture do when they lose a tooth. Elicit examples from the class.



Differentiated Instruction

Activity 5: You can circle words that struggling students can use as clues. For example, *ready, throw, roof, and make a wish*. That way it will be easier for students to find the phrases in the story.

Lesson 4

Lesson 4

1 Read and discuss the questions.

Where do you think this story takes place?
What makes you think that?



2 Read the story and check who breaks a promise.

Jabu	✓ the lion	the jackal
<p>Jabu and the lion Once there was a little boy. His name was Jabu. He looked after his family's cows.</p> <p>One day, a lion was caught in a trap. "Please help me!" the lion cried. Jabu felt sorry for the lion.</p> <p>"If I help you, will you promise not to eat me?" Jabu asked the lion. "I promise!"</p> <p>Jabu helped the lion out of the trap. When the lion was free, he became hungry.</p>	<p>"You look delicious," he said to Jabu. "You promised not to eat me!" Jabu told the lion. "And promises should not be broken. Ask the jackal."</p> <p>The lion told the jackal what happened. (The jackal didn't believe that the King of the animals was in a trap. He was hungry.)</p> <p>"It's true. We can show you," said Jabu. Jabu asked the lion to go to the trap so they could show the jackal what had happened.</p> <p>The lion got caught in the trap again, but this time Jabu didn't help him.</p>	

3 Complete the table with information from the story in Activity 2.

Characters	Description	Action
Jabu	brave	He helped the lion to escape from the trap.
lion	dejected	He wanted to eat the boy.
jackal	greedy	He didn't believe what the lion was saying about the trap.

4 Read the story again. Work in pairs. Ask your classmate to help you with new words. Say if you like the story.

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Achievements

- Explore short stories.
- Interpret the content of a story.

Teaching Guidelines

- Identify main characters and actions in a story.
- Select words that describe characters.
- Identify familiar and new words.

Development

Can you tell a story?

Ask students what story from Lessons 1 to 3 they can remember. Put students into small groups and ask them to work together to tell the story they remember as well as they can.

1. Read and discuss the questions.

Have students discuss the questions in small groups. Monitor and provide language that they can use to describe what they see in the picture. Tell them to remember that there are also lions in Asia, not only in Africa and if they mention that they knew the story takes place in Africa because of the boy's skin color, you can tell them that there are people with different skin colors all over the world. But in the end, tell them that the story is from Africa.

2. Read the story and check who breaks a promise.

Read the story out loud and ask students to follow along. Make sure to read it using different tones of voice, volume, gestures, and body movements. Then give them enough time to read the story in pairs and find out who breaks the promise and check the box next of that character. Ask them to justify their answers. Discuss whether they have ever broken a promise.

3. Complete the table with information from the story in Activity 2.

Ask students to identify the main characters and the actions in the story. Ask the whole class who the three characters are. Point out that two of the characters are mentioned in the title, and a third is introduced later in the story, but it is provided as an example in the table. Write the three characters on the board. Then to select words that describe characters, ask them to write a word to describe each character and model the example provided. Finally, have them come up with the actions each character does in the story, use the example as a model.

4. Read the story again. Work in pairs. Ask your classmate to help you with new words. Say if you like the story.

Ask students to read the story again. Tell them to work in pairs. As they read, tell them to underline the words they know. Have them help each other with words they do not know and ask other classmates for help. Ask them to say if they like the story and what they like about it. Monitor and ask them to infer the meaning of the new words. Have them go to the Glossary on page 109 to check the meaning of *jackal*. Provide definitions and examples of words that none of the students in the group know.

Learning to Do 118


In the second part of Lesson 4, students will be practicing reading stories out loud. In preparation for that, discuss with students what story telling involves. Ask them to go to page 118 in their Activity Books and read the information with them. Then ask them to take turns in pairs reading a story from this unit out loud.

How do you want to tell a story?


Ask students what their favorite part of telling stories is. Ask *Is it the sound effects? Is it the voice of the characters? or Is it acting the scenes out?* Encourage students to share their ideas.

Differentiated Instruction

Activity 3: If students aren't familiar with the adjectives, provide some examples on the board first.

5 Listen to the story and complete the sentence. 

The message of the story is _____

6 In pairs, take turns reading the story out loud. Then take turns telling the story in your own words. 

7 Make sounds to represent the words in the box.

low, brought, from, lion, jackal, promise, remember

Answer by _____

Reader

What happens at the end of the story? (pp. 98-99)



A Recorded Story

Identify the elements in the story of this lesson and complete a table similar to the one you did in Step 3

Decide what sounds you will use in the story and where

Decide how each character is going to sound

Decide who is going to be the narrator, Jabu, the lion, the jackal, and who will make the sound effects

Practice telling the story



Self-evaluation

How can you use your voice in different ways to tell a story?

Achievement

Record a story.

Teaching Guidelines

- Identify sounds that are possible and relevant for a recorded story.
- Practice reading a story out loud.
- Propose intonation.
- Keep rhythm while reading out loud.
- Assign different roles to record a story.
- Choose sound effects for a story.

Development

5. Listen to the story and complete the sentence.



Ask students to say how they think the characters of *Jabu and the Lion* sound like depending on the characteristics that describe them. You could refer them to the table in Activity 3.

Play the track and let students listen to the story to see if the voices in the recording are different, or as they imagined. Then let them listen again to identify and write the message of the story. Elicit answers as a class.

6. In pairs, take turns reading the story out loud. Then take turns telling the story in your own words.

Tell students that they are now going to practice reading a story out loud. Tell them that they don't need to read it the way it sounded in the audio, but they need to keep a good rhythm while reading out loud. Then, have them tell the story in their own words. Mention they can change the story a bit and use different voices.

7. Make sounds to represent the words in the box.

Ask students to identify sounds that are possible and relevant for a recorded story. Divide them into pairs and give them some time to come up with ideas for sounds that relate to each word. This can range from noises of animals or people, or even music. Then go over each word or phrase with the class and elicit sounds.



Have students open their **Reader** and read the last pages of the story and, with a friend, write two or three sentences about the end. Check the answers with the group. (The boy goes back home and tells his family about the places he visited and the people he met.)

Product: A Recorded Story

In this fourth step, put students in groups of four or five. Have students make a table similar to the one they made in Step 3 on a separate piece of paper. Have them work together to complete it with information from this lesson's story. Tell them they are going to assign different roles to record the reading out loud of this story, and choose sound effects. Ask them to first do the planning and decide together on these elements. Then ask them to practice telling the story with the different voices and sound effects. This activity will be the fourth piece of evidence in this unit. Make students hold onto their work and keep their sheets safe, as they will be needed later.

Self-evaluation

Read the question aloud and have students discuss the answer in pairs. Tell them to write their conclusions and share them with another pair. Elicit some answers and examples.



Differentiated Instruction

How do you want to tell a story?

Activity 5: You can change the question to *What does the story say about promises?* to make it easier for students to identify.

Product and Assessing My Learning Process

Product

A Recorded Story



- Work with your group to choose and prepare a story from this unit to read it out loud
- Decide who is going to read each character's parts and who is going to make the sound effects
- Practice reading the story with the sound effects
- Record the story, or tell it to another group.
- Now work with another group
- Take turns sharing your versions of the story

Assessing My Learning Process

Peer-evaluation

Ask two of your classmates to write comments about your recorded story in the chart. Ask them to say why they liked the story, what they think of the sound effects and the characters

What you see and hear.

What you think

Self-evaluation

What do you need to consider when reading a story out loud? Look back through the lessons and check what you have learned to learn, know, and do. After that you can go to page 118 again and check. In your notebook, write what you think was difficult to achieve.

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A Recorded Story

In this session students will record stories with sound effects. Ask students to take out all the tables from the four stories in this unit to help them with ideas. Divide students into new groups of four. Ask them to work together with their new group and decide together on the story they want to read out loud and record. They also will have to decide on the sound effects, voices and roles. Ask them to practice the story a few times while you monitor and provide feedback. Once students feel confident and you have heard them reading it, ask them to record it.

Then ask each group to join another group. Tell them to take turns listening to each other's recordings and pay attention to things they did in a similar or different way. Monitor and offer praise. Make notes of good use of language as well as corrections to ask students to make on the board.

Assessing My Learning Process

Peer-evaluation

Have students write comments about the recorded story in the chart. They need to write what they liked, what they thought of the sound effects, and what they think of the characters.

Self-evaluation

1. What do you need to consider when reading a story out loud?

Ask students to think about what they need to do when they read a story out loud. Tell them to write it in their notebooks.

2. Look back through the lessons and check what you have learned to learn, know, and do. After that you can go to page 118 again and check.

Have students work in pairs to go over the lesson and talk about what they saw in class. Ask them to go to page 118 to help them recall the information about stories and what to keep in mind.

3. In your notebook, write what you think was difficult to achieve.

Invite students to go through the lessons in this unit and circle the tasks they think they still need help with. Make sure to record which students need help and in which areas, so that you can design strategies to support them individually.

How do you want to tell a story?

Ask students what they think now about the sounds used in recorded stories. Ask them what their favorite story was from the unit and invite them to say why.

Review

Review

- 1 Read the story and number the actions in order.

1. eating 2. cleaning 3. walking 4. raining 5. sitting

No Shoes

Once there was a girl called Aiko. Aiko and her mom got home from school. It was raining.

"Let's take off our shoes," said her mom.

"I don't want to, it's cold!" Aiko complained.

Her mom took off her shoes, and put on some slippers, but

Aiko went inside the house with her shoes on.

"Let's eat," said her mom.

They sat down on the tatami mats and ate their *miso* soup.

Aiko was uncomfortable, and her shoes made the mat dirty.

"I'm sorry," said Aiko and took off her shoes.

After they finished their meal, Aiko helped her mom to clean the floor. "Now it's clean for tonight's dinner!" said her mom.

- 2 Work in pairs. Say each verb in the past. Then write it.

eat	↓	go	↑
say	↓	sit	↑
take	↓	make	↑

- 3 In groups, answer the questions. Then practice telling the story.

What sounds can you use?

Who can read the characters' parts?

Who can be the narrator?

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Review

The first activity reviews some of the actions learned in this unit, as well as story structure. Ask students to work individually to number the actions in the order they happen in the story. Tell them that it can help them to circle the verbs in the story. Then, tell them check their answers with another classmate. Ask them to continue working in pairs in Activity 2. Tell them to take turns saying the verbs in past. They should write the past form individually and then check their answers. Monitor as they work and help if necessary.

Once they have all finished the first two activities ask them to get into small groups to answer the questions and practice telling the story. Encourage them to assign different roles and read the story with sounds. You can then regroup students and ask them to read the story again with a different group to let them work on their fluency.

Evaluation Tool

This evaluation tool is slightly different since it is a Self-evaluation at the end of the unit. However, it will take into consideration the Self-assessments at the end of each lesson. Explain to students that they are allowed to change what they wrote at the end of a lesson if they feel that they can now do it better.

Complete a sample self-assessment form together with the class.



Evaluation Tool

Self-evaluation

Name: _____

	Very well	Well	Not very well
Can I identify the structure of a story?			
Can I identify sounds used to tell a story?			
Can I say how values or actions in a story are different from my own?			
Can I guess the meaning of words in a story?			
Can I identify the narrator and characters in a story?			
Can I identify differences between my culture and that in a story?			
Can I identify what or who words like <i>it</i> , <i>she</i> , and <i>they</i> are talking about?			
Can I identify actions in the present and past?			
Can I see how characters and narrators speak in different ways in a story?			
Can I choose sound effects for a story?			
Can I read a story out loud and change my voice to sound like a character or narrator?			



Name: _____

	Very well	Well	Not very well
Can I identify the structure of a story?			
Can I identify sounds used to tell a story?			
Can I say how values or actions in a story are different from my own?			
Can I guess the meaning of words in a story?			
Can I identify the narrator and characters in a story?			
Can I identify differences between my culture and that in a story?			
Can I identify what or who words like <i>it</i> , <i>she</i> , and <i>they</i> are talking about?			
Can I identify actions in the present and past?			
Can I see how characters and narrators speak in different ways in a story?			
Can I choose sound effects for a story?			
Can I read a story out loud and change my voice to sound like a character or narrator?			

9

What Do You Know About Musical Instruments?

Unit Overview

Academic and Educational Environment

Communicative Activity

Handling of information

Social Practice of the Language

To locate and include information in a graphic

Achievements

- Explore illustrated information about musical instruments.
- Read and understand information by reading the information.
- Participate and write sentences that describe the information in a graphic.

Audio

Tracks 41-47

Vocabulary

- behind
- key
- next to
- on
- plate
- string

Learning to Learn

Using capital letters for specific names and to start a new sentence.

Learning to Know

Using phrases for giving descriptions.

Learning to Do

Describing musical instruments using a graphic organizer.

Reader

"Music and Mankind" pp. 101-112, Track 62



Product

Musical Instruments Cards

Evaluation tool

Checklist

Photocopy the Checklist provided at the end of the unit and use it to check the things students can do at the end of the unit. You could also get students to assess themselves individually at the end of the unit.

Worksheet

As an extra activity, you can use the Worksheet on p. T122.

Lesson 1

9 What Do You Know About Musical Instruments?

1. What musical instruments can you name? Tell your group.



2. Listen and number the musical instruments you hear.



piano trumpet cello violin flute guitar

3. Work in pairs to say what you know about the piano, the trumpet, and the cello.

4. Look at the cards and answer the questions.

What are the cards for?
Who are they for?

They are for students who are interested in musical instruments.
They are for adults who would like

Piano
Family: Keyboard
Made from: wood (body) and steel strings
How to play: player presses keys
Sound: low, very low to very high

Trumpet
Family: Brass
Made from: brass, gold or silver
How to play: press the valves and blow through the mouthpiece
Sound: bright, at top of range

Cello
Family: Strings
Made from: wood
How to play: player sits on the floor and presses down on the neck of the instrument
Sound: low, from a cello or baritone, then double bass

86 **Let's Talk!**

Achievement

Explore illustrated information about musical instruments.

Teaching Guidelines

- Anticipate the topic and activate previous knowledge.
- Anticipate names and information about musical instruments.
- Recognize topic, purpose and intended audience.

Development

What do you know about musical instruments?

Ask students if they play any musical instruments, or if they want to learn to play any. Allow students to tell each other in small groups and then elicit some examples from the group.

1. What musical instruments can you name? Tell your group.

To anticipate the topic and activate previous knowledge, ask students to work in small groups and make a list of all the musical instruments they can think of. Give them a time limit. When the time is up, ask one person from each group to bring you their group's list. Check and count how many are recognizable (spelling doesn't need to be perfect). Then elicit instrument names and write them on the board. Then focus their attention on the instruments in the activity and elicit their names.

2. Listen and number the musical instruments you hear.

Ask students to look at the instruments listed. Ask them to show you how to play each instrument, in order to check understanding. Then play the recording twice and allow students to number each instrument. Play the recording a third time, pausing after each sound and eliciting the instrument.

3. Work in pairs to say what you know about the piano, the trumpet, and the cello.

To anticipate names and information about musical instruments, ask students to work in pairs and tell each other what they know about the piano, the trumpet and the cello. Encourage them to say how they sound and which one they like more. Elicit some similarities and differences among the instruments and write them on the board.

4. Look at the cards and answer the questions.

Through this activity, students will recognize topic, purpose and intended audience. Ask students to read the cards and say what they think they are for and who they are for. Have them go to the Glossary on page 110 to check the meaning of some words.

Differentiated Instruction

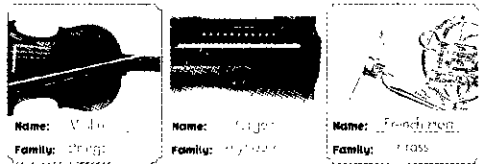
Activity 4: Monitor and check. If students are struggling, have them work with a partner to answer the questions. Help them with unknown vocabulary.

5 Read the cards in Activity 4 and write the name of the musical instrument described.

6 Work in pairs. Analyze the sections of the cards. Then decide which section on the cards match each question.

- | | |
|---|-------------|
| What kind of sound does it make? | Family |
| What do you need to do to make music on it? | Made from |
| What materials is it made from? | How to play |
| What other instrument does it sound like? | Sound |

7 In pairs, guess the musical instruments. Write the name of the instruments and the family each belongs to.



Musical Instruments Cards

Work in small groups. What is important to include on musical instrument cards? Write down important sections or topics to include.

Self-evaluation

• What different types of instruments do you know?



Unit 9 87

Achievement

Explore illustrated information cards about musical instruments.

Teaching Guideline

Organize musical instruments according to similarities.

Development

5. Read the cards in Activity 4 and write the name of the musical instruments.

Now tell students to look at the pictures on the cards and say what instruments are being described. Tell them to read the information on each card and explain anything they would like to know. Help them with vocabulary they might not know. Elicit what instrument they would like to learn to play and why.

6. Work in pairs. Analyze the sections of the cards. Then decide which section on the cards match each question.

Ask students to take turns reading questions and sections. Have them match the questions to the sections. Elicit answers with the class. Ask which section did not correspond to any of the questions.

7. In pairs, look and guess the musical instruments. Write the name of the instruments and the family each belongs to.

This activity will ask students to organize musical instruments according to similarities. Ask them to work in pairs and look at the instruments on this page and on the previous page too. Ask them which ones are similar. Tell them that similar instruments belong to the same family. Ask students to work in pairs and write the family name on each card. To provide further support, you can provide drawings or explanations of *string*, *key*, and *brass* on the board. Then elicit students' answers on the board.



Ask students to go to their **Readers**, Chapter 9 and flick through the pages to say what the story is about. Elicit some examples of instruments in the text and have them look for specific information to get them familiarized with the text.

Product: Musical Instruments Cards

In this unit, students will work up to designing and writing musical instruments cards. For this first step, put students into small groups. Ask them to decide what is important to include in musical instrument cards. Tell them to write down important sections or topics they should include. Recommend they also write any new words and illustrate them to help them remember what they mean. This activity is the first piece of evidence in this unit. Have students hold on to their work and keep their sheets safe, as they will be needed later in the unit.

Self-evaluation

Ask students to think about musical instruments that they know and write them in their book. Have them tell a classmate. Elicit musical instruments and what they like.

What do you know about the musical instruments in this lesson?

Give students enough time to look at the instruments seen in this lesson and to remember what they now know about them. Elicit answers.



Differentiated Instruction

Activity 6: Monitor and check. If students are struggling, tell them that it could help them to look for the same words in the questions and on the cards. Only *family* is not used in the question, the other headings are.

Lesson 2


Lesson 2

1. Work in pairs to describe the picture.  *Answer: musical instruments*




2. Listen and complete the sentences.  *119*

This is a piano.
 Those are drums.
 There is a trumpet behind the drums.
 There are some guitars on the wall, over there.
 There are some cellos next to the guitars.
 That is Max playing the guitar.

3. Work in pairs. Circle the words that sound similar in your first language. Do they mean the same? 

piano violin trumpet cello guitar flute

4. Listen and repeat. Underline the part of each word in Activity 3 that sounds louder. 

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Achievement

Explore illustrated information about musical instruments.

Teaching Guidelines

- Indicate names of musical instruments and some characteristics.
- Identify phrases when hearing them.
- Compare words that are similar in their L1.

Development

What is in a music room?

Divide students into small groups. Ask them to close their eyes and imagine a music room where a band practices or where a music class is taken. Ask them to describe what they can see. Monitor and provide more language needed.

1. Work in pairs to describe the picture.

To indicate names of musical instruments and some characteristics, ask them to look at the picture. Tell them to work together in pairs and try to name as many things as they can in the picture. Monitor and provide corrections related to meaning.

2. Listen and complete the sentences.  *42* 

Read the instructions out loud and then read the incomplete sentences. Explain that when describing a place, these kinds of sentences are used. Provide some examples describing your classroom. Tell them they are going to hear the description of a music room. In order to identify phrases when hearing them, play the audio and ask students to identify the information they need to complete the sentences. Play the audio again and ask them to write the missing information down. Have them go to the Glossary on page 110 to check the meaning of some words. Let students work in pairs again and compare their answers. Play the audio one more time for them to confirm their answers. Invite some volunteers to share their answers with the class.

Learning to Know *119*

Ask students to go to page 119 and read the information with them. Elicit some examples of the use of the phrases and accept any other correct examples. Give them enough time to complete the table. In the meantime, copy the table on the board with the missing information and invite some volunteers to complete it. Encourage students to use the phrases to describe their classroom.

3. Work in pairs. Circle the words that sound similar in your first language. Do they mean the same?

Read the words and ask students to repeat them after you. To compare words that are similar in their L1, ask them to work together to practice saying the words and to circle the ones that sound similar in their own language. Then elicit the words they have circled. Ask students if they think the words mean the same in both languages. To confirm their answers, they can use a bilingual dictionary.

4. Listen and repeat. Underline the part of each word in Activity 3 that sounds louder.  *43*

Ask students to listen and repeat. Then play the recording again and ask students to underline the stressed syllable as they listen. Do the first word in Activity 3 together as an example. Then play the audio again if necessary. Allow students to compare their answers with a classmate next to them. Then have some volunteers read the words out loud (using the correct stress) to check answers. You can write the words on the board and underline the syllables that are stressed if you deem it necessary.



Differentiated Instruction

Activity 2: You can provide additional support by having simple labelled drawings on the board of the instruments in the picture.

5. Work in pairs to describe the picture. Use the phrases in the box. 

There is a...
There are...
There is a...
There are...



6. Listen and make a list of the musical instruments you hear. Compare with a partner.  

There is a guitar.

There is a ukulele.

There is a...
There are...

Time to Shine!

- Can you identify the type of family each of the instruments in Activities 5 and 6 belongs to?



Reader

Which is the first musical instrument in history? (pp. 102-105)



Musical Instruments Cards

- Work in small groups. Did you learn about any new instruments in this lesson? Which instruments do you want to include on your cards? Write notes.



Self-evaluation

- Which instruments do you want to learn more about?

Unit 9 89

Achievement

Explore illustrated information about musical instruments.

Teaching Guideline

Indicate names of musical instruments


Development

What is your favorite instrument to listen to?

Ask students what instrument is in their favorite type of music. Allow students to work in small groups to tell each other before eliciting answers from the whole class. If possible, you can play some of their favorite rhythms so that they can identify the instruments.

5. Work in pairs to describe the picture. Use the phrases in the box. 

In this activity, students will indicate names of musical instruments. First, review the use of *this*, *that*, *those* and *these* by pointing and providing examples. Divide the class into pairs. Ask them to take turns describing the picture using the sentence stems and naming the musical instruments that they can see. Monitor and provide help as needed.

6. Listen and make a list of the musical instruments you hear. Compare with a partner. 

Have students listen to the song and write the instruments they can hear. Play the audio again if necessary and help with the vocabulary. Once they have finished, have them check in pairs their answers. Finally, ask for the names of the instruments out loud. Ask them whether they liked the song or not and invite them to give their reasons why.

Direct students' attention to the question in the **Time to Shine box**. Tell students to look at Activities 5 and 6 and decide the family of each instrument. Ask them to state the similarities and differences.



Discuss the question related to the text from the **Reader**. Then tell them to read pages 102-105 to find the answer. (A flute found in a cave.)

Product: Musical Instruments Cards

Have students get into their product groups and talk about the instruments they have seen in the lesson. Tell them to think about which instruments they will make cards for and write them down. Have them also write down any new words and illustrate them to help them remember what they mean. This activity is the second piece of evidence in this unit. Have students hold on to their work and keep their sheets safe, as they will be needed later in the unit.

Self-evaluation

Have students read the question out loud and think about which instruments they want to learn more about. Ask them to write them down. Have them share with a classmate. Elicit if any students want to learn about an instrument that is not that common and have them describe it.

What do you know about the musical instruments in this lesson?

Give students enough time to look at the instruments seen in this lesson and to remember what they now know about them. Elicit answers.

Differentiated Instruction

Activity 5: To make this more challenging, ask students to cover their sentences and describe the picture to a classmate.

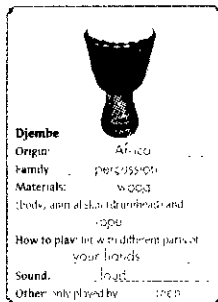
Lesson 3

Lesson 3

1 In pairs, discuss where the musical instruments are from.



Mbira
 Origin: Zimbabwe
 Family: mpingane
 Materials: wood, board, and metal (the plates)
 How to play: Press the plate with thumbs
 Sound: like bells
 Other: use in religious music



Djembe
 Origin: Africa
 Family: percussion
 Materials: wood
 (heads, arm, skin, stand) and rope
 How to play: hit with different parts of your hands
 Sound: loud
 Other: only played by men

2 Listen to the sound of the mbira. Complete the information.

The mbira is from Africa.
 It belongs to the mpingane family.
 It is made from wood and thin plates.
 You have to press the plates with your thumbs to play it.
 It sounds like bells.
 It is used in religious music.

3 Listen and check. Then listen again and repeat.

90

Achievement

Read and understand information by reading the information.

Teaching Guidelines

- Read and understand information that is read out loud.
- Find information on illustrated cards.
- Read information cards for further understanding.
- Write brief descriptions of musical instruments based on a model.

Development

What do you know about musical instruments?

Ask students to look at the pictures of the musical instruments on the previous two lessons and tell each other what they know about them.

1. In pairs, discuss where the musical instruments are from.

Ask students to work in pairs and tell each other where they think the instruments are from. Do not provide feedback at this stage, so that students have

a real reason for reading. Then allow students to read and check their answers to read and understand information that is read out loud and find information on illustrated cards.

2. Listen to the sound of the mbira. Complete the information.

In this activity, students will read information cards for further understanding and write brief descriptions of musical instruments based on a model. Explain to students that they are going to listen to the sound of this peculiar instrument. Play the track and ask them if they like the sound of it. Then play the track again and ask them to identify the information they need to complete the sentences. Give them enough time to find the missing information on the card in Activity 1 and play the track again. Allow students to compare answers with the classmate next to them.

3. Listen and check. Then listen again and repeat.

Play the track so that students can check their answers. Stop the track after each sentence to make sure students have correctly identified the missing word. Then play the track again and ask students to repeat each sentence.

Learning to Do

Ask students to go to page 119 in their Activity Books and read the information with them. Tell them to complete the instrument card individually. Ask them to first write down what they can remember. Then they can get into pairs to compare their notes and to add more information. Then tell them they can go back to page 90 to complete the information they are missing. Monitor and encourage students to communicate in English.

Differentiated Instruction

Activity 3: You can remind students of the questions from Lesson 1 that correspond to the categories on the card to help them. Use guiding questions to help struggling students. For example, *what family (stressing family) does the instrument belong to?*

- 4 Read the information out loud and complete the card about the *djembe* in Activity 1.

The *djembe* is from Africa.
It belongs to the percussion family.
It is made from wood, animal skin and rope.
You have to hit it with different parts of your hand to play it.
It makes a very loud sound.
It is only played by men in Western Africa.

- 5 Listen to the sound of the *djembe*. Which instrument do you like more: the *djembe* or the *mbira*? Tell a partner.

<p>Reader</p> <p>Which is the first percussion instrument used to make music? And what about the first stringed instrument? (pp. 104-105)</p>	<p>ICT</p> <p>Learn more about musical instruments here: https://www.ducksters.com/music.php</p>
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Musical Instruments Cards

- Look at the information cards in the first three lessons.

What topics do you want to include in an information card about musical instruments?

- Write a list of the information you want to include.

Self-evaluation

Read one of the cards out loud. Then explain the information on the card.

Unit 9 91

Achievement

Read and understand information by reading the information.

Teaching Guidelines

- Find information on an illustrated card.
- Read and understand information that is read out loud.

Development

What do you know about a *djembe*?

Ask students to guess facts about the *djembe*. Elicit where they think it is from, what family it belongs to, what it is made of, how you play it, who plays it, etc.

4. Read the information out loud and complete the card about the *djembe* in Activity 1.

Students will find information on a card and read an information card out loud. Divide students into pairs and ask them to read each sentence out loud. Tell them that after they read the sentence out loud they have to use the information from that sentence to complete a part of the card about the *djembe* on the previous page. Tell them to find that information. Monitor and offer support. You can underline key words to help struggling students.

5. Listen to the sound of the *djembe*. Which instrument do you like more, the *djembe* or the *mbira*? Tell a partner.

Play the piece of music made by the *djembe* and have students listen to it and think whether they like the sound of it or not. Encourage them to say what this type of music makes them think of and what it makes them feel. You can play Track 45 for them to listen to the sound of the *mbira* and ask them to say which one they like better. Encourage them to justify their choices.

Discuss the question related to the text from the **Reader**. Ask students to read pages 104-105 to find the answers. (Stones were the first percussion instrument; A lyre is the first-string instrument known.)

Product: Musical Instruments Cards

For this third step, put students into small groups. Ask them to discuss what kind of information they have seen so far on the illustrated cards about musical instruments. Ask them to write a list of ideas for musical instruments and information about them that they want to use for making their own illustrated cards. Monitor and provide any language needed for students to complete this activity. Add new vocabulary to the board.

This activity will be the third piece of evidence in this unit. Make students hold onto their work and keep their sheets safe, as they will be needed later in the unit.

Self-evaluation

Have students work in pairs. Tell them to take turns reading one of the cards out loud and then explain the information on the card. Elicit if there are any words they didn't understand and if they found out the meaning have them tell the class.

What kinds of things do you know about musical instruments?

Ask groups to share with the rest of the class some of their ideas for categories or elements they will include on their illustrated cards.

Differentiated Instruction

Activity 4: Help students with guiding questions to identify the key words in the sentences. Elicit the *how to play* by asking students to mime playing the instrument. Elicit what the word *religious* means and ask students to give examples from their own context.

Lesson 4

Lesson 4

1. What do you think a recycled orchestra is? Tell your group.

2. Read and listen to find out.

The Recycled Orchestra

Favio Chavez, the conductor who leads the orchestra says, "the world sends us trash, we send back music." The Recycled Orchestra is from Paraguay. The musicians are all children and teenagers from a place where most people don't have a lot of money. All the instruments in the orchestra are made from trash. There are instruments similar to violins, cellos, double basses, guitars, flutes, saxophones, trumpets and drums. They play all kinds of music: classical and traditional music, The Beatles, and film soundtracks. The orchestra has been wonderful for the kids and has helped them to learn, stay in school, travel, and be creative.



3. Use the information from the text in Activity 2 to complete the card.

The Recycled Orchestra

Origin: Paraguay
 Conductor: Favio Chavez
 Musicians: children and teenagers
 Instruments: violins, cellos, double basses, guitars, flutes, saxophones, trumpets and drums
 Music: classical and traditional music, The Beatles, and film soundtracks

92

Achievements

- Read and understand information by reading the information.
- Participate and write sentences that describe the information in a graphic.

Teaching Guidelines

- Read and understand information that is read out loud.
- Write brief descriptions of musical instruments based on a model.

Development

What instruments do you think you can make?

Elicit if students have ever tried making a simple percussion instrument, or perhaps something resembling a flute. Ask them what materials they would need to make an instrument.

1. What do you think a recycled orchestra is? Tell your group.

Ask students to guess and come up with an answer. Allow all groups to share their answers with the rest of the class before you read about the orchestra.

2. Read and listen to find out.

Ask students to read and listen to understand information that is read out loud. Play the audio and have them follow the reading. This will reveal the answer to the first question. After students have listened and read, elicit the answer and ask what *trash* means. Elicit some examples. You can play the audio again if necessary.

3. Use the information from the text in Activity 2 to complete the card.

In this activity, students will write brief descriptions of musical instruments and other music related facts based on a model. Ask them to read the text again and find the information they need to complete the card. Encourage students to try this individually. When they have completed the card they can work in pairs to compare answers. Then elicit answers and ask volunteers to write the missing words on the board.

Differentiated Instruction

Activity 3: You can write clues to help students like: *origin (where from?); conductor (name); musicians (who plays?).*

4 Rewrite the sentences using capital letters and full stops. 119

the recycled orchestra is from paraguay

the recycled orchestra is from Paraguay

favio chavez is the orchestra's conductor

Favio Chavez is the orchestra's conductor

the recycled orchestra likes to play the beatles' music

The recycled orchestra likes to play the Beatles' music

Reader

What is the ancestor instrument with a keyboard similar to the piano? (pp. 110-111)



Musical Instruments Cards

- Choose one instrument from the *Recycled Orchestra* to make an illustrated information card.
- Decide together on the information you want to include.
- Make a drawing and write the information.



Self-evaluation

- What are the important elements that you can find in information cards about music?

Unit 9 93

Achievement

Participate and write sentences that describe the information in a graphic.

Teaching Guidelines

- Revise the use of capitals and full stops.
- Propose different criteria to include on an illustrated information card.
- Suggest design for a diagram.

Learning to Learn

Have students go to page 119 and read the information in the box out loud for them. Ask students to circle examples of capital letters in the text in Activity 2. Then ask them which example talks about a person or people (Favio Chavez, The Beatles, The Recycled Orchestra) and a place (Paraguay). Elicit how we start and finish a sentence.

4. Rewrite the sentences using capital letters and full stops.

This activity will let students revise the use of capitals and full stops. Then give students enough time to rewrite the sentences using the correct punctuation and capitalization. Monitor and underline where students need to make corrections.



Ask students to read pages 110-111 in their Reader and find out which instrument is the ancestor of the piano, and what are the similarities. Ask about any other ancestors of other instruments.

Product: Musical Instruments Cards

For this step, put students into small groups of three or four. Ask them to write down the names of the people in their group, since they will work in the same group for the Product activity. This activity will let them propose different criteria to include on an illustrated information card and suggest design for a diagram. Ask students to decide together and choose an instrument from the Recycled Orchestra. Then ask them to look at their list of possible elements or topics and decide which ones they are going to include on their card. Then ask students to write some notes about the topics they have chosen and make a drawing. Once they've finished, you can ask them to share their notes with another group.

This activity will be the fourth piece of evidence in this unit. Make students hold onto their work and keep their sheets safe, as they will be needed later in the unit.

Self-evaluation

Now that they have seen more information cards about music, have students work in pairs to talk about important elements these cards have about music. Elicit some of their ideas and write them on the board.

What can you say about your favorite musical instrument?

Have students discuss the question in pairs. Monitor and encourage them to talk about their favorite instruments and music.



Differentiated Instruction

Activity 4: Write any recurring errors on the board and ask students to help you correct them.



Product and Assessing My Learning Process

Product

Musical Instruments Cards

- Work with your group to make a drawing with information about a recycled instrument.
- Use the list you made in Step 3.
- Use your ideas from Step 4
- Now work with another group
- Take turns reading the Musical Instrument Cards out loud.



Assessing My Learning Process

Peer-evaluation

Ask two classmates to tell evaluate your performance. Write yes or no and write a example or a description

My classmate . . .

read the information clearly and out loud
included interesting information
included a drawing.

Self-evaluation

Complete the sentence with your thoughts on your performance
I liked to participate in my group in the creation of the musical instrument card, because

Look back through the lessons and check what you have learned to learn, know, and do. After that you can go to page 119 again and check
In your notebook, write what you think was difficult to achieve

94

Musical Instruments Cards

In this session students will produce their final illustrated card about a musical instrument. Ask students to take out all their notes from previous steps. Divide students into the same groups as you did for Step 4. Ask them to work together to create a card by following the steps in described in their books. Then ask each group to join another group. Tell them to take turns presenting their cards and asking questions about the things they don't understand about the information being presented. Monitor and offer praise. Make note of good use of language as well as corrections to ask students to make on the board.

Assessing My Learning Process

Peer-evaluation

Read the statements together and make sure students understand them. Ask students to exchange their books to evaluate their classmates' performance.

Self-evaluation

1. Complete the sentence with your thoughts on your performance.

Discuss with students on what they liked about doing their Musical Instruments Cards in their team. Then give them some time to complete the sentence individually.

2. Look back through the lessons and check what you have learned to learn, know, and do. After that you can go to page 119 again and check.

Ask students to go to page 119 and talk about the information in pairs. Have them talk about how well they understand capital letters, phrases for giving description, and how to write information on a card about musical instruments.

3. In your notebook, write what you think was difficult to achieve.

Invite students to go through the lessons in this unit and circle the tasks they think they still need help with. Make sure to record which students need help and in which areas, so that you can design strategies to support them individually.

What do you know about musical instruments?

Have students discuss the questions in small groups. Encourage them to use the information learned in this unit.

Review

- 1 Read the information and answer the questions about it in your notebook.



Family: Strings
Made from: wood (body) and steel (strings)
How to play: player plucks strings with fingers
Sound: from very low to very high

What is it made from?
 What family does it belong to?
 How is it played?
 What kind of sound does it make?

Answers on page 95

- 2 Read and complete the card.

The harp belongs to the strings family of instruments. It's made from a wooden frame and steel strings. To play the harp, the player stands by the harp and plucks the strings with their fingers. The harp has similar sounds to a piano.



Family: strings
Made from: wood and steel
How to play: The player stands by the harp and plucks the strings with their fingers.
Sound: similar to piano

- 3 Work in pairs. Discuss five things you have learned about musical instruments.

Unit 9 95

Review

Activity 1 reviews information about instruments from Lesson 1. Ask students to work individually and answer the questions in their notebooks. Monitor and use guiding questions and key words to help struggling students. Activity 2 asks students to complete the missing information on the card without looking back in their books. Encourage them to read the text in detail. Monitor and help students locate the part of the text that contains the important information. Fast finishers can make an additional card of a different instrument or invent an instrument of their own.

Evaluation Tool

This evaluation tool is slightly different since it is a Checklist at the end of the unit. You can use the checklist or ask students to use it after they have produced their illustrated card.

Remember that this instrument helps you to focus on the important aspects involved in the creation of Musical Instruments Cards and that the activities done throughout the unit should focus on helping children achieve each one of the expected outcomes.



Evaluation Tool

Checklist

Name: _____

- There is a clear and visible heading.
- There is an adequate illustration of the instrument.
- It is easy to see what the categories or topics are.
- The card contains useful information about the instrument.
- The information on the card is complete.
- The information on the card is accurate.



Name: _____

- There is a clear and visible heading.
- There is an adequate illustration of the instrument.
- It is easy to see what the categories or topics are.
- The card contains useful information about the instrument.
- The information on the card is complete.
- The information on the card is accurate.



Name: _____

- There is a clear and visible heading.
- There is an adequate illustration of the instrument.
- It is easy to see what the categories or topics are.
- The card contains useful information about the instrument.
- The information on the card is complete.
- The information on the card is accurate.



Name: _____

- There is a clear and visible heading.
- There is an adequate illustration of the instrument.
- It is easy to see what the categories or topics are.
- The card contains useful information about the instrument.
- The information on the card is complete.
- The information on the card is accurate.

10

What Do You Celebrate?

Unit Overview

Family and Community Environment

- Communicative Activity
Exchanges associated with the environment

- Social Practice of the Language
To describe activities in a celebration or party

- Achievements
 - Listen to brief descriptions of activities in a celebration with images.
 - Understand descriptions of activities.
 - Describe activities through images.

- Audio
Tracks 48-53

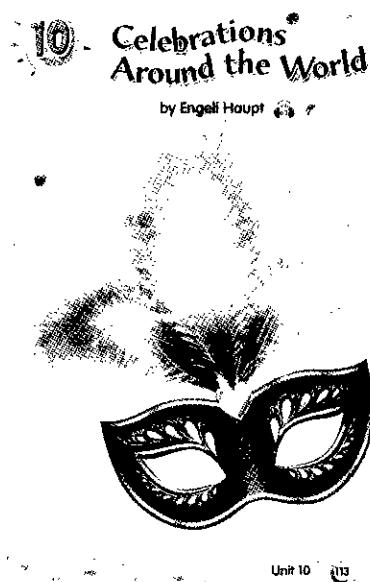
- Vocabulary
 - boring
 - cake
 - clown
 - pony
 - town

- Learning to Learn
Arranging adjectives in order.

- Learning to Know
Phrases to describe activities at parties

- Learning to Do
Describing a party or celebration.

- Reader
"Celebrations Around the World" pp. 113-124,
Track 63



- Product
Party Descriptions

- Evaluation tool
Anecdotal Sheet

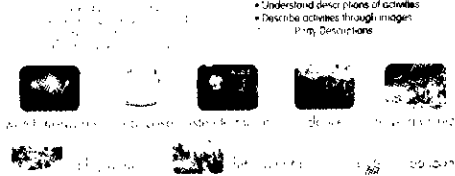
Photocopy the Anecdotal Sheet provided at the end of the unit and use it to get students to assess themselves individually at the end of the unit.

- Worksheet
As an extra activity, you can use the Worksheet on p. T123.

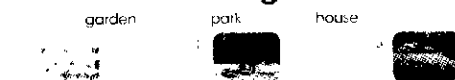
Lesson 1

10 What Do You Celebrate?

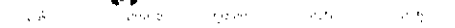
- 1 Work in pairs. What is shown in the pictures? Write the words in the box below the pictures. Then tell each other which you do to celebrate.



- 2 Work in pairs. Match the pictures with the words. Tell each other how you celebrate in each place.



- 3 Listen to the words being spelled and write them. Work in pairs and read the words. Identify three words that have the same vowel sound.



- 4 Work in pairs. Take turns to describe a picture on this page. Listen and point to the picture your classmate describes.

96

Achievement

Listen to brief descriptions of activities in a celebration with images.

Teaching Guidelines

- Anticipate theme based on key words.
- Match activities and images.
- Classify activities.
- Understand purpose and audience.
- Recognize letters by their names or common sounds.

Development

What do you celebrate?

Ask students what kinds of things they celebrate. Write a list of celebrations on the board.

1. **Work in pairs. What is shown in the pictures? Write the words in the box below the pictures. Then tell each other which you do to celebrate.**

Ask students to get into pairs to talk about the pictures, which ones they like and do when they celebrate. Have them label the pictures with the activities listed. Monitor and tell students if they wrote the incorrect description, but don't correct them yet. Elicit answers. Then ask them what they think the topic is based on the pictures.

Learning to Know 120

Have students go to page 120 in their books and work in pairs to do the activity. The aim is for students to use phrases instead of words to describe activities done at different celebrations. This can help them to communicate their ideas better. Give them enough time to do the activity and check answers as a class. If time allows, you can ask them to write the phrases in the past form in their notebooks. Refer them to the Irregular Verbs List at the end of their book.

2. **Match the pictures with the words. What activities do you do in each place?**

To classify activities, understand purpose and audience. Ask students to draw a line between the words and pictures. Elicit the difference between a garden (smaller and private) and a park. Then ask students what activities you can do in a church, garden, park, and house. Encourage them to use phrases from Activity 1. If students offer new ideas, add these on the board.

3. **Listen to the words being spelled and write them. Work in pairs and read the words. Identify three words that have the same vowel sound.**



Students will recognize letters by their names or common sounds. Ask students to listen to words being spelled and to write them. Monitor and make notes of recurring errors. Then ask students to identify words with the ei sound. Ask students to repeat the three words.

4. **Work in pairs. Take turns to describe a picture on this page. Listen and point to the picture your classmate describes.**

Model the activity. *Example: There are different colors of fireworks. Point to the picture.* Divide students into pairs and ask them to do the same. Monitor and correct pronunciation of words introduced on this page.

5. **Practice spelling and reading the words out loud. Then say which of these you associate the most with celebrations and why.**

Ask students to take turns spelling the words with a partner. Fast finishers can spell more words from the page. Then ask them to talk about which ones they associate more with celebrations and to explain why. Call on volunteers to share.



Differentiated Instruction

Activity 3: If students are struggling with how letters are said, provide a "cheat sheet" on the board. For example, A (ei), B, (bi), C (si), or go over difficult letters and get students to come up with a way to represent the sound.

3. Draw one of your favorite celebrations. Then work in pairs and say which things from the previous page are included in your drawing.

Party Descriptions

Make a list of different kinds of celebrations, activities, and things you can find at parties.

Self-evaluation
Point to and describe the drawings in this lesson. Spell two words from this lesson to a classmate.

97

Achievements

- Listen to brief descriptions of activities in a celebration with images.
- Understand descriptions of activities.

Teaching Guideline

Compare names of activities and objects.

Development

5. Draw one of your favorite celebrations. Then, work in pairs and say which things from the previous page are included in your drawing.



Tell students to draw a picture of one of their favorite celebrations. Have them include actions and things. Once they have all finished ask them to get into pairs to describe the picture and say what they are celebrating. Remind them to use phrases to name the activities done at the party. Monitor and provide help with new language. Add new words to the board. Have pairs get together with another pair to share and talk about their drawings.



Tell students to find out about celebrations in other parts of the world, by reading pages 114-123 in their **Reader**. Ask them if they know any of the ones mentioned.

Product: Party Descriptions

In this unit, students will work up to describing actions and things at parties or celebrations. In this first step, put students into small groups. Ask them to make a list of different kinds of celebrations, activities and things you can find at parties. Once they've finished, you can ask them to play Pictionary for things or Charades for actions and to help each other remember the new words. This activity will be the first piece of evidence in this unit. Have students hold onto their work and keep their sheets safe, as they will be needed later in the unit.

Self-evaluation

Have students work in pairs to look through the lesson. Ask them to take turns describing different drawings. Tell them to choose two words from the lesson each, to spell to each other. Monitor and help if necessary.

What did you celebrate lately?

Have students discuss the question in small groups. Monitor and provide help with any new vocabulary. Respond with interest to their experiences.



Differentiated Instruction

Activity 6: If students are having trouble thinking of a situation, provide situations to choose from such as a *birthday party, a wedding, a graduation, Independence Day*, etcetera.

Lesson 2

Lesson 2

- 1 Listen to descriptions and point to the pictures that describe them.



- 2 Listen again and number the pictures in Activity 1 in the order you hear them.
- 3 Are you aware of the syllables in words? Can they help you understand when you listen? Look at the words in the box. Say how many syllables each word has.

Example: birthday sounds like birth - day (2 syllables)

celebration sounds like cel - ebration (3 syllables)
fireworks sounds like fire - works (2 syllables)

- 4 Work in pairs and share a personal example of each action, thing, and place.

- 5 Work in pairs. Spell two of the words from Activity 2. Say why it is important to be able to write words correctly.

Time to Shine!

- Learn more about different celebrations around the world on <https://kids.nationalgeographic.com/search-results/?q=celebration>

98

Achievements

- Listen to brief descriptions of activities in a celebration with images.
- Understand descriptions of activities.

Teaching Guidelines

- Point to activities and objects being described.
- Match activities and images.
- Spell words out loud.

Development

What do people celebrate in your culture?

Ask students what they think the most important celebrations are in their culture. Write a list of celebrations on the board.

1. Listen to descriptions and point to the pictures that describe them.

In this activity, students will point to activities and objects being described. Play the track and monitor closely as students point to the pictures of the parties described in the audio.

2. Listen again and number the pictures in Activity 1 in the order you hear them.

To practice matching activities being described with images, ask students to listen to each description and match it to the correct picture. Play the track twice if necessary. Then elicit answers.

3. Are you aware of the syllables in words? Can they help you understand when you listen? Look at the words in the box. Say how many syllables each word has.

Read the first two questions aloud and have students talk about the answers in pairs. Elicit some of their ideas. Then, ask them to take turns saying the words and how many syllables each word has. Call on volunteers to say the words for the class to check.

4. Work in pairs and share a personal example of each action, thing, and place.


Ask students to work in pairs and talk about the actions, things, and places in Activity 3. Tell them to share something they experienced with each of them. Have them take turns sharing one of their partner's experiences with another pair. Call on volunteers to share some of their experiences with the class.

5. Work in pairs. Spell two of the words from Activity 2. Say why it is important to be able to write words correctly.

In this activity, students will spell words out loud in pairs using the list provided in Activity 2. Monitor and offer corrections if any letters are not said correctly. Then, have students discuss why it is important to write words correctly. After a few minutes elicit their ideas. Finally, if you have Internet access, allow students to explore some information about celebrations around the world suggested in the **Time to Shine box**. If not, encourage students to read more about the topic at home.

Differentiated Instruction

Activity 3: If necessary, model the clapping activity again for students to do it after you. To practice more, choose words from the lesson to divide them into syllables.

5. **Work in pairs. Listen again and read. Complete the sentences together. Then explain each situation in your own words.** 

My uncle got _____ There were lots of people. We went to a _____ Then we went to a big _____ for the party. There was a _____ We all _____ It was my _____ party. There was a big _____ We went to the _____ We had a _____ We played _____ I celebrated Independence Day with my family. We went downtown to watch the _____ and listen to _____ to _____

7. **Work in small groups. Share your experiences of weddings, birthday parties or national celebrations.**

Reader

What activities are done during April Fool's Day? And on the International Friendship Day? (pp. 117, 120)



Party Descriptions

Work in small groups. Say what words or phrases you learned in this lesson that will help you describe celebrations.

Write important words and phrases and illustrate them to help you remember their meanings. Draw pictures to represent the words you wrote in Step 1.

Self-evaluation

Say in your own words what you understood about a celebration or event described in this lesson.





Achievement

Describe activities through images.

Teaching Guideline

Complete expressions to describe celebrations.

Development

6. **Work in pairs. Listen again and read. Complete the sentences together. Then explain each situation in your own words.**  

Tell students to read the text. Have them get into pairs to go over the text together and identify the missing information. Tell students to listen to the audio and complete the description. Play the track a few more times to help students fill in all the blanks. Check answers with the whole class. Then, ask pairs to describe the situations in their own words. Monitor and help if necessary.

7. **Work in small groups. Share your experiences at weddings, birthday parties or national celebrations.**

Have students work in small groups. Ask them to think about celebrations they remember and share them with the group. Encourage them to say what they liked or didn't like. Call on volunteers to share an experience with the class.



Ask students to read pages 117, 120 in their **Reader** and find the activities done during the celebrations in the questions.

Product: Party Descriptions 

In this second step, put students into small groups. Ask them to think about words and phrases they learned to help them describe celebrations. Encourage them to share them with the group and write them down. This activity is the second piece of evidence in this unit. Have students hold on to their work and keep their sheets safe, as they will be needed later in the unit.

Self-evaluation

Have students think about a celebration or event from the lesson and describe it to a classmate. Call on volunteers to say what they can about some of the celebrations or events.

What did they celebrate?

Ask students to try and remember what the people from the parties described in Activity 6 were celebrating. Write key words on the board.



Differentiated Instruction

Activity 6: You can write the answers but in a scrambled order on the board, so that fast finishers can check their answers.

Lesson 3

Lesson 3

1. Listen and complete the text with the words in the box.

I loved the party. It was a lot of _____ First, there was a _____ chocolate cake. It was also _____. We played a lot of _____ video games. There were many balloons and everything in the garden was green and purple. It looked _____.

2. Circle the picture that is described in Activity 1.



3. Why do we say some words more loudly than others? Listen again and underline the words that are stressed.

4. Match the sentences that mean the same.

We played a lot of exciting video games.	It was a lot of fun.
The garden looked beautiful.	There was a big chocolate cake.
I had a lot of fun.	
We had a big chocolate cake.	
The video games were exciting.	
There were beautiful green and purple balloons in the garden.	

100

Achievement

Understand descriptions of activities

Teaching Guidelines

- Analyze how to describe activities and objects.
- Experiment with alternative descriptions.
- Check the meaning of new words.
- Contrast some features of pronunciation.

Development

What are your celebrations like?

Encourage students to describe the celebrations or parties they go to. Write new adjectives on the board.

1. Listen and complete the text with the words in the box.

Students will analyze how to describe activities and objects. Ask them to listen and write the words they hear from the box in each space. Elicit the meanings of the adjectives.

2. Circle the picture that is described in Activity 1.

Check the meaning of new words. Ask students to read the text again and decide which picture matches the text in Activity 1. You can ask guiding questions to eliminate some of the pictures. For example, *What colors are the balloons? What kind of cake is there?*, etc.

3. Why do we say some words more loudly than others? Listen again and underline the words that are stressed.

Ask students to listen for words that are stressed in the audio and play the track. Elicit any they can remember. Tell students to listen again and underline the words that are stressed. Play the track again. In pairs, have them look at the stressed words and say why they think they are emphasized. Elicit their ideas. Tell them to take turns saying the sentences with the stressed words. Monitor.

4. Match the sentences that mean the same.

Get students to experiment with alternative descriptions by matching the sentences that mean the same.

To extend this activity, you can ask students to go back to their drawings in Lesson 1 and to use some of these sentences to describe their drawings.

Learning to Learn 120

Ask students to look at examples from the text and tell you if the describing word or the thing comes first in English. Then read with them the information on page 120 in their book to confirm. Elicit more examples and write them on the board.

Differentiated Instruction

Activity 3: Some students might find it hard to identify features of pronunciation. Provide visual clues to help them, like raising your hand, or even making a tapping sound on the desk.

Rewrite the sentences so they mean the same. Use the words in the box.

I didn't have that much fun.
It was
The cake was so good.
The kids were so
We played board games.
The games were
There was a lot of vanilla cake.
We had a



What celebration is traditional in Mexico?
Can you add a meaning to the sentences in #1?

Party Descriptions

Practice describing different activities and things at parties.
Make notes to help you.

Self-evaluation

Describe the activities and objects at the kind of party you like most.



101

Achievement

Describe activities through images.

Teaching Guideline

Practice describing activities and objects.

Development

5. Rewrite the sentences so they mean the same. Use the words in the box.

Students will practice describing activities and objects. Ask students to first try to complete the sentences individually. Have them go to the Glossary on page 110 to check the meaning of some words. Monitor and provide students one word at a time to help them find the examples in Activity 4. Elicit the answers on the board. You can extend this activity by putting students in pairs and asking them to describe another celebration using some phrases from this page.



Ask students to read 121 in their **Reader** and find the name of the Mexican celebration described. Encourage them to add more details to the description and discuss them as a class.

Product: Party Descriptions

For this third step, put students into small groups. Ask them to practice describing different activities and things at parties and celebrations. Tell them to make notes on a piece of paper. Once they've finished, they can compare their notes with another group to share ideas. This activity will be the third piece of evidence in this unit. Make students hold onto their work and keep their sheets safe, as they will be needed later in the unit.

Self-evaluation

Ask students to work in small groups to talk about the activities and objects found at the kind of party they like most. Encourage them to include why they like them. Ask them to write down what they like.

What was your last birthday party like?

Have students describe the questions in small groups. Encourage them to use adjectives to describe the activities and the things at the party.



Differentiated Instruction

Activity 5: Try to help students by only providing the next bit and then eliciting and asking students to try and complete the sentence.

Lesson 4

Lesson 4

1. Work in pairs. Look at the different kinds of birthday parties. Describe the pictures.



1. Dancing

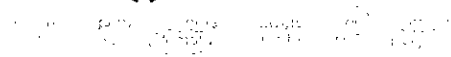


2. Eating



3. Singing

2. Listen and complete the descriptions in Activity 1.
3. Listen again and match each sentence with the parties in Activity 1. Write the number next to each sentence.
1. It was the best birthday party!
 2. I think I'm too old for it now.
 3. It was so much fun!
 4. I just wanted to go home.
 5. It was great!
 6. It was delicious, too.
4. Listen to the words. Circle the words that have the same sound as *go*. Think of more words with the same sound and share them with a classmate.



102

Achievement

Describe activities through images.

Teaching Guidelines

- Use expressions to describe activities and objects with visual aids.
- Practice pronunciation of words in descriptions.

Development

How do you want to celebrate?

Elicit students' favorite party ideas. Ask them how easy they think it will be to plan the party they want and what they would need.

1. Work in pairs. Look at the different kinds of birthday parties. Describe the pictures.

Students will use expressions to describe activities and objects with visual aids. Ask students to look at the pictures and to take turns describing the parties with a partner. Monitor and provide help if needed.

2. Listen and complete the descriptions in Activity 1.

Students will use expressions to describe activities and objects with visual aids. Ask students to listen and write one word in the space provided in Activity 1 to describe each party. Have them go to the Glossary on page 110 to check the meaning of some words. Ask students to compare their answers with their partners. Invite some volunteers to share the answers and ask them to spell their words. Write them on the board.

3. Listen again and match each sentence with the parties in Activity 1. Write a number next to each sentence.

Ask students to read the statements in the activity. Play Track 52 again in Activity 4. Ask them to write the number of the party picture in Activity 1 to say which party each statement belongs to. Play the audio again if necessary. Check answers as a class.

4. Listen to the words. Circle the words that have the same sound as *go*. Think of more words with the same sound and share them with a classmate.

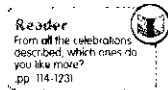
Tell students they have to guess the sound you're making. Mouth the /oh/ sound silently, exaggerating the movement. Then ask them if it is the same or a different sound to the sound in *go*. Have them try the /oh/ sound isolated and then in the word *go*. Play the audio and ask students to circle words with the same /oh/ sound. Play the track as many times as necessary. Check answers as a class and have students practice pronunciation by repeating the words out loud. Have students work in pairs to think of more words with the same sound and write them down. Ask them to compare with another pair. Elicit the words.

Differentiated Instruction

Activity 4: If students need help, stop the audio after each word and help them isolate the vowel sound. For example, *po - oh ny-i*.

5. Describe the party you want for your birthday.

- It is
- There is
- There are
- We can



Party Descriptions

- Choose two different celebrations or parties.
- Write down words you are going to use to answer these questions: Where did you go? What did you do? Who / What was there? How was it? Practice describing the celebrations.



Self-evaluation

Describe two different parties or celebrations. How can you talk about where it was, what you did, what and who there was, and what it was like?

103

Achievement

Describe activities through images.

Teaching Guideline

Use expressions to describe characteristics of parties.

Development

5. Describe the party you want for your birthday.



Put students into small groups. Ask them to make a list of ideas for parties. Then tell them they are going to think about what they want to do for their next birthday party and make notes. Let them do this part individually. Give them enough time to plan and write their ideas down completing the sentences in the activity. Monitor and answer any questions or provide any vocabulary needed. Encourage them to use expressions to describe the characteristics of the party. Then ask students to share their idea within their groups.

Learning to Do 120

Arrange students into small groups. Ask them to share the description about the birthday party they want. Before they do this, ask them to go to page 120 in their book and read the information with them. Tell them to include the elements in the list while sharing their descriptions. Give them enough time for sharing.



Ask students to finish reading the text in their **Reader**. Then, ask them to discuss in groups of 3 which celebrations they liked the most and why. Write the answers on the board to see which is the most popular celebration among the students.

Product: Party Descriptions

For this fourth step, put students into groups of four. Ask them to choose two different parties or celebrations. Ask them to make notes about the characteristics of the parties answering *where*, *what*, *who*, and *how*. When they have finished making notes in their groups, tell them to get into pairs to practice describing the parties.

This activity will be the fourth piece of evidence in this unit. Make students hold onto their work and keep their sheets safe for the Final Product session.

Self-evaluation

Have students think about two different parties or celebrations. Ask them to write down the place, what they did, the people, and what it was like. Ask them to get into pairs to tell each other about the celebrations. Monitor.

What's your favorite celebration party?

Elicit from students which is their favorite celebration. Encourage them to say why they like that celebration and what makes it special for them.



Differentiated Instruction

Activity 5: You can provide a model and more clues in the spaces to scaffold this activity. For example: *It is exciting and loud.* (describing words) or *It is a painting party?* (thing) *There is a lot of paint.* (thing) *There are t-shirts and other things.* (thing) *We can paint and eat and listen to music.* (actions)

Product and Assessing My Learning Process

Product

Party Descriptions

- Work in pairs.
- Use your notes from Step 4.
- Practice describing your two parties.
- Now work with another pair to form a new group.
- Take turns to tell each other about your two parties.
- Listen and write down the activities and things the others talk about.

Assessing My Learning Process

Peer-evaluation

Ask a classmate to complete the comments below.
My classmate

described different types of parties, including
described different activities done at parties, including
used words to describe those activities, including
I thought their descriptions was

Self-evaluation

Which aspects of celebrations and parties can you describe?
What words can you use to describe them?
Look back through the lessons and check what you have learned
to learn, know, and do. After that you can go to page 120 again
and check.
In your notebook, write what you think was difficult to achieve.



Assessing My Learning Process

Peer-evaluation

Read the statements together and make sure students understand them. Ask students to exchange their books to evaluate their classmates' performance.

Self-evaluation

1. **Which aspects of celebrations and parties can you describe? What words can you use to describe them?**

Before working in pairs, ask students to think about what they can describe about parties and celebrations and what words they can use to describe them. Have them share with a classmate.

2. **Look back through the lessons and check what you have learned to learn, know, and do. After that you can go to page 120 again and check.**

Ask students to go to page 120 and talk about the information in pairs. Have them say how well they can use them. Tell them to look through the lesson, find something they liked and describe it.

3. **In your notebook, write what you think was difficult to achieve.**

Invite students to go through the lessons in this unit and circle the tasks they think they still need help with. Make sure to record which students need help and in which areas, so that you can design strategies to support them individually.

What do you celebrate?

Ask students if they can say more now about what they celebrate. Ask them what they think the most important celebration is and how they would explain it to someone from a different country.

Party Descriptions

In this session, students will work in new pairs. Ask them to use their notes from Step 4 to describe the two parties or events that they worked on with their group. Monitor and offer help where needed. Make sure to praise everyone's efforts.

After everyone has had a chance to describe their events, join two pairs together to form new groups of four. Ask students to take turns describing their events, but this time they need to take notes and write down some key words (activities and things) of other's descriptions as they listen.

Review

Write as many words as you can to describe the actions and things in the pictures.



- Work in pairs. Describe the pictures.
- What do you always celebrate with your family? Make notes of the most important words.

- Work in small groups. Tell each other about your family celebrations.

105

Review

In the first activity ask students to write as many words as they can to describe the actions and things they see in the pictures.

Then ask students to work in pairs in Activity 2. Tell them to describe the pictures.

In the third activity, students think about family celebrations and write the most important words in the box. This is to assess the vocabulary they remember from the unit and prepare them for the last activity.

In the final activity, again, have students work in pairs to talk about their family celebrations. Encourage them to use the words they have written to give a better picture of what they are like. Monitor and offer corrections or reminders of key language used in this unit.

Evaluation Tool

This evaluation tool is slightly more qualitative. Make sure to use it throughout the unit, a space has been provided for each lesson.

Here are some possible situations you could observe in each lesson. Make sure you write down an observable behavior for each situation. What did the student write / draw / say / ask / act?

Lesson 1

- Identify activities and things found at parties.
- Identify words being spelled.
- Match images and activities or things.

Lesson 2

- Matching or pointing to images being described.
- Repeating words and clapping to identify syllables.
- Completing a description of different celebrations.

Lesson 3

- Identify different expressions used to say the same things.
- Identify describing words.
- Rewrite sentences to mean the same.
- Making notes to describe activities and things at parties.

Lesson 4

- Matching speakers with what they say about a party.
- Describing a party they would like to have.
- Identifying sounds that are the same.
- Describing different celebrations or parties.

Your interpretation is an assessment of learning outcomes. How well do you think the learner is able to achieve the outcomes? Can they do this well? Do they need support with this?

Reflect on how you can provide more support for learners who have not achieved all desired outcomes.



Evaluation Tool

Anecdotal Sheet

Name: _____

Lesson 1	
Description of the Situation	Interpretation
Lesson 2	
Description of the Situation	Interpretation
Lesson 3	
Description of the Situation	Interpretation
Lesson 4	
Description of the Situation	Interpretation



Name: _____

Lesson 1	
Description of the Situation	Interpretation
Lesson 2	
Description of the Situation	Interpretation
Lesson 3	
Description of the Situation	Interpretation
Lesson 4	
Description of the Situation	Interpretation

Audio Scripts

UNIT 1

What do you know will happen?

TRACK 2

Listen to a mom and her son on an important day. Decide together who says or does each phrase or action; the mom or the boy.

MOM: Good morning!

JOHN: Eh, hi?

MOM: Happy birthday!

JOHN: Can I please have my present?

MOM: What present?

JOHN: I can see it behind your back!

MOM: Here you go!

JOHN: I hope it's a video game! Wow! It's great... a video game!

MOM: Do you like it?

JOHN: I love it! Thanks, mom!

MOM: You're welcome, sweetie. Happy Birthday!

TRACK 3

Work in pairs. Tell each other which picture you would like as a present. Listen and decide together what each child expects.

1. BOY: I really hope I'll get an old camera. I love taking pictures.
2. GIRL: I hope I'll get a puppy!
3. GIRL: I think I'll get a backpack. I really like this blue one.
4. GIRL: I hope my parents will give me a guitar. I'll play every day.
5. BOY: I hope I'll get a bicycle! All my friends have bikes.
6. BOY: I think I'll get a board game.

TRACK 4

Listen and check. Underline the words that are stressed. Then practice reading the message.

BOY: Hi!

How are you?

I hope it's not too late. I hope this message doesn't wake you up.

Are you going to the park on Saturday? I hope so! I think I will.

See you tomorrow.

Call me!

TRACK 5

Listen and imitate the intonation.

BOY 1: I don't think I'll swim.

BOY 2: Me neither!

GIRL 1: I hope this one is good, too.

BOY 1: Me too!

GIRL 2: I hope we don't have a new teacher.

BOY 2: Me too!

UNIT 2

What Can You Sing in English?

TRACK 6

Listen to the song. Choose the word that describes how it makes you feel.

My Bonnie is Over the Ocean

My Bonnie is over the ocean,

My Bonnie is over the sea,

My Bonnie is over the ocean,

Oh, bring back my Bonnie to me...

Bring back, bring back,

Oh, bring back my Bonnie to me, to me!

Bring back, bring back,

Oh, bring back my Bonnie to me.

TRACK 7

Listen and repeat. Circle the words that end in the same sound. Say the sound.

sea

me

ear

Bonnie

happy

hi

he

TRACK 8

Listen and read. Is there a word you don't know?

Complete the question about the word. Ask a classmate for the meaning and make a drawing to explain the words meaning.

Be Happy, Don't Cry

I wrote a little song for you,

I think you'll like it, I really do,

Be happy, don't cry.

Problems come and problems go,

It's something that I know.

Be happy, don't cry.

Be happy,

Just be happy, don't cry,

Be happy,

Happy feels better, yeah!

Be happy, don't cry.

Audio Scripts

TRACK 9

In pairs, read the first verse. Complete the second verse following the pattern. Listen to the song.

Oh, Where Have You Been?

Kitty cat, kitty cat, where have you been?
I've been to London to visit the Queen.
Kitty cat, kitty cat, what did you do there?
I caught a mouse that was under her chair.
Puppy dog, puppy dog, where have you been?
I've been to Paris to visit the King.
Puppy dog, puppy dog, what did you do there?
I caught a cat that was under his chair.

TRACK 10

Listen to and read the song. Fill in the table. Then tell each other if you know any other similar words.

The Muffin Man

Oh, do you know the muffin man,
The muffin man, the muffin man?
Do you know the muffin man,
Who lives just down the lane?
Yes, I know the muffin man,
The muffin man, the muffin man.
Yes, I know the muffin man,
Who lives just down the lane.

UNIT 3

What Can I Explain to Make?

TRACK 11

Listen and read. Circle the text that lists the things you need to make a pinwheel. Circle the instructions.

Make a Pinwheel

Materials:

- a printed worksheet
- scissors
- a pencil
- a drawing pin

Instructions:

1. Use scissors to cut the lines marked on the printed worksheet
2. Use the drawing pin to make a hole in one corner of each triangle, and one in the middle of the paper.
3. Fold each corner into the center, on top of each other.
4. Push the drawing pin through the corner holes and the center hole.
5. Put the drawing pin with the paper on top of the pencil.
6. Blow your pinwheel and watch it turn.

TRACK 12

Listen to and read about a different idea of something you can make with a shoe box. Which question and answer talk about the other materials needed?

BOY: I have a shoebox. What can I make?
GIRL: Make a foosball table!
BOY: What do I need?
GIRL: The box. You also need four long wooden sticks or pencils, wrapping paper, five clothespins for each team, a marker, a ruler, glue, paint and a ping pong ball.

TRACK 13

Work in pairs. Discuss why pronunciation is important when giving instructions. Then listen and repeat.

Match the words that have the same sound. There is one extra word.

wooden
five
ping pong
wrapping
drawing
wheel
have

TRACK 14

Listen and repeat. Underline the part of the word that is louder.

table
marker
ruler
pencil
wooden
clothespin

TRACK 15

Listen to words from the instructions and write the missing letters. Check in pairs. How are these letters pronounced? Do you know any other words with the same sounds?

what
where
wheel
the
clothespin
them

Audio Scripts

UNIT 4

What Ad Do You Want to Write?

TRACK 16

Work in pairs. How many words can you remember from the ad? Take turns joining the fragments on the left to the fragments on the right to form words. Then listen and check.

dinosaur
included
different
magazine
competition
natural

TRACK 17

Read and listen. Check the message.

Pets are for life, not just for Christmas.

Puppies are sweet! Kittens are cute!
They are not little forever.
Pets need: food and water; exercise; a safe place to live;
love and attention.

TRACK 18

Work in pairs. Circle the letter that has the /k/ sound like in class. Listen, check, and repeat. Say why pronunciation and spelling are important in ads.

kitten
cute
cannot

UNIT 5

What Story Can You Tell?

TRACK 19

Listen and read. Match the pictures in Activity 1 with the text.

The Lion and The Mouse

Once upon a time, a mouse was running in the jungle when he woke the lion up. The lion was angry.
"Please don't hurt me. I'll help you one day!" said the mouse.
"Ha, ha, ha," the lion laughed. "How can you help me?" he thought and let little mouse ran away.
A few days later, the lion was in trouble. He was caught in a net. He was angry and made a lot of noise.
The mouse heard the lion and went to help him. He bit through the net, so the lion could get free.
"You laughed when I said I would help you. Now you see a mouse can help a lion."
It is always good to be kind.

TRACK 20

Underline the words used to describe the characters in Activity 4. Listen and repeat.

small
big
strong
scared
angry
kind

TRACK 21

How much of the story did you understand? Listen again and underline the words you know. Ask a classmate about the words you don't know.

The Fox and The Goat

Once upon a time, a fox fell into a well. He couldn't get out.
A goat came and asked if the water was good. He was thirsty.
"It's the best water. Come in and have some," the fox replied.
The thirsty goat jumped in and started drinking. The fox jumped on the goat's back and got out of the well.
The goat saw that he was in trouble. He couldn't get out of the well.
"You must think about how you are going to get out before you jump in," said the fox.
Think before you jump.

TRACK 22

How does the story start? Listen, repeat, and complete. Why do you think so many stories start with this phrase?

Once upon a time, ...

TRACK 23

How does the story end? Listen, repeat, and complete. What do you think about the story's message?

Think before you jump.

TRACK 24

Listen and number the pictures in order.

The Dog and His Reflection

Once upon a time, a dog was running home with a bone. He was running as fast as he could. He walked over a bridge on a river and saw himself in the water. He thought, "Look, a dog with a bigger bone!" He dropped his bone and jumped into the river to take the other dog's bone.
He lost his bone and swam sadly out of the river

Audio Scripts

TRACK 25

Listen to the story and check your answers in Activity 2.

The Hare and The Tortoise

Once upon a time, a hare was laughing at a tortoise. "Do you ever get anywhere? You're so slow," the hare said.

"Yes," said the tortoise, "I'm faster than you think. Let's run a race and you'll see."

The hare thought it would be fun.

So, they ran a race. The hare ran fast, and when he couldn't see the tortoise he decided to take a nap.

The tortoise was slow, but he kept running until he was near the finish line.

The hare woke up and ran as fast as he could, but tortoise won the race.

The fastest person doesn't always win.

UNIT 6

What Do You Want to Know About?

TRACK 26

Listen to the quiz and circle the correct answers.

Welcome to the Science Hour! Now it's time for the quiz answers.

Question number one: Where do lions live?

The answer is c.

There are lions in Africa and Asia

Question number two: How many chickens are there in the world?

There are many more chickens than humans!

The answer is a: nineteen billion.

Question number three: What does a monkey eat?

Well, it's not just bananas. The answer is c.

Monkeys eat fruit, vegetables and meat.

Question number four: What is the biggest animal?

The biggest animal lives in the sea. It's the blue whale.

They are twenty times as big as elephants.

Question number five: why do cats sleep so much?

The answer is b.

They need to rest, so they have energy to catch their food.

And our last question, when do most birds sing?

The answer is a. Many birds start singing as early as 4:00 am. That's early!

TRACK 27

Listen and complete the questions that the science projects are about.

We are happy to announce this year's science fair winners. In fourth place, we've got: How much sugar is in soda? You don't want to know!

Then, in third place, Why doesn't the balloon pop? A very interesting project.

In second place, Are elephants scared of mice? And yes, they are!

And finally, the winner is:

How do you make a cloud in a bottle? Well done, everyone.

TRACK 28

Listen, repeat, and answer the question.

How do you make a cloud in a bottle?

Why doesn't the balloon pop?

Are elephants scared of mice?

What is in soda?

TRACK 29

Listen and repeat.

How does electricity work?

How many types of trees are there?

Where are llamas from?

When do bears wake up after winter?

UNIT 7

What Do You Need?

TRACK 30

Listen to the conversation. Circle the pictures of the objects that are mentioned.

ELLEN: Hi, Tom!

TOM: Hello, how are you?

ELLEN: I'm OK, and you?

TOM: I'm not great. I don't know where my pencil bag is.

ELLEN: Oh no!

TOM: Yes, and I've got a test after the break... Can I borrow a pencil, please?

ELLEN: Sure. Here you go.

TOM: And I need an eraser.

ELLEN: Let me see. Sorry, I don't have one. I think Sue has one.

TOM: OK. Thanks for the pencil! See you later.

ELLEN: Good luck! Bye!

TRACK 31

Why is pronunciation important when expressing wishes? Listen and analyze how these letters are pronounced.

pencil
eraser
test
is
please
sorry
has
see
yes

TRACK 32

Listen to the conversation and complete their order.

CHILD 1: Excuse me, sir...
WAITER: Good afternoon. Are you ready to order?
CHILD 1: Yes, I'd like the fish and chips, please.
WAITER: One fish and chips.
CHILD 2: Can I have fish and chips, too?
WAITER: Two fish and chips.
CHILD 3: They can have fish and chips. I want a burger, please.
WAITER: Two fish and chips and one burger. Do you want anything to drink?
CHILDREN 1, 2, 3: Water, please.
WAITER: Three glasses of water. Do you need anything else?
CHILD 2: I need a napkin. Look at my shirt!
CHILDREN 1, 2, 3: Ha ha ha!

TRACK 33

Listen and repeat. Pay attention to how their voices go up and down.

CHILD 1: Yes, I'd like the fish and chips, please.
CHILD 2: Can I have fish and chips, too?
CHILD 3: They can have fish and chips. I want a burger, please.
CHILD 2: I need a napkin. Look at my shirt!

TRACK 34

Listen and repeat. Which words have the same sounds?

need
napkin
chips
please
water
burger

TRACK 35

Listen and match each conversation with an action.

Conversation 1

BOY: I'd like a chocolate, please ma'am.
WOMAN: Sorry?
BOY: I'd like a chocolate, please.

Conversation 2:

GIRL: Excuse me, sir. Can I have the red notebook with the flowers on it?
MAN: The red...?
GIRL: Can I have the red notebook with the flowers on it, please?

Conversation 3:

BOY: I want the card game, please sir.
MAN: Do you mean Uno?
BOY: Yes, please.

TRACK 36

Listen and check your answers.

SALESPERSON: Good morning, Miss. Do you need anything?
GIRL: Hi, Sir. Can I have a newspaper, please?
SALESPERSON: Sorry?
GIRL: I'd like a newspaper, please.
SALESPERSON: Here you go. Anything else?
GIRL: No, thanks.
SALESPERSON: Goodbye, Miss.
GIRL: Bye!

UNIT 8**How Do You Want To Read The Story?****TRACK 37**

Listen and choose the best title for the story.

Once there was a girl called Aiko.
Aiko and her mom got home from school. It was raining.
"Let's take off our shoes," said her mom.
"I don't want to, it's cold!" Aiko complained.
Her mom took off her shoes, and put on some slippers, but Aiko went inside the house with her shoes on.
"Let's eat!" said her mom.
They sat down on the tatami mats and ate their miso soup. Aiko was uncomfortable and her shoes made the mat dirty.
"I'm sorry," said Aiko and took off her shoes.
After they finished their meal, Aiko helped her mom to clean the floor. "Now it's clean for tonight's dinner!" said her mom.

Audio Scripts

TRACK 38

Listen and read. When there is a sound in the story that is not in the text, draw a star.

The Seven Brothers

Once upon a time there was a couple who found seven pearls and ate them. They then had seven sons. Each son had a special ability. The first son could see very, very far. The second son could hear very, very far. The third son was very, very strong. The fourth son could fly. The fifth son was smart and had a strong head. The sixth son had a big mouth and could blow the wind. The seventh son could cry a river. One day, the enemy came to the brothers' town. "I'll fight them," said the first brother. He tried, but he could not win. "I'll fight them," said the second brother. He tried to fight them too, but he could not win. Every brother tried, but no one could make the enemy go away. Then, the brothers decided to fight together. "We will fight them!" They said, and they fought and won. They learned that together they were stronger.

TRACK 39

Listen, read, and answer the questions.

A Tooth On The Roof

Once there was a girl called Maylin.
"Mom, my tooth is loose!" said Maylin.
"Is it ready to come out?" asked Mom.
Maylin took her tooth and pulled it. It came out.
"Look, my tooth!" she shouted.
"Let's throw it on the roof," said Mom.
They went outside to the garden, where Maylin could throw it on the roof.
"Make a wish!" said Mom.
She threw her tooth and made a wish.
"Let's hope the new one grows soon," said Mom.
Maylin made a wish and she was happy.

TRACK 40

Listen to the story and complete the sentence.

Jabu And The Lion

Once there was a brave boy. His name was Jabu. He looked after his family's cows.
One day a lion was caught in a trap.
"Please help me!" the lion cried.
Jabu felt sorry for the lion.
"If I help you, will you promise not to eat me?" Jabu asked the lion.
"I promise!"
Jabu helped the lion out of the trap.
When the lion was free, he became hungry.
"You look delicious," he said to Jabu.
"You promised not to eat me, Jabu told the lion, "and promises should not be broken. Ask the jackal!"
The dishonest lion told the jackal what happened. The jackal didn't believe that the King of the animals was in a trap. He was surprised
"It's true. We can show you," said Jabu.
Jabu asked the lion to go to the trap so they could show the jackal what had happened.
The lion got caught in the trap again, but this time Jabu didn't help him.

UNIT 9

What Do You Know About Musical Instruments?

TRACK 41

Listen and number the musical instruments you hear.

1. CELLO MUSIC
2. GUITAR PLAYING
3. NOTES ON FLUTE
4. PIANO MUSIC
5. NOTES ON TRUMPET
6. VIOLIN PLAYING

TRACK 42

Listen and complete the sentences.

NARRATOR: This is our music room. It is where we have band practice.

This is a piano. Those are some drums. There is a blackboard behind the drums. There are some guitars on the wall, over there. There are some recorders next to the guitars. That is Max playing the trumpet.

TRACK 43

Listen and repeat. Underline the part of each word in Activity 3 that sounds louder.

piano
violin
trumpet
cello
guitar
flute

TRACK 44

Listen and make a list of the musical instruments you hear. Compare with a partner.

TRACK 45

Listen to the sound of the *mbira*. Complete the information.

The Mbira is from Africa.
It belongs to the linguaphone family.
It is made from wood and thin metal plates.
You have to press the plates with your thumbs to play it.
It sounds like bells.
It is used in religious music.

Track 46

Listen to the sound of the djembe. Which instrument do you like more: the djembe or the mbira? Tell a partner.

Track 47

Read and listen to find out.

The Recycled Orchestra

Favio Chavez, the conductor, who leads the orchestra says, "The world sends us trash, we send back music." The Recycled Orchestra is from Paraguay. The musicians are all children and teenagers from a place where most people don't have a lot of money. All the instruments in the orchestra were made from trash. There are instruments similar to violins, cellos, double basses, guitars, flutes, saxophones, trumpets and drums. They play all kinds of music: classical and traditional music, the Beatles, and film soundtracks. The orchestra has been wonderful for the kids and has helped them to learn, stay in school, travel and be creative.

UNIT 10

What Do You Celebrate?

TRACK 48

Listen to the words being spelled and write them.

C-A-K-E, cake
D-A-N-C-E, dance
G-A-M-E-S, games
M-U-S-I-C, music
P-L-A-Y, play

TRACK 49

Listen to descriptions and point to the pictures that describe them.

- 1 My uncle got married. There were lots of people. We went to a church. Then we went to a big garden for the party. There was a band. We all danced
- 2 It was my birthday party. There was a big cake. We went to the park. We had a picnic. We played ball.
- 3 I celebrated Independence Day with my family. We went downtown to watch the fireworks and listen to music.

TRACK 50

Listen, repeat, and clap to show the syllables.

danced
garden
party
played
center
fireworks
listen

TRACK 51

Listen and complete the text with the words in the box.

I loved the party. It was a lot of fun. First there was a very big chocolate cake. It was also delicious. We played a lot of exciting video games. There were many balloons and everything in the garden was green and purple. It looked beautiful.

TRACK 52

Listen and complete the descriptions in Activity 1.

1. I went to a boring face painting party. I'm scared of clowns, so I didn't like the party at all. There were two clowns! It was terrible. And I don't like face paint. I think I'm too old for it now. It looked like some other boys were having fun, but I wasn't. I just wanted to go home.
2. I went to a pizza making party. It was so much fun! I love pizza and my mom never lets me help her in the kitchen. I loved making my own pizza. We could put anything on that we wanted. I put a lot of cheese and tomato on my pizza. It was delicious too.
3. When they told me the party was with animals, I thought maybe rabbits and chickens... but there was a pony! It was great! It was a pony painting party. We painted the pony with lots of different colors. Then we took pictures and we cleaned it. It was the best birthday party!



Audio Scripts

TRACK 53

Listen to the words. Circle the words that have the same sound as 'go'.

clown
pony
home
colors
on
lots
too
so
tomato
don't
two
of

Reader

TRACK 54

I Hope We Go Somewhere Nice!

by Andrew Starling

TRACK 55

Let's Celebrate With a Song!

by Andrew Starling

TRACK 56

A Magical Kite

by Engeli Haupt

TRACK 57

The Computer

by Brinn Edwards

TRACK 58

The Four Dragons

by Brinn Edwards

TRACK 59

Seeing Color

by Brinn Edwards

TRACK 60

At Sea

by Engeli Haupt

TRACK 61

A Long Journey

by Engeli Haupt

TRACK 62

Music and Mankind

by Brinn Edwards

TRACK 63

Celebrations Around the World

by Engeli Haupt

TRACK 64

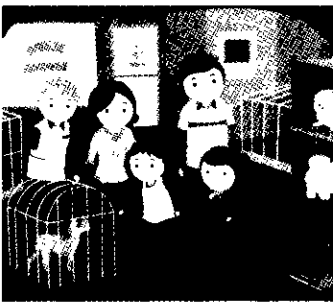
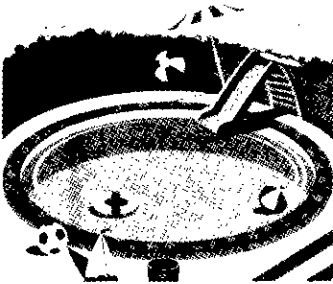
Pronunciation Guide

TRACK 65

Useful Expressions in the Classroom

Worksheet 1

1. Complete the sentences. Then match them to the pictures.



He is my favorite actor.
I really _____ his
last movie. I _____
this one is good, too.

I really _____
we can find a puppy.
I love dogs!

I _____
it doesn't rain. I want
to swim.

I _____
Mexico wins the soccer
match.

2. Complete the sentences so they are true for you.

a. I hope _____

b. I really like _____

Worksheet 2

1. Underline the animals in blue. Circle the sounds of the animals in red.

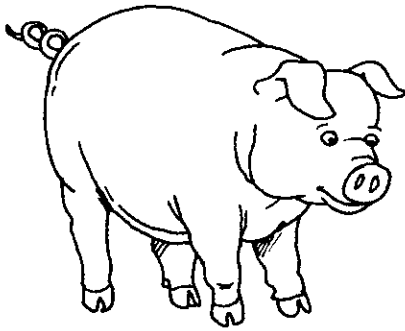


Old Macdonald had a farm,
E-I-E-I-O.
And on his farm he had a pig,
E-I-E-I-O.
With an oink, oink here,
And an oink, oink there,
Here an oink, there an oink,
Everywhere an oink, oink,
Old MacDonald had a farm,
E-I-E-I-O.

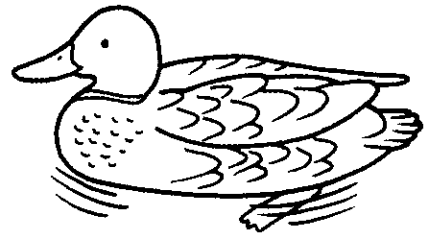
Old Macdonald had a farm,
E-I-E-I-O.
And on his farm he had a duck,
E-I-E-I-O.
With a quack, quack here,
And a quack, quack there,
Here a quack, there a quack,
Everywhere a quack, quack,
Old MacDonald had a farm,
E-I-E-I-O.



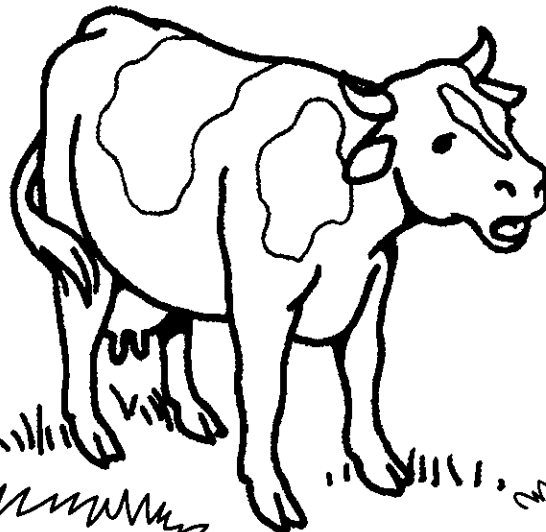
2. Match the animals with the sound they make. Color the animals.



moo



baa



neigh

Worksheet 3

1. Look at the pictures and answer.

What is it? _____

What are you going to make? _____

Materials

square origami paper (any color)
white sheet of paper colored pencils
colored sheet of paper glue stick

Instructions

For each step, press each fold well with your fingers.

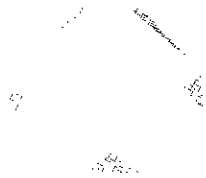
First, start with origami paper -15 cm x 15 cm.



Step 2: After that, bring the bottom right corner up and to the right of the center point.

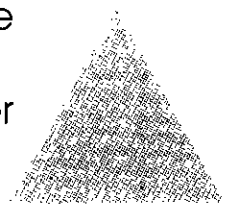


Step 4: Finally, flip the paper over. Fold the side and bottom points in to make your tulip rounder.

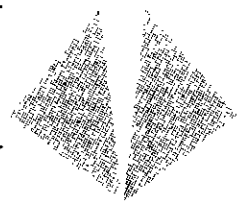


Step 6: Use a sheet of paper. Draw grass, stems and leaves for the tulip. You can make paper leaves if you want and glue them on the paper.

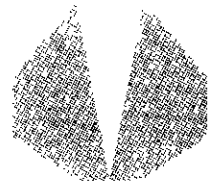
Step 1: Then, with the colored side facing down, fold the paper on the diagonal to make a triangle.



Step 3: Next, repeat with the left corner. Bring it up and to the left of the center point.



Step 5: Your tulip is finished! Repeat steps 1 to 5 if you want to make more tulips.



Step 7: Once you finish drawing use a glue stick to attach your origami tulip. Put extra glue on the little flaps on the back.

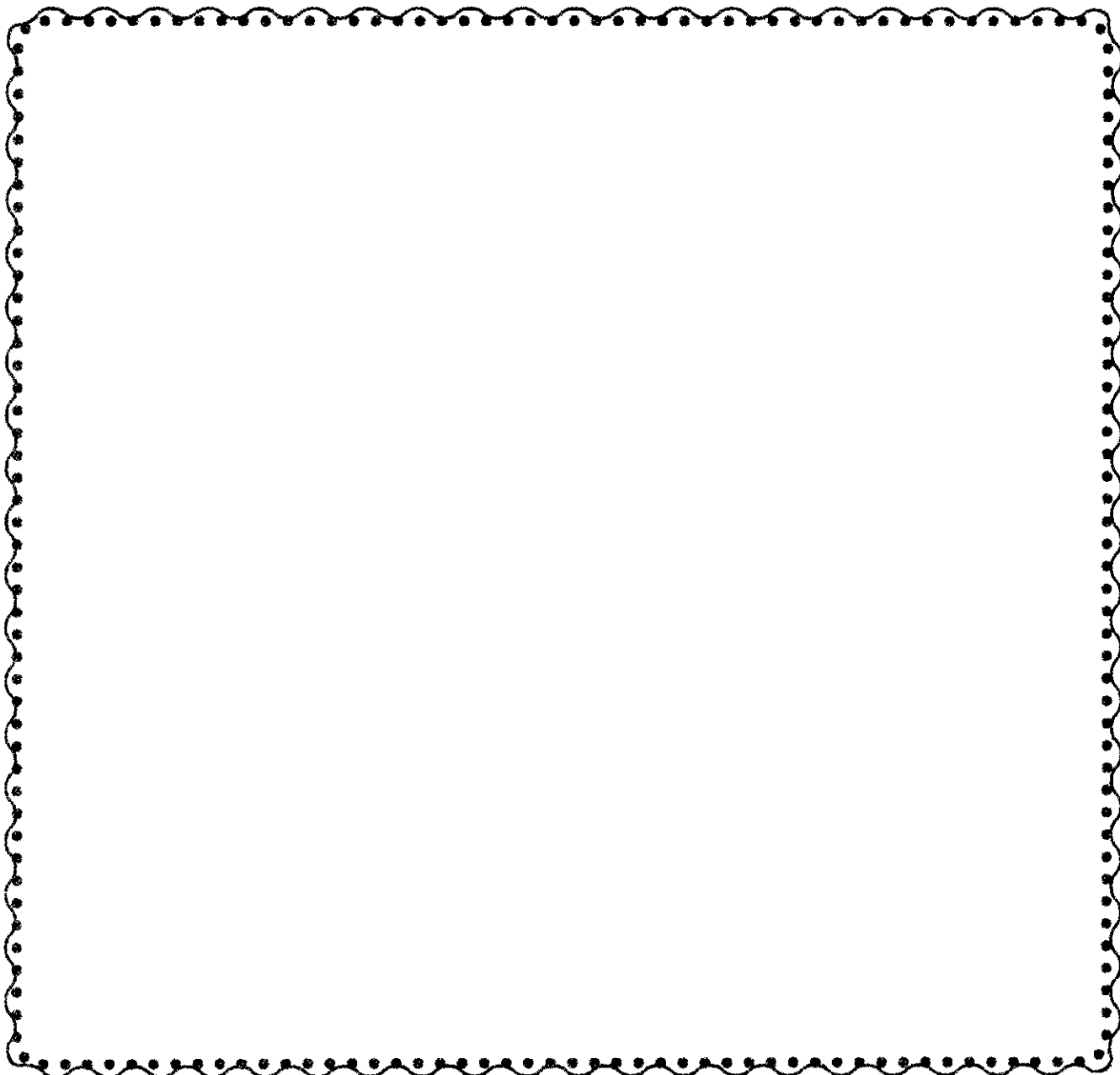


Worksheet 4

1. Choose an activity to advertise on a poster.

- concert
- play
- disco
- basketball tournament

2. Write a title and details on the poster including cost, time, place.



3. Draw a picture of the event on the poster.

1. Read the title. What do you think the fable is about?



The Ant and the Grasshopper

Once upon a time there was an ant and a grasshopper. They lived in a garden.

Every day, Ant got up early and walked far to pick up seeds. She carried the seeds on her back and took them home. She was very small, so the walk was very long. She worked the whole day, without ever stopping to rest.

As Ant worked, Grasshopper was in the sun, playing music and singing. "Why do you work so hard, Ant?" Grasshopper said. "Summer is here! Come and sing with me!"

Ant did not listen to Grasshopper and worked and worked. Grasshopper laughed. "You are a silly little ant," he said. And he played music and sang.

Autumn came, and then winter. The days were short. Snow fell on the garden and there were no seeds or grass. Grasshopper had no food to eat. "Oh, I am hungry", he said. There is no food in the garden. Then, he remembered Ant. She had many seeds.

He went to Ant's house. Ant opened the door.

"I am hungry", said Grasshopper. "Give me some food, please."

Ant said: "I worked hard all summer. You sang and danced and you did not work! Now you have an empty stomach!"

2. What is the moral of the story?

Worksheet 6

1. Complete the questions using the words in the box. Then match questions and answers.

What

Who

Where

When

Why

How

How many

Is

Are

Do

Does

- | | |
|---|---------------------------|
| 1. _____ does she live? | He is my grandpa. |
| 2. _____ is he? | It's on July tenth. |
| 3. _____ he rich? | I walk to school. |
| 4. _____ is your birthday? | I'm reading a book. |
| 5. _____ is he angry? | No, he isn't. |
| 6. _____ are you doing? | She lives in Puebla. |
| 7. _____ you like apples? | Yes, she does. |
| 8. _____ do you go to school? | Because he lost the game. |
| 9. _____ he work in a farm? | Yes, I love apples! |
| 10. _____ they brothers? | No, he doesn't. |
| 11. _____ she go to school? | Only one. |
| 12. _____ cars are there in your house? | No. They are cousins. |

Worksheet 7

1. Complete the note with words from the box.

notebook

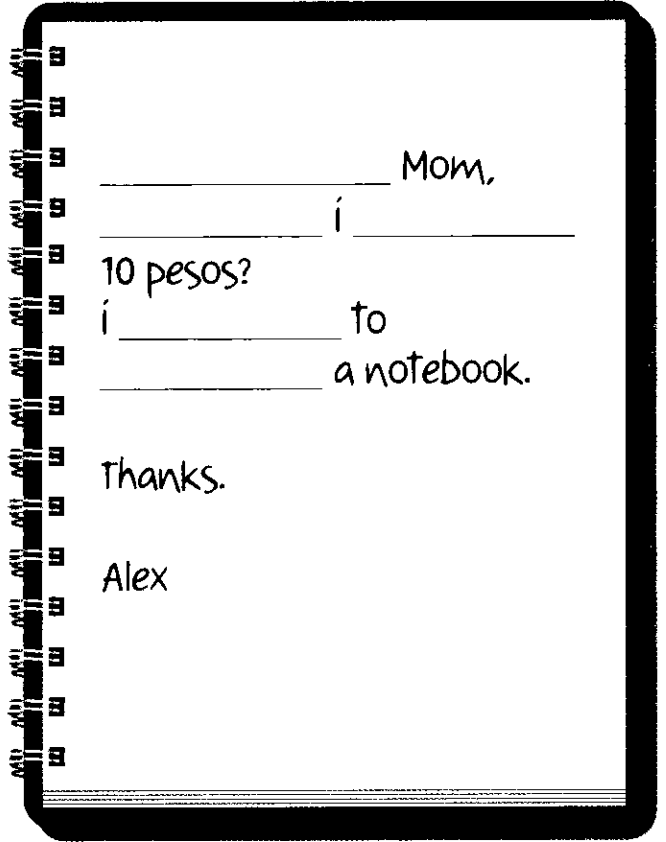
Can

Dear

borrow

need

buy

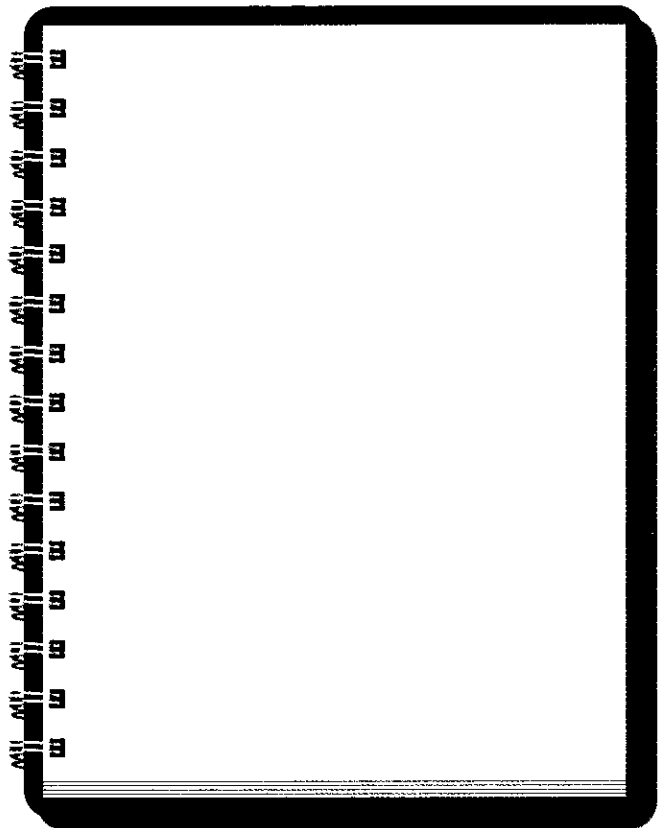


_____ Mom,
_____ i _____
10 pesos?
i _____ to
_____ a notebook.

Thanks.

Alex

2. Is there anything you need to borrow? Write down a note.



Worksheet 8

1. Put the paragraphs in order and complete the sentences.

Better at School

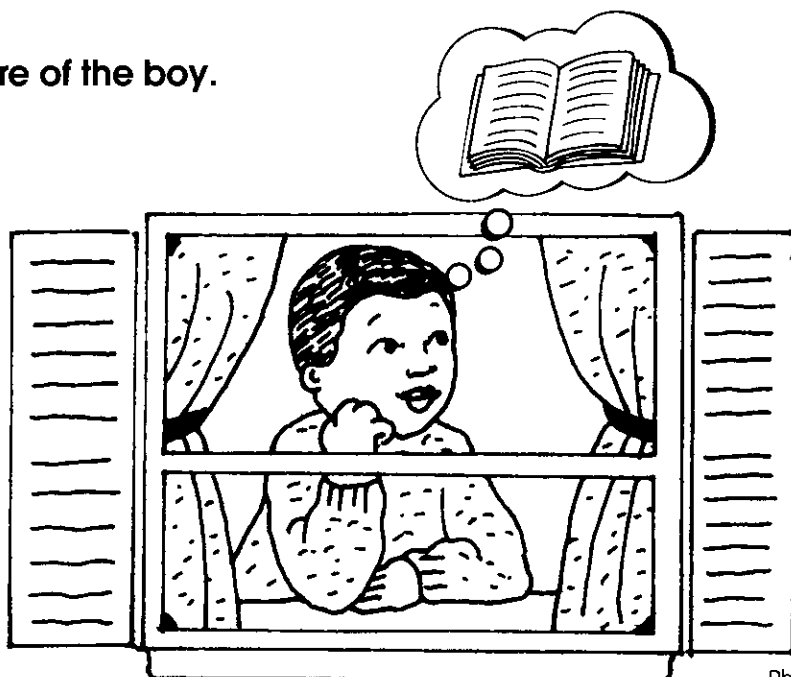
Sometimes I forget my books at school. Sometimes I forget my books at home. My mom gets very angry when I forget my books. Sometimes I don't pay attention in class. I look at the teacher when she explains, but I think of other things

I need to _____ more in class. I have a friend that has very good grades. She wants to help me study. I need to study with her. I want to have good grades.

I want to improve my grades. I need to _____ more. I don't like to study very much. I prefer to study _____ on my computer.

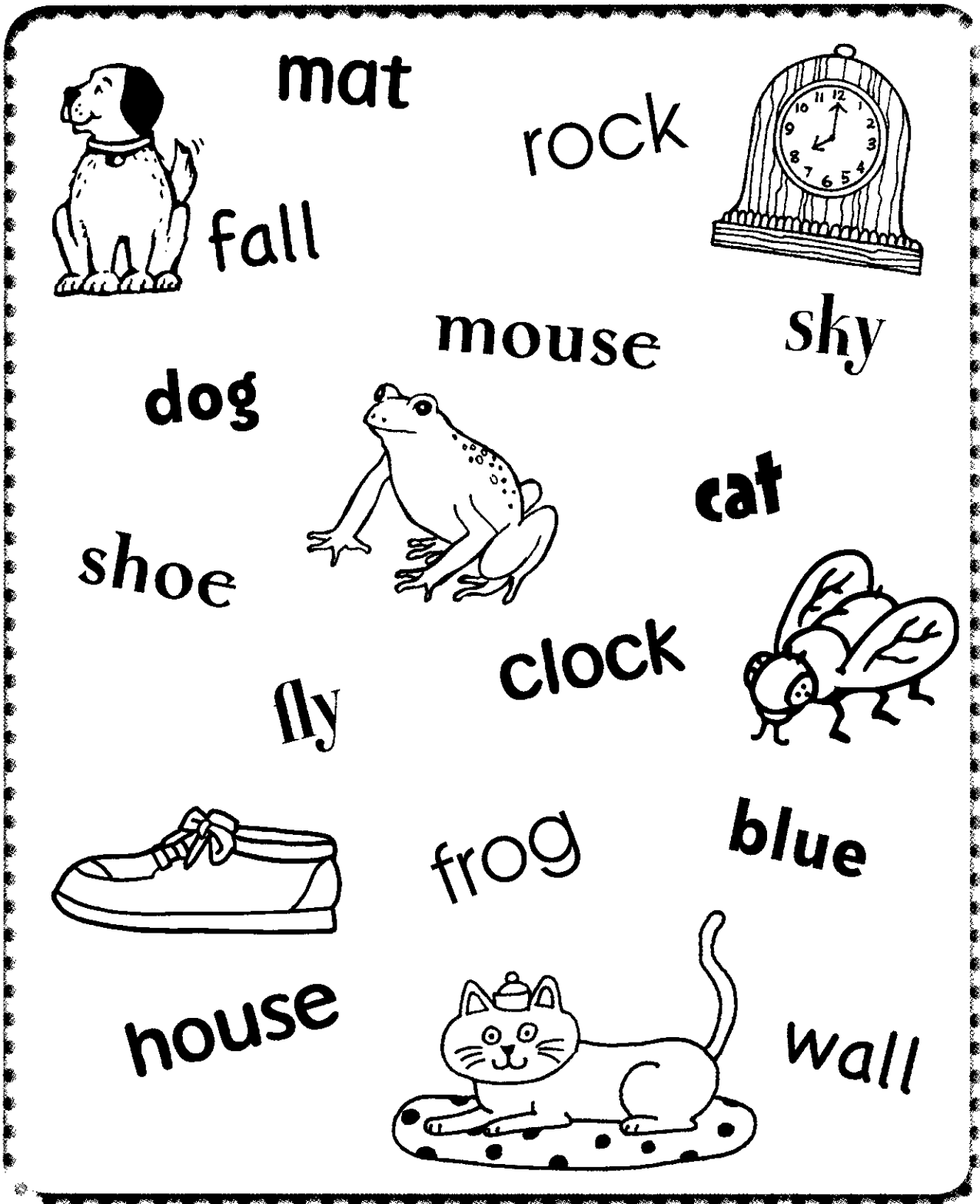
I also like to _____ TV or play outside with my brother. My mom gets angry when I don't do my homework. She says homework is important. I don't normally remember to finish my homework.

2. Color the picture of the boy.




Photocopiable material

1. Draw lines to match the words that rhyme. Color the pictures.

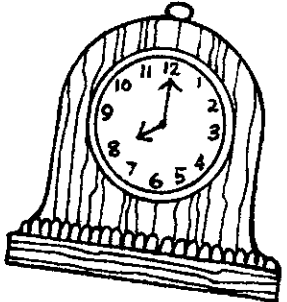


mat

rock



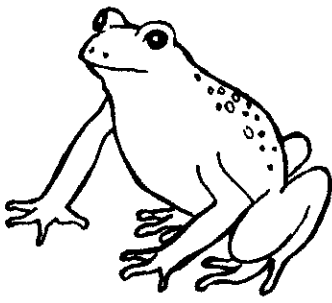
fall



dog

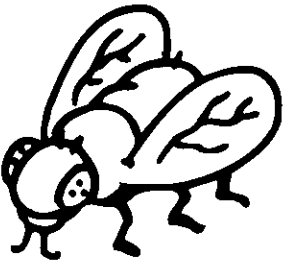
mouse

sky



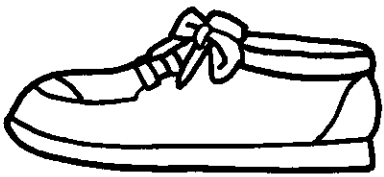
shoe

cat



fly

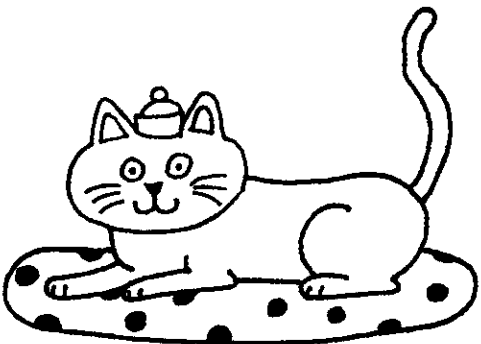
clock



frog

blue

house



wall

2. In pairs, write a song with the rhyming words.

Worksheet 10

1. Check (✓) the things we use cards for.

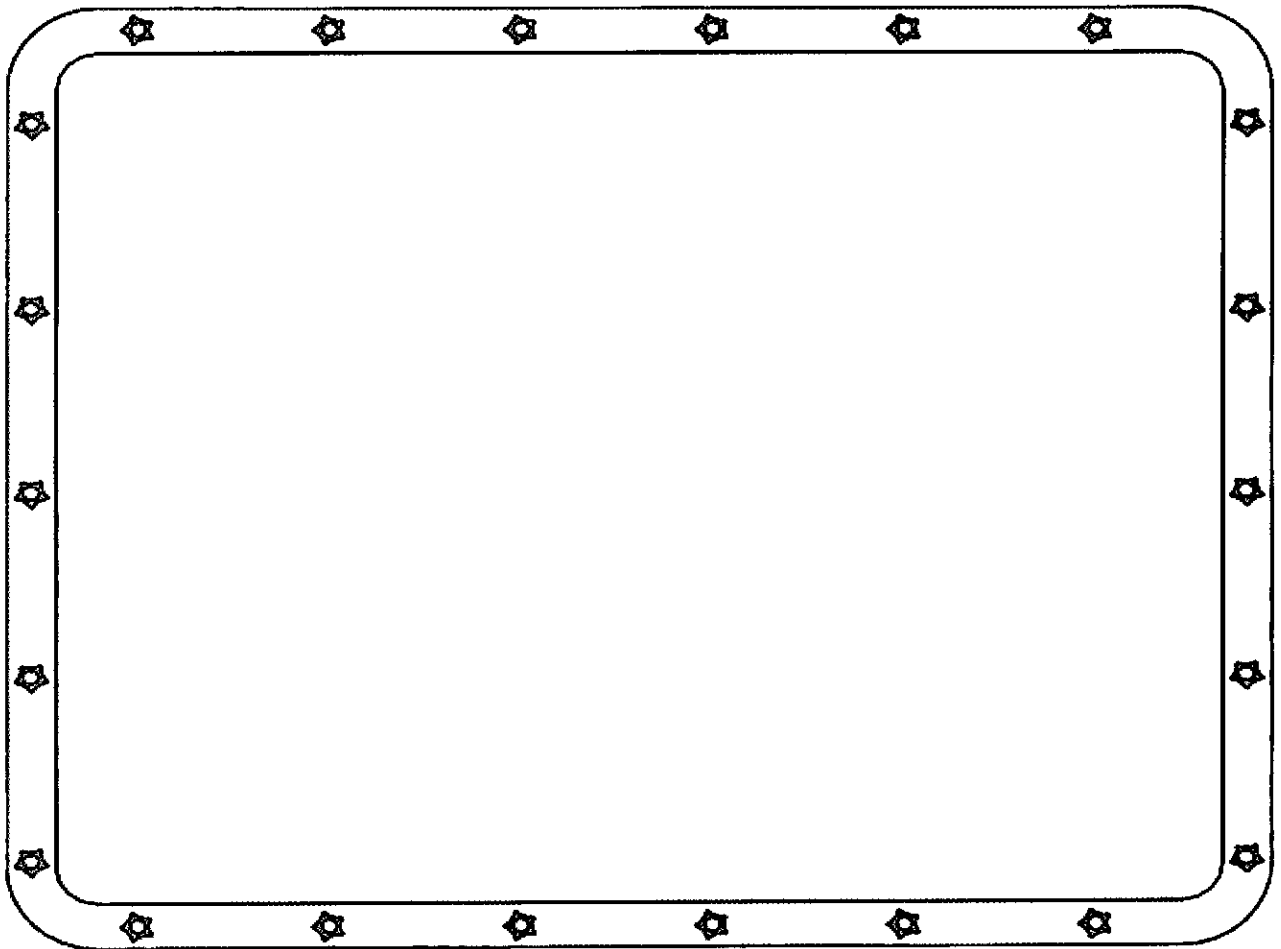
To say Happy Birthday

For a graduation

For Christmas

For Valentine's Day

2. Choose a situation from 1 and draw a picture.



3. Write three or four sentences describing your picture.

Worksheets Answer Key

Worksheet 1

1.
 - a. enjoy / like
 - b. hope / wish
 - c. hope / wish
 - d. hope / wish
2. Answers may vary.

Worksheet 2

1.

In blue: pig, duck
In red: oink, oink, quack, quack
2.

cow - moo

Worksheet 3

1.

Instructions
Paper flower / origami tulip

Worksheet 4

1. Answers may vary.
2. Answers may vary.

Worksheet 5

1. Possible answers: about two insects, about an ant and a grasshopper, about music, etcetera.
2. Possible answers: Don't laugh at your friends; work hard and enjoy later; help everybody, etcetera.

Worksheet 6

1. Where...? She lives in Puebla.
2. Who...? He's my grandpa.
3. Is...? No, he isn't.
4. When...? It's on July tenth.
5. Why...? Because he lost the game.
6. What...? I'm reading a book.
7. Do...? Yes, I love apples!
8. How...? I walk to school.
9. Does...? No, he doesn't.
10. Are...? No, they are cousins.
11. Does...? Yes, she does.
12. How many...? Only one.

Worksheet 7

1.

Dear
Can / borrow
need / buy
2. Answers may vary

Worksheet 8

1.
 1. want to improve...
 2. I also like to **watch**...
 3. Sometimes I forget...
 4. I need to **study**...
2.

Answers may vary

Worksheet 9

1.

mat, cat,
rock, clock
fall, wall
mouse, house
sky, fly
shoe, blue
dog, frog,
2. Answers may vary.

Worksheet 10

1.

To say Happy birthday
For a graduation
For Christmas
For Valentine's Day
To get well
2. Answers may vary.
3. Answers may vary.

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ISBN: 978-607-32-4893-8
9 786073 248938